

It's My Right!





Unit Overview

It's My Right!

Rights are very important and one of the main reasons the United States of America is a great country. This unit focuses on rights that are granted to citizens of the United States through the Constitution and the Bill of Rights. It also highlights public agencies that help people use their rights.

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Instructional Targets

Social Studies Standards for Government

- Identify rights of citizens provided through key amendments to the Constitution.
- Identify key principles of the Constitution that define the structure of the government.
- Identify public agencies or public policies and explain how they benefit citizens.
- Identify local issues and participate in the community to maintain or improve conditions.

Reading Standards for Informational Text

- Experience information from leveled text related to U.S. documents and those of historical significance.

Differentiated Tasks

Level 3 Students will...

- Recognize the process of voting to elect leaders as a foundation of democratic government.
- Study and describe public agencies and the benefits they have for citizens.
- Describe basic citizenship rights and responsibilities as defined in the Constitution (e.g., Bill of Rights).
- Identify and participate in civic activities to improve quality of life in the community.
- Summarize key information from important U.S. texts of historical and literary significance.

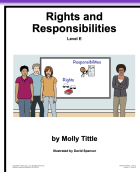
Level 2 Students will...

- Recognize the process of voting for leaders.
- Explore services provided by local public agencies.
- Identify basic human and civil rights and recognize the responsibilities of U.S. citizens.
- Participate in a civic activity to help the community.
- Identify key information from important U.S. texts of historical and literary significance.

Level 1 Students will...

- Make a selection through a voting process.
- Identify a public agency that offers services (post office, police and fire departments, etc.).
- Make choices in daily living, demonstrating individual rights.
- Participate in a supported volunteer activity.
- Make a selection of a key point from a significant U.S. document.

Standards Connection



Rights and Responsibilities

In this unit, students learn about the rights of American citizens granted through the Bill of Rights and the Constitution. The Leveled Book, *Rights and Responsibilities*, illustrates some of the rights and responsibilities that go along with the rights of students at school. Throughout the unit, reiterate classroom rights and the responsibilities that go along with each right.



High School Rights

This Chapter Book introduces and explains rights granted to American citizens. Chapter 1 discusses the Constitution and the Bill of Rights as the documents that grant us rights. Chapters 2 and 3 present the right to keep things safe and make choices (variations of the Fourth and Ninth Amendments) and the responsibilities that go along with them. Chapter 4 discusses the right to meet, speak and ask. Chapter 5 explains the right to vote. Chapter 6 presents different agencies that provide services to citizens. Throughout this unit, have students identify rights that they have in everyday life, as well as the responsibilities that go along with those rights.



Life Skills Applications

The life skills applications focus on students exercising their rights in everyday situations. In Lesson 4, students explore basic rights and responsibilities at school. In Lesson 6, students learn how to use a locker to keep their things safe. Lesson 8 has students selecting food to make a balanced meal. Lesson 10 has students gathering information about clubs. In Lesson 12, students practice introducing themselves. Lesson 14 helps students know when and how to call 911.



Happy Constitution Day!

Constitution Day is celebrated on September 17 each year. Constitution Day is the observance of the adoption of the United States Constitution. The Constitution is the law that our country follows. Celebrate this day by having students make American Flag Brownies, found in Lesson 20. Lesson 16, 22 and 30 also include activities about Constitution Day.



The **n2y Library** has several books that may extend understanding of leaders and rules in our lives:

- **The Constitution** (Level J/K) explains how and why the Constitution was written.
- **Our New Nation** (Level J/K) explains how the United States became a country.
- **The Right to Vote** (Level E) reviews the history of citizens' right to vote.


 **Instructional Targets**

Reading Standards for Literature




- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books and fiction works that are adapted to student reading level.

 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Independently read literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level. 	<ul style="list-style-type: none"> • Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level. 	<ul style="list-style-type: none"> • Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.

 **Topic Connection**

Throughout this unit, students learn about rights and responsibilities. This unit's Leveled Book, *Rights and Responsibilities*, introduces the idea of having rights and responsibilities at school. To learn more about how this book develops social studies concepts, visit the Social Studies Connection page in the Unit Overview.

 Topic Words 	 Literacy Words															
<table border="0"> <tr> <td>choose</td> <td>responsibility</td> <td>safe</td> </tr> <tr> <td>fair</td> <td>right</td> <td></td> </tr> </table>	choose	responsibility	safe	fair	right		<table border="0"> <tr> <td>author</td> <td>illustration/picture*</td> <td>story*</td> </tr> <tr> <td>book</td> <td>illustrator</td> <td>title</td> </tr> <tr> <td>cover</td> <td>read*</td> <td></td> </tr> </table>	author	illustration/picture*	story*	book	illustrator	title	cover	read*	
choose	responsibility	safe														
fair	right															
author	illustration/picture*	story*														
book	illustrator	title														
cover	read*															

* Power Words

Benchmark Assessments

- Reading Level Assessment and all Benchmark Assessments in the Reading section of the GPS
- Phonemic Awareness Phoneme Blending
- Early Emerging Reading Rubric







Unit Checkpoint Assessments

- Level 2-3 Reading
- Level 1 Combined Content, Questions 3 and 4

An informal assessment of a verbal student's reading abilities may be obtained using the Unit Tools: Reading Observation.



Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
 Instructional Activities	Read Aloud 1	Read Aloud 2	Guided/Shared Reading	Self-Selected Reading
 See how these activities fit into the Suggested Unit Pacing .				
 ULS Materials and Resources	<i>Rights and Responsibilities</i> (Level E) Communication Board Adapted Book: <i>Rights and Responsibilities</i>  Adapted Book Picture Cards  Adapted Book Instructional Page		<i>Rights and Responsibilities</i> (Levels E, C and aa) Communication Board	n2y Library Books Standards Connection
Instructional Guide: Active Participation Scripts SymbolStix PRIME L ³ Skills: Language Arts Skills				
 Additional Materials	Books from the school or classroom library to use for self-selected reading.			



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.



Instructional Routine



Before Reading

- Use Lesson 15, Activity 3 to introduce and review the Topic Words: choose, fair, responsibility, right and safe.
- Continue talking about rights and responsibilities. Ask a focus question such as, "What is something you are allowed to do at school—choose your lunch or take others' books?" Discuss students' responses.
- Display ***Rights and Responsibilities*** (Level E) and read the title, author and illustrator's names.
- Preview the book. Point out the repeated phrase, "It is a right." Say, "This phrase is repeated in the book. As I read today, it is your job to find out one right the students have in high school."
- Review the learning goal with students: **I will remember one right students have in high school.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to the fact that all students have rights by emphasizing the phrase, "It is a right," as you read. While reading, place emphasis on the word 'right'.

Comment on Characters, Setting and Events

- Think aloud about the rights the students have at school. For example, on page 3 of the book, say, "The book says, 'Students get lockers to keep their things safe. It is a right. Brianna keeps her books safe in her locker.' What types of things should be kept in your locker? Why is it your right to have a place for your things?"
- Note: You may use the Adapted Book to help provide students with a multisensory experience if needed. See the Adapted Book Instructional Page for more information and strategies on how to use the Adapted Book.

After Reading

- Revisit the learning goal. Ask, "What rights do students have in high school?"
- **Level 3:** Have the student independently describe rights students have in high school. Provide prompts such as, "What right do students have to keep their things safe?"
- **Level 2:** Have the student identify a right students have in high school by completing a sentence frame, such as: 'High school students have the right to use a _____ to store their things.' Picture supports such as the Communication Board may be used as needed.
- **Level 1:** Have the student identify a right students have in high school by completing the sentence frame from Level 2 by making a selection from a narrowed field or errorless choice(s).
- Continue the discussion by talking with students about rights they have at school. Ask, "What are other rights do you have at school or at home?"



Check Understanding ?



Level 3: Can the student describe one right students have in high school?



Level 2: Can the student identify one right students have in high school using picture supports as necessary?



Level 1: Can the student identify one right students have in high school by making a selection from a narrowed field or errorless choice(s)?



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.



Instructional Routine



Before Reading	<ul style="list-style-type: none">• Display <i>Rights and Responsibilities</i> (Level E) and read the title, author and illustrator's names.• Prompt recall of the story by asking a focus question such as, "What is a right?" Remind students of the rights they read about in the story. Say, "With each right comes responsibility. As I read today, it is your job to remember a responsibility for a certain right students have."• Review the learning goal with students: I will remember one responsibility a student has.
During Reading	<p>Build Fluency</p> <ul style="list-style-type: none">• Continue reading aloud to model fluent reading, or invite students to read portions of the text aloud. <p>Build Comprehension</p> <ul style="list-style-type: none">• Point out the illustration of a locker. Review that having a locker is a right in the book. Review the responsibilities of having and using a locker. Discuss why the responsibilities are important. For example, ask, "Why is keeping a clean locker a responsibility? What would or could happen if someone did not keep their locker clean?"• Talk with students about what being responsible means. Discuss how the illustrations support the text. Use the illustrations to discuss making healthy food choices. Discuss some of the food choices in the cafeteria at school. Ask, "What responsibility do you have in choosing a healthy lunch?"• Note: You may use the Adapted Book to help provide students with a multisensory experience if needed. See the Adapted Book Instructional Page for more information and strategies on how to use the Adapted Book.
After Reading	<ul style="list-style-type: none">• Revisit the learning goal. Ask, "What is one responsibility that a student has?" <p>Level 3: Have the student describe one responsibility a student has. Provide a prompt, such as, "What is a responsibility a student has when they choose a lunch in the cafeteria?"</p> <p>Level 2: Have the student identify one responsibility a student has. Picture supports such as the Communication Board or the story illustrations may be used as needed.</p> <p>Level 1: Have the student identify one responsibility a student has by making a selection from a narrowed field or errorless choice(s). For example, display the symbols for 'healthy' and 'eat'. Say, "Show me a responsibility you have during lunch."</p> <ul style="list-style-type: none">• Continue the discussion by talking about responsibilities. Ask, "What are some other responsibilities you have at school? What responsibilities do you have at home?"



Check Understanding ?







- **Level 3:** Can the student describe one responsibility a student has?
- **Level 2:** Can the student identify one responsibility a student has? How?
- **Level 1:** Can the student identify one responsibility a student has by making a selection from a narrowed field or errorless choice(s)?

 **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.

This Leveled Book is presented in three leveled formats: Level E, Level C and Level aa. Select the level of book and the reading routine appropriate for each student.

 Instructional Routine Guided Reading ?  or 		 Instructional Routine Shared Reading ?  or 	
Before Reading	<ul style="list-style-type: none"> • Introduce the book by having students share what they have learned about rights and responsibilities. • Use the following Topic Words in conversation about the book: choose, fair, responsibility, right and safe. Have students locate the words in the book. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: I will read a story. 	Before Reading	<ul style="list-style-type: none"> • Introduce the book by having students share what they have learned about rights and responsibilities. • Use the following Topic Words in conversation about the book: choose, fair, responsibility, right and safe. Help students locate the words in the book. • Review the learning goal with students: I will read a story.
During Reading	<ul style="list-style-type: none"> • Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies. ? 	During Reading	<ul style="list-style-type: none"> • Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies. ?
After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the book. • Have students locate the High-Frequency Words: able, book, hope, love, never and person. 	After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the book. • Have students locate the High-Frequency Words: able, book, hope, love, never and person.

 **Check Understanding** ?

-  **Level 3:** Can the student independently read stories adapted to personal reading level?
-  **Level 2:** Can the student read stories adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading stories adapted to student ability level? How?

 **Instructional Target**

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.

 **Instructional Routine**



Introduce	<ul style="list-style-type: none"> • Tell students they will choose a book to read. Ask a focus question such as, "Would you like to read a book about rights or responsibilities?" Talk with students about their choices. • Explain that when choosing a book, it is important to think about the topic, or what the book is about, as well as how hard or easy the book will be to read. Say, "Today, your job is to choose a book to read." • Review the learning goal with students: I will choose a book to read.
Model	<ul style="list-style-type: none"> • Display 4 to 5 books on various topics written at various levels from the class, school or n2y Library. • Model previewing a book to determine if the topic interests you. For example, read a few pages of one of the books and say, "This book is about _____. I'm not really interested in _____, so I don't think I want to read this book." Then read a few pages of a different book and say, "This book is about _____. I really like _____. I would like to read this book." • Next, model previewing a book to determine whether it is too hard, too easy or just right. For example, read a page aloud, counting the number of mistakes you make. Continue modeling until you find a book that you can read with only 2 to 3 mistakes per page.
Provide Practice	<p>Level 3: Have the student choose a book to read from the class, school or n2y Library. Remind the student to ask, "What is this book about? Is this book too hard, too easy or just right?"</p> <p>Level 2: Have the student choose a book to read from the class, school or n2y Library. Provide visual supports as necessary.</p> <p>Level 1: Using the student's interests and independent reading level as a guide, provide the student with a field of 2 to 3 appropriate books from which to choose. Have the student use his or her active participation mode to select a book to read.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal. Guide students to recall two things to think about when choosing a book to read.
Extend	<ul style="list-style-type: none"> • To extend this lesson, use the Standards Connection to compare the similarities and differences of literature across various mediums. Select a movie, poem, song, play, website or article with a similar topic, character or event to compare.

Throughout the Unit

- Engage students in self-selected reading using the reading routine appropriate for each student. Reading routines may include: partner reading (with an adult or peer), shared reading or supported reading.
- Meet with individual students to discuss the books they are reading. Ask questions such as, "Do you like this book? Why or why not? Is this book too easy, too hard or just right? Do you have any questions about this book?"

 **Check Understanding** 

 **Level 3:** Can the student choose appropriate books for independent reading? How?

 **Level 2:** Can the student choose appropriate books to read with supports? How?

 **Level 1:** Can the student choose a book from a field of 2 to 3 choices using an active participation mode? How?

Support students' comprehension and ability to connect with a text by adapting the Leveled Book. Students' comprehension increases when they are able to interact with a story or text using multiple senses. An adapted book is provided in the Leveled Book PDF. As you read the book as a class, small group or with an individual student, have the student match the Picture Card to the correct page to build comprehension and maintain attention to the book during a read aloud.


Tips for using an Adapted Book

- Print out the book pages and the page of Picture Cards.
- Laminate all pages that students will use to increase durability.
- Use book binding materials such as spiral binding, a three ring binder or folder to put the book together.
- Place hook and loop fasteners (e.g., VELCRO®) or tacky glue on the pink dot in the white box on each page.
- Cut out the Picture Cards and store them on the last page using hook and loop fasteners or tacky glue.
- While reading, present the student with one or more cards. (Determine number based on the student's needs.)
- Talk to the student about how the picture on the card relates to the text or illustration.

2



**Jayden goes to science camp.
He packs his safety goggles and medicine.
Now Jayden is ready for camp!**



The End










●	●	●	●	●
●	●	●	●	●

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Based on your students' needs, consider other ways of adapting the book.

- Use objects instead of Picture Cards.
- Add texture to Picture Cards using puff paint, hot glue, yarn, wax-coated yarn sticks or fabric.
- Make images larger or adjust contrast.
- Add physical supports to help students turn pages (clips, page fluffers, glue to cardboard, etc.).
- Add fragrances to Picture Cards or use fragrant objects to access other senses.

✂ For hands-on instruction, print, cut out and laminate.

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For more information on adapted books, read the following article located on the n2y website:
[Adapting Books to Increase Accessibility: A Multisensory Approach](#)

Instructional Targets

Reading Standards for Literature

- **Integration of Knowledge and Ideas:** Compare and contrast various artistic mediums (i.e., poetry, song, play, movie, etc.) of literature with similar topics, characters or events.







Standards for Speaking and Listening

- **Comprehension and Collaboration:** Identify information from multiple sources that contribute to making a decision.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Describe similarities and differences in the plot, events and characters between reading a story and experiencing a multimedia version of a similar story line. • Obtain information from two or more sources to reach a personal decision. 	<ul style="list-style-type: none"> • With support, identify similarities and differences in the plot, events or characters between reading a story and experiencing a multimedia version of a similar storyline, character or event. • Gather and compare information from two sources. 	<ul style="list-style-type: none"> • When presented with illustrations of a character or an event from one story, select a matching character or event from a similar story. • Select from a narrowed field or errorless choice(s) when presented with two informational options.

This activity provides an opportunity to think about the variety of ways we experience literature and common characters, settings and themes and compare them with others. Have students choose two different literature texts from different mediums with similar topics, people or events. Then have them use the LiteraryText Chart, to identify similarities and differences between the two texts.

Literary Texts		
Text Features	Text 1	Text 2
Media <small>(book, movie, poem, song, play, website, article, etc.)</small> 	/	/
Title 	/	/
Author 	/	/
Character 	/	/
Setting 	/	/
Event 	/	/



Instructional Target

Reading Standards for Literature

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, characters, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.



Differentiated Tasks

Level 3 Students will...

- Independently answer explicit questions about a story, play or poem using strong textual evidence.
- Independently summarize a story, poem or play without using personal opinions.
- Independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme.
- Independently identify one or two themes of a story, play or poem.

Level 2 Students will...

- Select pictures or text to answer an explicit question about a story, play or poem.
- Summarize the theme/central idea of a story, play or poem using no personal opinions with support.
- With support, identify examples of the main idea and key details from a story, play or poem that support the development of a theme with support.
- Identify the theme of a story, play or poem by pointing to pictures or text.

Level 1 Students will...

- Select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board).
- Summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).



Topic Connection

Throughout this unit, students will learn about the rights and responsibilities that come along with being a citizen in our nation. In this lesson, the Leveled Book, *Rights and Responsibilities*, addresses some of the rights and responsibilities students have in school. In this lesson, students will answer questions and describe and summarize the main idea, key characters and events in the Leveled Book.



Topic Words



citizen responsibility safe
fair right



Literacy Words

answer character question
book detail story*

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Listening Comprehension
- Emerging Skills: Early Emerging Reading Rubric

Unit Checkpoint Assessments

- Level 2-3, Content Understanding
- Level 1, Reading, Questions 1-3 and 8-12





Lesson at a Glance

Activity 1

Activity 2



Instructional Activities

Answer Questions

Comprehension




See how these activities fit into the [Suggested Unit Pacing](#).



ULS Materials and Resources

Rights and Responsibilities
(Level E)

Comprehension Questions
(Levels 3-1)

Fill-In Cards 

Rights and Responsibilities
(Level E)

Main Idea and Details Chart
(Level 3, Level 2, Level 1)

Sequencing Cards 

Standards Connection A

Standards Connection B

[Instructional Guide: Active Participation Scripts](#)

[Instructional Guide: Instructional Tips](#)

[SymbolStix PRIME](#)



Additional Materials





Instructional Target

Reading Standards for Literature

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem.



Instructional Routine



Introduce	<ul style="list-style-type: none">• Reread the highest level of the Leveled Book, <i>Rights and Responsibilities</i>, as directed in Lesson 1. Then, introduce this activity by asking a focus question about the book. For example, ask, "Did you like this story?" Discuss students' responses. Explain that there is no right or wrong answer to this question; some students may like the story and some may not.• Tell students they will now answer other questions about the story, <i>Rights and Responsibilities</i>. Explain that the answers to these questions can be found in the story. Say, "I am going to ask you questions about the story. Your job is to answer the questions. You can use the story to help you."• Review the learning goal with students: I will answer questions about a story.
Model	<ul style="list-style-type: none">• Display the Comprehension Questions (vary the level displayed according to students' needs) and read the first question aloud. Model using the story to answer the question.• Model marking or selecting your answer on the Comprehension Questions page.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently.</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none">• Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures.



Check Understanding ?

- **Level 3:** Can the student independently answer questions about the story?
- **Level 2:** Can the student answer questions about the story by selecting a picture?
- **Level 1:** Can the student answer questions about the story by selecting a picture? How many choices were presented?

 **Instructional Targets**

Reading Standards for Literature

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, characters, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.



Instructional Routine



Introduce	<ul style="list-style-type: none"> ● Review the Leveled Book by asking a focus question. For example, ask, "Where do students have rights—at school or nowhere?" Discuss students' responses. ● Explain that stories have many different parts. The main idea is what the story is about. The details give more information about the story and support the main idea. The theme is an important idea or lesson from the story. ● Tell students, "Today, your job is to find the main idea and an important idea or lesson from the story and put details from the story in order." ● Review the learning goals with students: I will find the main idea and an important idea or lesson from the story. I will put details from the story in order.
Model	<ul style="list-style-type: none"> ● Display the Main Idea and Details Chart. Three levels of the Chart are provided: Level 3 (Text Only), Level 2 (Single Symbol-Support) and Level 1 (Symbol-Supported). Display the level that meets the majority of the students' needs. ● Using the Leveled Book, discuss the characters and main idea of the story. For example, ask, "Who are the main characters in the story? What was the story about?" Model selecting the main character and main idea to complete the Main Idea and Details Chart. ● Continue using the Leveled Book to discuss details in the story. Use the Sequencing Cards to model adding details to the Main Idea and Details Chart in the correct order. For example, say, "In the beginning of the story, the first detail, character or event was _____. The event was _____." Select the appropriate Sequencing Card to complete the Key Details chart. ● Complete the Main Idea and Details Chart by discussing an important idea or lesson from the story. Model choosing the correct message. For example, ask, "What is an important idea or lesson to be learned from this story?" Model selecting the correct message. Discuss the completed chart.
Provide Practice	<p>Provide students with appropriate Main Idea and Details Chart, Sequencing Cards and Leveled Book.</p> <p>Level 3: Have the student summarize the story, including main idea and important idea or lesson, and describe the plot by putting events in order on the Main Idea and Details Chart.</p> <p>Level 2: Have the student use picture supports to retell key details, characters and events from the story in order by completing the Main Idea and Details Chart.</p> <p>Level 1: Have the student retell key details or characters from a story through an active participation response and select a picture to identify an event from a story using the Main Idea and Details Chart, from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> ● Revisit the learning goal by reviewing the completed Main Idea and Details Chart. Talk with students about how they know the main idea of the story.
Extension	<ul style="list-style-type: none"> ● Use the Standards Connections to analyze a poem about this unit's theme. Suggestions for poems can be found in the Supplemental Reading List. When selecting a poem, be sure it includes at least one example of the literary devices listed in Poetry Clues Guide 2.



Check Understanding ?

- **Level 3:** Can the student summarize the story, including the main idea and an important idea or lesson, and describe the plot by putting events in order on the Main Idea and Details Chart?
- **Level 2:** Can the student use picture supports to retell key details, characters and events from the story in order by completing the Main Idea and Details Chart?
- **Level 1:** Can the student retell key details or characters from a story through an active participation response and select a picture to identify an event from a story using the Main Idea and Detail chart from a narrowed field or errorless choice(s)?



Questions and Answers

Students responsibility Rights choose fair

Fill-In

1. _____ let people do or have something. (Rights)
2. Rights make things _____ for everyone. (fair)
3. _____ get lockers to keep their things safe. (Students)
4. A _____ is something a person should do. (responsibility)
5. Students _____ their food for lunch. (choose)

 **Instructional Targets**

Reading Standards for Literature

- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied in a story, play or poem.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books and fiction works that are adapted to student reading level.

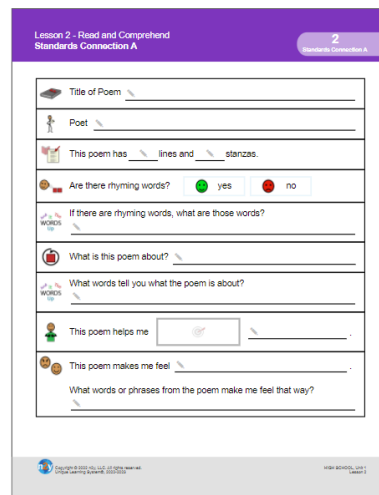
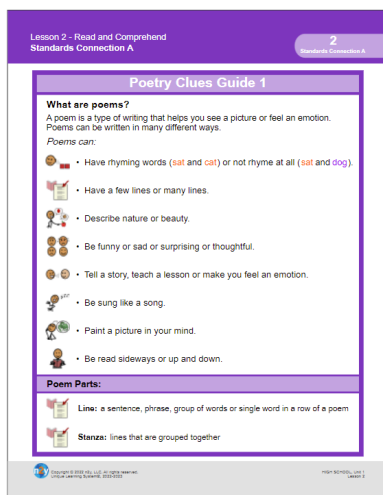
 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> ● Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support. ● Compare literal and implied meaning presented in a story, play or poem. ● Independently read literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level. 	<ul style="list-style-type: none"> ● Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support. ● Identify feelings associated with a story, play or poem with support. ● Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level. 	<ul style="list-style-type: none"> ● Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s). ● Identify implied meaning in a literary text from a narrowed field or errorless choice(s). ● Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.

Understanding poetry is a unique experience. The poet's intent, the reader's understanding and the search for meaning can vary. But a poet can use a variety of tools, including structure and word choice, to aid the reader in discovering the implied meanings in a poem.

This standards connection includes a Poetry Clues Guide and a Poetry Analysis Activity. Select a poem. (See a list of suggested poem titles on the Supplemental Reading List. or use <https://poets.org> to find a poem related to the unit theme.) Use Clues Guide 1 to review ways a poem may be written, including form and structure, and why poems are written. Read the poem aloud to complete the Poetry Analysis Activity. Multiple readings of poems are encouraged to support students' understanding. Model how to find or pick out an example of poetic structure or implied meaning. For example, after reading the poem, select a phrase to discuss and read the phrase aloud. Then say, "I noticed this phrase while reading. When I read this line, I think it means _____. Now I'll read it again to better understand what the poet means by this, and what they want me to see/feel/hear." Read the line aloud and say, "My deeper understanding is _____."

Many poems are available as recorded readings online and can aid students in the understanding of feelings, rhythm and overall meaning of the poem.

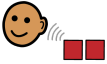









Poetry Clues Guide 1

What are poems?

A poem is a type of writing that helps you see a picture or feel an emotion. Poems can be written in many different ways.

Poems can:

-  • Have rhyming words (**sat** and **cat**) or not rhyme at all (**sat** and **dog**).
-  • Have a few lines or many lines.
-  • Describe nature or beauty.
-  • Be funny or sad or surprising or thoughtful.
-  • Tell a story, teach a lesson or make you feel an emotion.
-  • Be sung like a song.
-  • Paint a picture in your mind.
-  • Be read sideways or up and down.










Poem Parts:



Line: a sentence, phrase, group of words or single word in a row of a poem



Stanza: lines that are grouped together

	Title of Poem _____
	Poet _____
	This poem has _____ lines and _____ stanzas.
	Are there rhyming words? <input type="checkbox"/> yes <input type="checkbox"/> no
	If there are rhyming words, what are those words? _____
	What is this poem about? _____
	What words tell you what the poem is about? _____
	This poem helps me <input type="text"/> _____.
	This poem makes me feel _____.
	What words or phrases from the poem make me feel that way? _____

Instructional Targets

Standards for Language

- **Vocabulary Acquisition and Use:** Identify and interpret figurative language (e.g., similes, metaphors, personification, hyperbole, paradox, euphemism, oxymoron).

Reading Standards for Literature

- **Craft and Structure:** Interpret figurative language (e.g., similes, metaphors, idioms, analogies, connotative meanings of word) and determine how it affects the meaning and mood of a story, play or poem. Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative and connotative meanings.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books and fiction works that are adapted to student reading level.

Differentiated Tasks

Level 3 Students will...

- Independently identify the meaning of figurative language using clues from words and sentences.
- Interpret figurative language and how it changes the way the reader feels in a story, play or poem.
- Independently read literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.
- Determine literal and figurative meanings of a word as it is used in a text.

Level 2 Students will...

- Identify figurative meanings of text with support.
- Select a picture or words to determine the meaning of a word or phrase, with support.
- Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.
- Point to pictures or words to match words with same meanings in text.

Level 1 Students will...

- Make a selection to indicate words or a picture that represents the figurative meaning of text from a narrowed field or errorless choice(s).
- Select a picture or word to match the meaning of a word or phrase from a narrowed field or errorless choice(s).
- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.
- Select a picture or word to match the meaning of a word or phrase from a narrowed field or errorless choice(s).

A poet can use a variety of tools, including figurative language and other literary devices, to help illustrate a picture or theme in the reader's mind.

This standards connection includes Poetry Clues Guide 2 and a Figurative Language activity. Use Clues Guide 2 to review literary devices used by poets to aid in evoking feeling, emotion and understanding. Read aloud the examples of each device. Ask students for examples they may remember from familiar texts, songs or everyday communication.

To complete Standards Connection B, you must choose a poem that includes an example of figurative language or a literary device outlined in Clues Guide 2. You may choose to use the same poem used in Standards Connection A or a different poem (see a list of suggested poem titles on the Supplemental Reading List). Repeated exposure to poems, especially those that include figurative language and other literary devices, will deepen students' understanding. Read the poem aloud; multiple readings of poems are encouraged to support students' understanding. Model how to find or pick out an example of figurative language or a literary device in the poem. For example, after reading the poem, select a phrase to discuss and read the phrase aloud. Then say, "I noticed this phrase while reading. This is an example of (a metaphor)." Then complete the Figurative Language Activity.

Poems can have...	This is called...	Example:
words that compare two things using "like" or "as"	simile	The thunder sounded like a lion's roar.
words that compare two things not using "like" or "as"	metaphor	Her eyes are sparkling diamonds.
words that make something seem more than it is	hyperbole	I'm so hungry I could eat a horse!
words that are a sound	onomatopoeia	I walked through the leaves: crunch crunch, crunch.
words that make a thing seem like a person	personification	The sun peeked through the clouds.
words that make the reader feel, see, hear, taste or smell, or a being described	imagery	The dog ran all those poodles on my face as I stared at the rainbow in the sky.
words that share the same beginning sound	alliteration	I sat and sniff the scent of sand and salty water.
words that mean something other than what they are	idiom	Hold your horses!

Lesson 2 - Read and Comprehend
Standards Connection B

Use Poetry Clues Guide 2 to help you read deeper into a line or stanza in the poem.

Enter a line or stanza from the poem:

What is it an example of?

simile
 metaphor
 hyperbole
 onomatopoeia
 personification
 imagery
 alliteration
 idiom

The poet uses this to make me _____.

Poetry Clues Guide 2

Poems can have...	This is called...	Example:
words that compare two things using 'like' or 'as'.	simile	The thunder sounded like a lion's roar .
words that compare two things not using 'like' or 'as'.	metaphor	Her eyes are sparkling diamonds .
words that make something seem more than it is.	hyperbole	I'm so hungry I could eat a horse !
words that are a sound.	onomatopoeia	I walked through the leaves; crunch crunch, crunch .
words that make a thing seem like a person.	personification	The Sun peeked through the clouds.
words that make the reader feel, see, hear, taste or smell what is being described.	imagery	The big, fat rain drops plopped on my face as I stared at the rainbow in the sky.
words that share the same beginning sound.	alliteration	I s it and s niff the s cent of s and and s alty water.
words that mean something other than what they say.	idiom	Hold your horses!

Use Poetry Clues Guide 2 to help you read deeper into a line or stanza in the poem.




Enter a line or stanza from the poem:





What is it an example of?


 simile

 metaphor


 hyperbole

 onomatopoeia

 personification

 imagery

 alliteration

 idiom



The poet uses this to make me



For hands-on instruction, print, cut out and laminate.

Standards Connection A - Poetry Analysis Activity Fill-In Cards:

see	hear	smell	taste
-----	------	-------	-------

Standards Connection B - Poetry Figurative Language Activity Fill-In Cards:

feel	think
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 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, plays and fictions works that have been adapted to student reading level.
- Independently answer explicit questions about a story, play or poem using strong evidence from the text.
- Independently answer inferential questions, conclusions or summaries using strong evidence from the story, play or poem.
- Compare literal and implied meaning presented in a story, play or poem.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.
- Select pictures or text to answer an explicit question about a story, play or poem.
- Select pictures or text to answer an inferential question about a story, play or poem.
- Identify implied meaning in a literary text with support.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.
- Select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board).
- Select pictures or text from a story, play or poem to answer an inferential question through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify implied meaning in a literary text from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit's Chapter Book, *High School Rights*, students learn about the Constitution, Bill of Rights and their own personal rights and responsibilities. In this chapter, **We Have Rights**, students are introduced to Mrs. Cole and her class. They are learning about the Constitution and the Bill of Rights.



Topic Words



Literacy Words

choose fair law protect
citizen government leader right

author cover read*
book illustration/picture* title
chapter illustrator

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric






Unit Checkpoint Assessments

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Tools: Reading Observation.



Lesson at a Glance

	Activity 1	Activity 2	Activity 3
 Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
 See how these activities fit into the Suggested Unit Pacing .			
 ULS Materials and Resources	Chapter 1: We Have Rights (Level J/K) Communication Board Standards Connection A	Chapter 1: We Have Rights (Level J/K, F/G or F/G Symbol-Supported) Communication Board	Chapter 1: We Have Rights Communication Board Comprehension Questions (Fill-In and Multiple-Choice, Levels 3-1) Advanced Questions Fill-In Cards  Standards Connection B Standards Connection C
Instructional Guides: Active Participation Scripts Instructional Guides: Instructional Tips SymbolStix PRIME L³ Skills: Language Arts Skills			
 Additional Materials			

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.



Instructional Routine



Before Reading	<ul style="list-style-type: none"> ● Use Lesson 15, Activity 3 to introduce and review the Topic Words: choose, citizen, fair, government, law, leader, protect and right. ● Continue talking about rights and responsibilities. Ask a focus question such as, "What do all students have—rights or detention?" Discuss students' responses. ● Introduce the book, <i>High School Rights</i>, and read the title, author and illustrator's names. Use Standards Connection A to provide a visual. Display Chapter 1, We Have Rights (Level J/K), and read the title. ● Preview the chapter. Point out illustrations that show McKenzie on her first day of high school. Identify the illustration of the Constitution. Have students guess as to why that illustration is in this chapter. Then, say, "As I read, it is your job to find out what document tells citizens their rights." ● Review the learning goal with students: I will find out what document tells U.S. citizens their rights.
During Reading	<p>Model Fluent Reading</p> <ul style="list-style-type: none"> ● Read aloud with fluency and expression. ● Emphasize the term 'every' as you read. Highlight the idea that all people have rights, not just adults. ● Call attention to the use of the term 'Constitution' and 'Bill of Rights' to ensure understanding of where rights come from. <p>Comment on People, Setting and Events</p> <ul style="list-style-type: none"> ● Comment on how the illustrations help you to think about rights of U.S. citizens. Call attention to the Bill of Rights. For example, on page 7 of the book, say, "The book says the Bill of Rights is a list of rights that every U.S. citizen has." Discuss how the Bill of Rights is the first ten amendments of the U.S. Constitution. ● Point out the implied meaning of a selection of text. For example, the book states on page 8, "Mrs. Cole says, "People celebrate the Constitution. They remember that the Constitution protects our rights today." Ask students, "How do people who celebrate Constitution Day feel about the Constitution? How do we know that they feel this way? The word 'celebrate' clues us in that they are happy to have a Constitution." Talk about how they like it and think it is important because it protects their rights. <p>Discussion Questions</p> <ul style="list-style-type: none"> ● Read and discuss the questions at the bottom of each page in the chapter. Help students find evidence in the text to support their answer to explicit and inferential questions. For example, on page 8, the discussion question asks, "Why is Constitution Day important?" Model how to find the clues in the text to answer the question. Say, "The book says, "The Constitution protects our rights. I know that rights are important for all people. I think Constitution Day is important to celebrate because it protects our rights."
After Reading	<ul style="list-style-type: none"> ● Revisit the learning goal. Ask, "What is a document that tells U.S. citizens their rights?" <p>Level 3: Have the student independently identify the Bill of Rights as a document that tells U.S. citizens their rights. Provide prompts, such as, "What is the list of rights that every U.S. citizen has? What is a list of rights that is part of the Constitution?"</p> <p>Level 2: With support, have the student identify the Bill of Rights as the document that tells people their rights. Use questions or the following sentence frame, "The _____ is a list of rights that every U.S. citizen has." Picture supports such as the Communication Board may be used as needed.</p> <p>Level 1: Have the student identify the Bill of Rights as a document that tells U.S. citizens their rights by making a selection (may be a narrowed field or errorless choice). Answer a question or complete the sentence frame from Level 2.</p> <ul style="list-style-type: none"> ● Continue the discussion by talking with students about all rights. Explain that not all rights are listed in the Bill of Rights. Some rights, called human rights, are protected by the Constitution and other documents like the Declaration of Independence or the Universal Declaration of Human Rights.



Check Understanding ?











- **Level 3:** Can the student independently identify and describe the Bill of Rights or Constitution as a document that tells citizens their rights?
- **Level 2:** Can the student identify the Bill of Rights or Constitution as a document that tells U.S. citizens their rights?
- **Level 1:** Can the student select the Bill of Rights or Constitution as a document that tells U.S. citizens their rights by making a selection (may be a narrowed field or errorless choice)?

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

 Instructional Routine Guided Reading   or 		 Instructional Routine Shared Reading   or 	
Before Reading	<ul style="list-style-type: none"> ● Introduce the chapter by having students share what they have learned about the Constitution and the Bill of Rights. ● Use the following Topic Words in conversation about the chapter: choose, citizen, fair, government, law, leader, protect and right. Have students locate the words in the chapter. ● Read the first three pages aloud, introducing students to the structure of the language. ● Review the learning goal with students: I will read a chapter. 	Before Reading	<ul style="list-style-type: none"> ● Introduce the chapter by having students share what they have learned about the Constitution and the Bill of Rights. ● Use the following Topic Words in conversation about the chapter: choose, citizen, fair, government, law, leader, protect and right. Help students locate the words in the chapter. ● Review the learning goal with students: I will read a chapter.
During Reading	<ul style="list-style-type: none"> ● Listen as students read quietly to themselves. ● Monitor fluency. ● Model, prompt or support use of skills and strategies.  	During Reading	<ul style="list-style-type: none"> ● Read aloud while students follow along. ● Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. ● Monitor print concepts and fluency. ● Model and support use of skills and strategies. 
After Reading	<ul style="list-style-type: none"> ● Revisit the learning goal and talk with students about the chapter. ● Have students locate the High-Frequency Words: able, always, as, finally, here, hope, love, men, past, person, ten, thought and write. 	After Reading	<ul style="list-style-type: none"> ● Revisit the learning goal and talk with students about the chapter. ● Have students locate the High-Frequency Words: able, always, as, finally, here, hope, love, men, past, person, ten, thought and write.

 **Check Understanding** 

- 🔗 **Level 3:** Can the student independently read chapter books adapted to personal reading level?
- 🔗 **Level 2:** Can the student read chapter books adapted to personal reading level with support?
- 🔗 **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

 **Instructional Targets**

Reading Standards for Literature

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about the chapter. For example, ask, "What is a document that gives U.S. citizens rights?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, We Have Rights. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, We Have Rights. Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: I will answer questions about the chapter.
Model	<ul style="list-style-type: none"> • Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions. Multiple levels have been provided. Use the level that best meets your students' needs. Read the first question aloud. Model how to find the answer in the chapter by going back and reading the text. For explicit questions, point out how to find the answer to the question based on what the text says. For inferential questions, point out that the answer will not be directly in the text, but you can find the answer based on clues. Model how to find clues to answer an inferential question. • Model how to mark or select the correct answer based on the evidence found in the chapter. For explicit questions, point out the answer that matches a sentence in the text. For inferential questions, show how to select the answer based on the clues found in the text.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently.</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.



Check Understanding 

-  **Level 3:** Can the student independently answer questions about the chapter?
-  **Level 2:** Can the student answer questions about the chapter by selecting a picture?
-  **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?



Questions and Answers

citizens protects rights fair Constitution

Fill-In (Levels 3-1)

1. Mrs. Cole's class is learning about _____. (rights)
2. The _____ is the law of the U.S. (Constitution)
3. The U.S. Constitution says _____ have rights. (citizens)
4. The Constitution _____ our rights. (protects)
5. Rights make things _____ for everyone. (fair)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (school clubs, classes, rights*)
2. What is the law of the U.S.? (Constitution*, lunch, holiday)
3. Who has rights in the U.S. Constitution? (queen of England, president of France, citizens*)
4. What does the Constitution do to our rights? (takes away, protects*, buys)
5. What is important to know about this chapter?
 - McKenzie does not like high school.
 - Citizens in the U.S. have rights.*
 - People should go shopping all the time.

Fill-In Advanced

1. McKenzie has rights as a _____. (student)
2. Rights let _____ do or have something. (people)
3. U.S. _____ wrote the Constitution in 1787. (leaders)
4. The Constitution says how our _____ should work. (government)
5. The Constitution says how to choose leaders and make _____. (laws)

Multiple-Choice Advanced

6. Who can take away a person's rights? (no one*, Mrs. Cole, student)
7. What is a list of rights that is part of the Constitution? (locker, Bill of Rights*, club)
8. What holiday do people celebrate in the U.S. on September 17? (Constitution Day*, Halloween, Independence Day)
9. Why did U.S. leaders write the Constitution in 1787?
 - to start a war with another country
 - to set up a fair government*
 - to sell land to citizens
10. Why is the Constitution important for people in the U.S.?
 - The Constitution protects citizens' rights.*
 - The Constitution makes citizens pay money to have rights.
 - The Constitution tells people what to do.



 **Instructional Targets**

Reading Standards for Literature

- **Integration of Knowledge and Ideas:** Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other culture); identify personal preferences.


 **Differentiated Tasks**


Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Experience various forms of literature having various themes and identifying similarities and differences. 	<ul style="list-style-type: none"> • Identify how two stories are similar or different. 	<ul style="list-style-type: none"> • Select a book or story of personal preference.



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. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.

Lesson 3 - Chapter 1
Standards Connection A


3
Standards Connection A

 What is the title of this chapter?


 What do you think this chapter will be about?


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

Fiction




Nonfiction




 What is the chapter topic?


Biography





Social Studies




Science




 Compare this book to a Chapter Book that has been read recently.

 What kind of book would you choose?


Picture Book




Chapter Book




Comic Book



Book with facts



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HIGH SCHOOL, Unit 2
Lesson 3

 **Instructional Targets**

Reading Standards for Literature

- **Key Ideas and Details:** Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, characters, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.

Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and 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**

Level 3 Students will...

- Independently summarize a story, poem or play without using personal opinions.
- Independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme.
- Independently identify one or two themes of a story, play or poem.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...


- Summarize the theme/central idea of a story, play or poem using no personal opinions with support.
- Identify examples of the main idea and key details from a story, play or poem that support the development of a them with support.
- Identify the theme of a story, play or poem by pointing to pictures or text.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.




Level 1 Students will...


- Summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events. **Standards for Language** 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 model language expansion.

Lesson 3 - Chapter 1
Standards Connection B 3
Standards Connection B

 **Main Idea (What is this story about?)**

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

 **What is important to know?**

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Unique Learning System®, 2022-2023 HIGH SCHOOL, Unit 1
Lesson 3

 **Instructional Targets**

Reading Standards for Literature

- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.











 **Differentiated Tasks**


Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> ● Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support. ● Compare literal and implied meaning presented in a story, play or poem. 	<ul style="list-style-type: none"> ● Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support.. ● Identify implied meaning in a literary text with support. 	<ul style="list-style-type: none"> ● Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s). ● Identify implied meaning in a literary text from a narrowed field or errorless choice.

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know what feelings the story suggests. Use the Story Board according to your students' needs by completing it once for the whole book, or selecting one or more features to complete for each chapter.

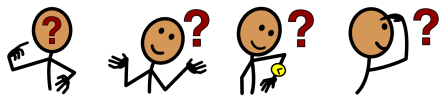




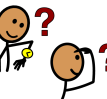
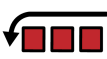
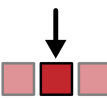
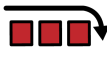

To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final column, students will write specific words or phrases from the text that support the feeling they identified.

Lesson 3 - Chapter 1
Standards Connection C
3
Standards Connection C

Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character	⋮	⋮	⋮
 Storyteller (Who?)	⋮	⋮	⋮
 Setting (When or Where?)	⋮	⋮	⋮
 Beginning (What?)	⋮	⋮	⋮
 Middle (What?)	⋮	⋮	⋮
 End (What?)	⋮	⋮	⋮
 Lesson (What?)	⋮	⋮	⋮

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HIGH SCHOOL, Unit #
Lesson 3

Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

 **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.

 **Differentiated Tasks**

Level 3 Students will...

- Independently use vocabulary words in conversation and in writing.
- Identify and respond to personal rights and responsibilities in daily living, community and vocational situations.

Level 2 Students will...

- Select text or pictures of key vocabulary words as part of a discussion or writing with support.
- Identify basic rights and responsibilities in a variety of situations.

Level 1 Students will...

- Make a selection to indicate a picture of a key vocabulary word within a text or to make a sentence.
- Participate in making personal decisions.

 **Topic Connection**

In chapter 1 of *High School Rights*, Mrs. Cole explains to her students the rights and responsibilities they have at school. She tells them that rights come from the U.S. Constitution and the Bill of Rights, and the government helps protect citizens' rights through laws. In this lesson, the teacher and students will look at the rights they should have in their classroom and their responsibilities to maintain a good classroom environment.



Topic Words



Transition Words

choose	law	responsibility
citizen	protect	right
government		

conversation	opinion	respond	share
discussion	participate	responsibility	speak
listen	question	right	

* Power Words



Lesson at a Glance

Activity 1



Instructional Activities

My Classroom Rights and Responsibilities



See how these activities fit into the **Suggested Unit Pacing**.



ULS Materials and Resources

Classroom Rights and Responsibilities Poster

My Classroom Rights and Responsibilities (Level 3, Level 1 & 2)

Picture/Word Cards 

right	raise hand
responsibility	tell teacher
quiet	be safe
bathroom	materials
learn	put away
work	
nice	

Fill-In Picture/Word Cards 

L³ Skills: **Life Skills**



Additional Materials



 **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.

 **Instructional Routine**



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about rights at school. For example, ask, "Who is part of our classroom?" Discuss students' responses. • Explain to students that there are many people who make up a classroom. Each person has needs and wants that should be met. As a class we will decide what rights each person should have and how we can make sure everyone can exercise their rights. • Discuss that each person has responsibility to act certain ways in order to make sure everyone can enjoy the rights they have. Tell students that today they will be identifying rights and responsibilities they have in the classroom. • Review the learning goal with students: I will identify my rights and responsibilities in the classroom.
Model	<ul style="list-style-type: none"> • Display and review the Classroom Rights and Responsibilities Poster. Explain to the students that each person has the right to certain things in the classroom. Give an example, such as, "Every student has the right to learn." Continue discussing other rights that students and teachers have in a classroom. • Explain to students that each person also has responsibilities in the classroom. Give an example, such as, "Every student has the right to learn, and we have the responsibility to be quiet so others can learn." Read through the Classroom Rights and Responsibilities Poster. • Display the My Classroom Rights and Responsibilities activity. Choose the level that best fits your students' needs. Model how to fill out the chart. For example, say, "I have the right to go to the bathroom, but I have the responsibility to tell the teacher where I am going." • Note: Picture/Word Cards are provided for those students who may not have another way to share their rights and responsibilities.
Provide Practice	<p>Provide students with the Classroom Rights and Responsibilities Poster and My Classroom Rights and Responsibilities activity.</p> <p>Level 3: Have the student identify rights and responsibilities they have in a classroom by completing My Classroom Rights and Responsibilities.</p> <p>Level 2: Have the student identify rights and responsibilities they have in a classroom by completing My Classroom Rights and Responsibilities, with support.</p> <p>Level 1: Have the student make a personal decision by selecting a right and responsibility in the classroom from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review My Classroom Rights and Responsibilities. • Discuss with students what rights they chose, and review what responsibilities go along with each right.
Extend	<ul style="list-style-type: none"> • Extend this activity by displaying two blank pieces of paper on the board. Use student answers from the My Classroom Rights and Responsibilities activity to discuss what rights and responsibilities students in the class will have this school year.

 **Check Understanding** 

-  **Level 3:** Can the student identify rights and responsibilities they have in the classroom?
-  **Level 2:** Can the student identify rights and responsibilities they have in the classroom? How?
-  **Level 1:** Can the student make a personal decision by selecting a right and a responsibility in the classroom?

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, plays and fictions works that have been adapted to student reading level.
- Independently answer explicit questions about a story, play or poem using strong evidence from the text.
- Independently answer inferential questions, conclusions or summaries using strong evidence from the story, play or poem.
- Compare literal and implied meaning presented in a story, play or poem.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.
- Select pictures or text to answer an explicit question about a story, play or poem.
- Select pictures or text to answer an inferential question about a story, play or poem.
- Identify implied meaning in a literary text with support.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.
- Select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board).
- Select pictures or text from a story, play or poem to answer an inferential question through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify implied meaning in a literary text from a narrowed field or errorless choice(s).



Topic Connection

In this unit's Chapter Book, *High School Rights*, students learn about rights and responsibilities. In this chapter, **The Right to Keep Things Safe**, students will learn about their right to keep their things private and secure.



Topic Words



citizen	protect	right
leader	responsibility	safe



Literacy Words

author	cover	read*
book	illustration/picture*	title
chapter	illustrator	

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric






Unit Checkpoint Assessments

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Unit Tools: Reading Observation.



Lesson at a Glance

	Activity 1	Activity 2	Activity 3
 Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
 See how these activities fit into the Suggested Unit Pacing .			
 ULS Materials and Resources	Chapter 2: The Right to Keep Things Safe (Level J/K) Communication Board Standards Connection A	Chapter 2: The Right to Keep Things Safe (Level J/K, F/G or F/G Symbol-Supported) Communication Board	Chapter 2: The Right to Keep Things Safe Communication Board Comprehension Questions (Fill-In and Multiple-Choice, Levels 3-1) Advanced Questions Fill-In Cards  Standards Connection B Standards Connection C
Instructional Guides: Active Participation Scripts Instructional Guides: Instructional Tips SymbolStix PRIME L ³ Skills: Language Arts Skills			
 Additional Materials			

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.



Instructional Routine



Before Reading

- Use Lesson 15, Activity 3 to introduce and review the Topic Words: citizen, leader, protect, responsibility, right, and safe.
- Continue talking about rights and responsibilities. Ask a focus question, such as, "Who has rights—everyone or men only?" Discuss students' responses.
- Display Chapter 2, **The Right to Keep Things Safe** (Level J/K), and read the title. Use Standards Connection A to provide a visual.
- Preview the chapter. Point out illustrations of the girls near Jamie's locker. Discuss what the girls could be doing. Ask students, "How do the girls look?" Then, say, "As I read, it is your job to remember a right and a responsibility the students have when using lockers."
- Review the learning goal with students: **I will remember one right and one responsibility students have when using lockers.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to the word 'protect' as you read. Explain what protect means and the responsibility to protect.

Comment on People, Setting and Events

- Comment on how the illustrations help you to see Jamie's right to keep things safe and his responsibility to keep his locker locked. For example, on pages 18-19 of the book, say, "Jamie has a right to keep his things safe. He can keep his things safe by locking his locker. It is Jamie's responsibility to lock his locker."
- Point out the implied meaning of a selection of text. For example, on page 12, it says, "McKenzie sees the girls looking in Jamie's locker. McKenzie knows this is wrong." Ask, "How does McKenzie feel when she sees the girls looking in Jamie's locker?" McKenzie probably feels upset and worried when she sees the girls looking in Jamie's locker. She knows it is wrong. She tells Mrs. Cole because she is upset and worried about what is happening at Jamie's locker.

Discussion Questions

- Read and discuss the questions at the bottom of each page in the chapter. Help students find evidence in the text to support their answer to explicit and inferential questions. For example, on page 15, the discussion question asks, "What should the girls do if they want to borrow Jamie's book?" Model how to find the clues in the text to answer the question. Say, "The text says, 'You can check the book out from the library later.' The girls can wait their turn and get the book from the library. They may also ask Jamie if they can look at the book."

After Reading

- Revisit the learning goal. Ask, "What is one right students have when using lockers? What is a responsibility students have when using lockers?"

Level 3: Have the student independently describe one right and one responsibility students have when using a locker.

Level 2: With support, have the student identify one right and one responsibility students have when using a locker. Picture supports, such as the Communication Board or chapter illustrations, may be used as needed.

Level 1: Have the student identify one right or responsibility students have when using a locker by making a selection (may be narrowed field or errorless choice). For example, display the symbols for 'protect' and 'safe'. Ask, "What right do students have for their things?"

- Continue the discussion by discussing how students can be responsible with their things in other areas, such as at home, in a car or at lunch.
- Use Standards Connection A to discuss and compare different book genres and student preferences.



Check Understanding 













- Level 3:** Can the student describe one right and one responsibility students have when using a locker?
- Level 2:** Can the student identify one right and one responsibility students have when using a locker? How?
- Level 1:** Can the student identify one right or responsibility students have when using a locker by making a selection (may be narrowed field or errorless choice)?

 **Instructional Target**




Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

 Instructional Routine Guided Reading   or 		 Instructional Routine Shared Reading   or 	
Before Reading	<ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about the right to keep things safe. • Use the following Topic Words in conversation about the chapter: citizen, leader, protect, responsibility, right and safe. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: I will read a chapter. 	Before Reading	<ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about the right to keep things safe. • Use the following Topic Words in conversation about the chapter: citizen, leader, protect, responsibility, right and safe. Help students locate the words in the chapter. • Review the learning goal with students: I will read a chapter.
During Reading	<ul style="list-style-type: none"> • Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.  	During Reading	<ul style="list-style-type: none"> • Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies. 
After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: book, finally, never, person and thought. 	After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: book, finally, never, person and thought.

 **Check Understanding** 

-  **Level 3:** Can the student independently read chapter books adapted to personal reading level?
-  **Level 2:** Can the student read chapter books adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?



Instructional Target

Reading Standards for Literature

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.



Instructional Routine



Introduce	<ul style="list-style-type: none">● Introduce this activity by asking a focus question about the chapter. For example, ask, "Who is allowed to look through things in your locker for a good reason—a principal or a trash collector?" Discuss students' responses.● Tell students they will now answer other questions about the chapter, The Right to Keep Things Safe. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, The Right to Keep Things Safe. Your job is to answer the questions. You can use the chapter to help you."● Review the learning goal with students: I will answer questions about the chapter.
Model	<ul style="list-style-type: none">● Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events.● Display the Comprehension Questions. Multiple levels have been provided. Use the level that best meets your students' needs. Read the first question aloud. Model how to find the answer in the chapter by going back and reading the text. For explicit questions, point out how to find the answer to the question based on what the text says. For inferential questions, point out that the answer will not be directly in the text, but you can find the answer based on clues. Model how to find clues to answer an inferential question.● Model how to mark or select the correct answer based on the evidence found in the chapter. For explicit questions, point out the answer that matches a sentence in the text. For inferential questions, show how to select the answer based on the clues found in the text.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently.</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none">● Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures.● Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.



Check Understanding ?

- ❄️ **Level 3:** Can the student independently answer questions about the chapter?
- ❄️ **Level 2:** Can the student answer questions about the chapter by selecting a picture?
- ❄️ **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?



Questions and Answers

book responsibility school safe locker

Fill-In (Levels 3-1)

1. McKenzie sees girls looking in Jamie's _____. (locker)
2. The girls take the _____ from Jamie's locker. (book)
3. People can keep things safe at home or _____. (school)
4. It is Jamie's _____ to lock his locker. (responsibility)
5. People have the right to keep things _____. (safe)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (joining a club, reading a book, keeping things safe*)
2. What did McKenzie see the girls looking into? (locker*, house, pocket)
3. What did the girls take from Jamie's locker? (lock, book*, lunch)
4. Where can people keep things safe? (hole, cave, school*)
5. What is important to know about this chapter?
 - The girls have the right to take Jamie's book.
 - Students don't need to lock their lockers.
 - People are allowed to keep their things safe.*

Fill-In Advanced

1. Every person has the _____ to keep their things safe. (right)
2. Jamie's locker is _____. (unlocked)
3. The girls _____ in Jamie's locker. (looked)
4. The _____ says people have the right to keep their things safe. (Constitution)
5. It is the Fourth Amendment listed in the _____. (Bill of Rights)

Multiple-Choice Advanced

6. Where are people not allowed to look for things? (trash can, school library, person's pockets*)
7. Who can look in other people's things with a good reason? (student, principal*, brother)
8. What responsibility does Jamie have to keep his things safe? (cook dinner, watch TV, lock his locker*)
9. Why does McKenzie tell Mrs. Cole about the girls at Jamie's locker?
 - She wants to be friends with the girls.
 - She wants to switch lockers with Jamie.
 - She doesn't want anything to happen to Jamie's things.*
10. How does the Constitution protect Jamie's rights?
 - The Constitution protects his right to keep the book safe in his locker.*
 - The Constitution says the girls can take things from his locker.
 - The Constitution protects his right to rip a page from the book.

 **Instructional Targets**

Reading Standards for Literature


- **Integration of Knowledge and Ideas:** Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other culture); identify personal preferences.


 **Differentiated Tasks**


Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Experience various forms of literature having various themes and identifying similarities and differences. 	<ul style="list-style-type: none"> • Identify how two stories are similar or different. 	<ul style="list-style-type: none"> • Select a book or story of personal preference.

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. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.

Lesson 5 - Chapter 2
Standards Connection A
5
Standards Connection A


 What is the title of this chapter?

 What do you think this chapter will be about?

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

Fiction


Nonfiction


 What is the chapter topic?

Biography

Social Studies

Science

 Compare this book to a Chapter Book that has been read recently.


 What kind of book would you choose?

Picture Book

Chapter Book

Comic Book

Book with facts

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HIGH SCHOOL, Unit 2
Lesson 5

 **Instructional Targets**

Reading Standards for Literature

- **Key Ideas and Details:** Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, characters, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.

Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and 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**

Level 3 Students will...

- Independently summarize a story, poem or play without using personal opinions.
- Independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme.
- Independently identify one or two themes of a story, play or poem.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...

- Summarize the theme/central idea of a story, play or poem using no personal opinions with support.
- Identify examples of the main idea and key details from a story, play or poem that support the development of a them with support.
- Identify the theme of a story, play or poem by pointing to pictures or text.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.


Level 1 Students will...




- Summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.


Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events. **Standards for Language** 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 model language expansion.

Lesson 5 - Chapter 2
Standards Connection B

5
Standards Connection B

 **Main Idea (What is this story about?)**

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

 **What is important to know?**

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HIGH SCHOOL, Unit 5
Lesson 5

 **Instructional Targets**

Reading Standards for Literature

- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.











 **Differentiated Tasks**


Level 3	Students will...	Level 2	Students will...	Level 1	Students will...
<ul style="list-style-type: none"> • Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support. • Compare literal and implied meaning presented in a story, play or poem. 		<ul style="list-style-type: none"> • Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support. • Identify implied meaning in a literary text with support. 		<ul style="list-style-type: none"> • Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s). • Identify implied meaning in a literary text from a narrowed field or errorless choice. 	

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know what feelings the story suggests. Use the Story Board according to your students' needs by completing it once for the whole book, or selecting one or more features to complete for each chapter.

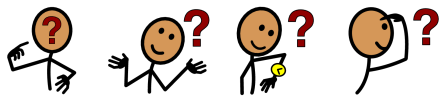




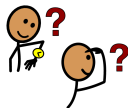
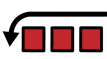
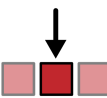
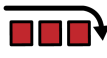

To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final column, students will write specific words or phrases from the text that support the feeling they identified.

Lesson 5 - Chapter 2
Standards Connection C
5
Standards Connection C

Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character	/	/	/
 Storyteller (Who?)	/	/	/
 Setting (When or Where?)	/	/	/
 Beginning (What?)	/	/	/
 Middle (What?)	/	/	/
 End (What?)	/	/	/
 Lesson (What?)	/	/	/

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HIGH SCHOOL, Unit 5
Lesson 5

Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

 **Instructional Targets**

Standards for Language

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

Daily Living

- **Home Cleaning and Organization:** Maintain basic home cleaning routines and organization.

 **Differentiated Tasks**

Level 3 Students will...

- Independently use vocabulary words in conversation and in writing.
- Independently follow a multi-step sequence to complete a basic cleaning and/or organization routine.

Level 2 Students will...

- Select text or pictures of key vocabulary words as part of a discussion or writing with support.
- Follow directions to complete a basic cleaning and/or organization routine using picture or physical supports as needed.

Level 1 Students will...

- Make a selection to indicate a picture of a key vocabulary word within a text or to make a sentence.
- Actively participate in a basic cleaning, organization or maintenance routine with physical support, adaptive equipment or modified tasks as needed.

 **Topic Connection**

In chapter 2 of *High School Rights*, Mrs. Cole explains to the class that everyone has a right to keep their things safe at school. Students also have the responsibility to make sure their things are put away and their locker is locked. In this lesson, students will learn the steps to clean and organize their locker.



Topic Words



responsibility right safe



Transition Words

clean organization sequence
directions routine step

* Power Words



Lesson at a Glance

Activity 1



Instructional Activities

Organizing My Locker



See how these activities fit into the [Suggested Unit Pacing](#).



ULS Materials and Resources

Using a Locker Poster

Using a Locker Checklist

L³ Skills: [Life Skills](#)



Additional Materials



 **Instructional Targets**

Standards for Language

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

Daily Living

- **Home Cleaning and Organization:** Maintain basic home cleaning routines and organization.






Instructional Routine



Introduce	<ul style="list-style-type: none"> ● Introduce the activity by asking a focus question about lockers. For example, ask, "What are lockers used for—throwing away garbage or keeping things safe?" Discuss students' response. ● Discuss the use of lockers with students and explain that they are used to keep things safe while at school. We have the responsibility to take care of our lockers and make sure they are clean and locked. ● Tell students they will be practicing the steps they will use to keep their things safe and organized in their locker at school each day. For example, say, "Today, it is your job to complete the steps to clean and organize your locker." ● Review the learning goals with students: I will complete steps to clean and organize my locker.
Model	<ul style="list-style-type: none"> ● Display the Using a Locker Poster. Read through the Using a Locker Poster. Go over each step, giving examples of what each step would look like. For example, say, "The first step is to get the key or locker combination from a safe place." Model walking over and getting the key or locker combination from a safe place. ● Model how to get your key or combination, telling students why we keep our key or combination in a safe place. Model the remaining steps as the students watch. Think aloud about each step and things the students should look for as you complete each step. ● Display the Using a Locker Checklist. Review all of the steps one more time. Show students that they can put a check mark in the box when they finish that step. For example, say, "It is your job to use this checklist to clean and organize your lockers."
Provide Practice	<p>Provide students with the Using a Locker Checklist.</p> <p>Level 3: Have the student independently follow the steps on the Using a Locker Checklist to organize and clean their locker.</p> <p>Level 2: With picture and/or physical support, have the student follow the steps on the Using a Locker Checklist to organize and clean their locker.</p> <p>Level 1: Have the student participate in cleaning and organizing their locker. Provide physical support, adaptive equipment or modified tasks based on student's needs.</p>
Review	<ul style="list-style-type: none"> ● Review the steps on the Using a Locker Checklist. ● Talk with students about why it is important to clean, organize and lock our lockers.



Check Understanding 

-  **Level 3:** Can the student independently follow the steps to clean and organize their locker?
-  **Level 2:** Can the student follow the steps to clean and organize their locker? How?
-  **Level 1:** Can the student participate in cleaning and organizing their locker when provided physical support, adaptive equipment or modified tasks based on student's needs?

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, plays and fictions works that have been adapted to student reading level.
- Independently answer explicit questions about a story, play or poem using strong evidence from the text.
- Independently answer inferential questions, conclusions or summaries using strong evidence from the story, play or poem.
- Compare literal and implied meaning presented in a story, play or poem.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.
- Select pictures or text to answer an explicit question about a story, play or poem.
- Select pictures or text to answer an inferential question about a story, play or poem.
- Identify implied meaning in a literary text with support.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.
- Select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board).
- Select pictures or text from a story, play or poem to answer an inferential question through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify implied meaning in a literary text from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit's Chapter Book, *High School Rights*, students learn about rights and responsibilities. In this chapter, **The Right to Make Choices**, students will learn about how the Constitution protects a citizen's rights to make choices.



Topic Words



Literacy Words

choose protect right
citizen responsibility

author cover read*
book illustration/picture* title
chapter illustrator

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric






Unit Checkpoint Assessments

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Tools: Reading Observation.



Lesson at a Glance

	Activity 1	Activity 2	Activity 3
 Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
 See how these activities fit into the Suggested Unit Pacing .			
 ULS Materials and Resources	Chapter 3: The Right to Make Choices (Level J/K) Communication Board Standards Connection A	Chapter 3: The Right to Make Choices (Level J/K, F/G or F/G Symbol-Supported) Communication Board	Chapter 3: The Right to Make Choices Communication Board Comprehension Questions (Fill-In and Multiple-Choice, Levels 3-1) Advanced Questions Fill-In Cards  Standards Connection B Standards Connection C
Instructional Guides: Active Participation Scripts Instructional Guides: Instructional Tips SymbolStix PRIME L ³ Skills: Language Arts Skills			
 Additional Materials			

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.



Instructional Routine



Before Reading	<ul style="list-style-type: none"> ● Use Lesson 15, Activity 3 to introduce and review the following Topic Words: choose, citizen, protect, responsibility and right. ● Continue talking about rights and responsibilities. Ask a focus question such as, "What choices can you make at school—choosing what to eat or choosing to go to the zoo?" Discuss students' responses. ● Display Chapter 3: The Right to Make Choices (Level J/K) and read the title. Use Standards Connection A to provide a visual. ● Preview the chapter. Point out the pictures of food, clothes or school activities. Discuss why there are different foods served in the cafeteria or different school activities. Then, say, "As I read today, it is your job to remember a choice students have in school and the responsibilities for that choice." ● Review the learning goal with students: I will remember one choice students have the right to make and the responsibility that comes with that choice.
During Reading	<p>Model Fluent Reading</p> <ul style="list-style-type: none"> ● Read aloud with fluency and expression. ● Call attention to the term 'choice' by emphasizing it each time it is read. <p>Comment on People, Setting and Events</p> <ul style="list-style-type: none"> ● Comment on how the illustrations help you to know the choices you can make at school. For example, note the different illustrations of clothes. On pages 26-27, say, "The chapter says we have the right to make choices but you also have to be responsible. Being responsible means choosing clothes that follow the dress code." Discuss the rules for the dress code at your school. ● Point out the implied meaning of a selection of text. For example, on page 24, the text says, "McKenzie brought a salad and fruit from home. 'That is a great choice,' says Mrs. Cole. McKenzie smiles." Ask students, "How does McKenzie feel?" Talk about how McKenzie is smiling, so she is feeling happy. <p>Discussion Questions</p> <ul style="list-style-type: none"> ● Read and discuss the questions at the bottom of each page in the chapter. Help students find evidence in the text to support their answer to explicit and inferential questions. For example, on page 25, the discussion question asks, "Why can't the right to choose be taken away?" Model how to find the clues in the text to answer the question. Say, "The book says, 'This is part of the Bill of Rights. The right to choose is part of the Ninth Amendment.' I think the right to choose can't be taken away because it is part of the Bill of Rights. The Bill of Rights gives rights to all people to make things fair for everyone."
After Reading	<ul style="list-style-type: none"> ● Revisit the learning goal. Ask, "What is a choice students can make at school? What is a responsibility with that choice?" <p>Level 3: Have the student independently identify and describe a choice they have the right to make at school and describe the responsibility that comes with that choice.</p> <p>Level 2: Have the student identify a choice they have the right to make at school and a responsibility that comes with that choice. Picture supports such as the Communication Board or the story illustrations may be used a</p> <p>Level 1: needed. Have the student identify a choice they have the right to make at school by making a selection (may be a narrowed field or errorless choice). For example, display the symbol for 'food' and ask, "What do students have the right to choose?"</p> <ul style="list-style-type: none"> ● Continue the discussion by asking with students about the right to make choices in other aspects of life, such as clothing, music, entertainment, sports, etc.



Check Understanding 











- **Level 3:** Can the student identify and describe a choice they have the right to make and describe the responsibility that comes with that choice?
- **Level 2:** Can the student identify a choice they have the right to make at school and identify a responsibility that comes with that choice? How?
- **Level 1:** Can the student identify a choice they have the right to make at school by making a selection (may be a narrowed field or errorless choice)?

 **Instructional Targets**




Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

 Instructional Routine Guided Reading   or 		 Instructional Routine Shared Reading   or 	
Before Reading	<ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about the right to make choices at school and the responsibilities they have. • Use the following Topic Words in conversation about the chapter: choose, citizen, protect, responsibility and right. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: I will read a chapter. 	Before Reading	<ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about the right to make choices at school and the responsibilities they have. • Use the following Topic Words in conversation about the chapter: choose, citizen, protect, responsibility and right. Help students locate the words in the chapter. • Review the learning goal with students: I will read a chapter.
During Reading	<ul style="list-style-type: none"> • Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.  	During Reading	<ul style="list-style-type: none"> • Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies. 
After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: as, dress, here, love, never, person and sometimes. 	After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: as, dress, here, love, never, person and sometimes.

 **Check Understanding** 

-  **Level 3:** Can the student independently read chapter books adapted to personal reading level?
-  **Level 2:** Can the student read chapter books adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

 **Instructional Target**

Reading Standards for Literature

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.



Instructional Routine



Introduce	<ul style="list-style-type: none"> ● Introduce this activity by asking a focus question about the chapter. For example, ask, "What is a responsible choice to make when choosing your lunch—pizza or salad?" Discuss students' responses. ● Tell students they will now answer other questions about the chapter, The Right to Make Choices. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, The Right to Make Choices. Your job is to answer the questions. You can use the chapter to help you." ● Review the learning goal with students: I will answer questions about the chapter.
Model	<ul style="list-style-type: none"> ● Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. ● Display the Comprehension Questions. Multiple levels have been provided. Use the level that best meets your students' needs. Read the first question aloud. Model how to find the answer in the chapter by going back and reading the text. For explicit questions, point out how to find the answer to the question based on what the text says. For inferential questions, point out that the answer will not be directly in the text, but you can find the answer based on clues. Model how to find clues to answer an inferential question. ● Model how to mark or select the correct answer based on the evidence found in the chapter. For explicit questions, point out the answer that matches a sentence in the text. For inferential questions, show how to select the answer based on the clues found in the text.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently.</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> ● Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. ● Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.



Check Understanding ?

- **Level 3:** Can the student independently answer questions about the chapter?
- **Level 2:** Can the student answer questions about the chapter by selecting a picture?
- **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?



Questions and Answers

Citizens clothes lunch Bill of Rights choices

Fill-In (Levels 3-1)

1. Students can make _____ in school. (choices)
2. McKenzie chooses a healthy _____. (lunch)
3. The right to choose is listed in the _____. (Bill of Rights).
4. Karla can choose what _____ she wears. (clothes)
5. _____ have the right to make choices. (Citizens)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (looking for books, making choices*, cleaning lockers)
2. What does McKenzie choose? (book, locker, lunch*)
3. Where is the right to choose listed? (dress code, Bill of Rights*, library book)
4. What can Karla choose to wear? (clothes*, soup, sandwich)
5. What is important to know about this chapter?
 - People in the U.S. have the right to choose.*
 - The right to choose can be taken away.
 - Students can only choose their lunches at school.

Fill-In Advanced

1. Students can _____ the foods they want to eat for lunch. (choose)
2. Sometimes students choose to get food at _____. (school)
3. Students have a _____ to eat healthy food. (responsibility)
4. The right to choose is part of the Ninth _____. (Amendment)
5. Students have the right to _____ how they want. (dress)

Multiple-Choice Advanced

6. What types of things can students choose to wear? (dogs and cats, shirts and pants*, cups and plates)
7. What is a set of rules about what students can wear? (Constitution, Bill of Rights, dress code*)
8. What types of school events can students choose to go to? (cars and trains, football games and plays*, desks and chairs)
9. Why should students follow the rules at school events?
 - It is their responsibility to help keep things safe and fun for everyone.*
 - It lets students finish their homework early.
 - It helps the basketball team lose.
10. Why can McKenzie, Karla and Jamie make choices at school?
 - They helped to write the dress code.
 - They volunteer at school events.
 - The Constitution protects their right to choose.*

 **Instructional Targets**

Reading Standards for Literature

- **Integration of Knowledge and Ideas:** Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other culture); identify personal preferences.


 **Differentiated Tasks**


Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Experience various forms of literature having various themes and identifying similarities and differences. 	<ul style="list-style-type: none"> • Identify how two stories are similar or different. 	<ul style="list-style-type: none"> • Select a book or story of personal preference.


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. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.

Lesson 7 - Chapter 3
Standards Connection A

7
Standards Connection A


 What is the title of this chapter?

 What do you think this chapter will be about?

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

Fiction


Nonfiction


 What is the chapter topic?

Biography

Social Studies

Science

 Compare this book to a Chapter Book that has been read recently.


 What kind of book would you choose?

Picture Book

Chapter Book

Comic Book

Book with facts

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HIGH SCHOOL, Unit 7
Lesson 7

Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, characters, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.

Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and 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

Level 3 Students will...

- Independently summarize a story, poem or play without using personal opinions.
- Independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme.
- Independently identify one or two themes of a story, play or poem.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...

- Summarize the theme/central idea of a story, play or poem using no personal opinions with support.
- Identify examples of the main idea and key details from a story, play or poem that support the development of a them with support.
- Identify the theme of a story, play or poem by pointing to pictures or text.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...


- Summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.




Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events.


Standards for Language 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 model language expansion.

Lesson 7 - Chapter 3
Standards Connection B

7
Standards Connection B

 **Main Idea (What is this story about?)**

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

 **What is important to know?**

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HIGH SCHOOL, Unit 21
Lesson 7

 **Instructional Targets**

Reading Standards for Literature

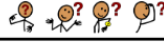









- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

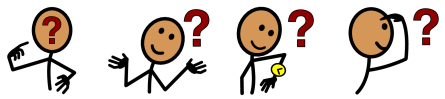




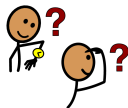
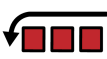
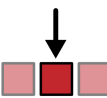
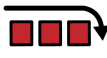

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> ● Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support. ● Compare literal and implied meaning presented in a story, play or poem. 	<ul style="list-style-type: none"> ● Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support.. ● Identify implied meaning in a literary text with support. 	<ul style="list-style-type: none"> ● Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s). ● Identify implied meaning in a literary text from a narrowed field or errorless choice.

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know what feelings the story suggests. Use the Story Board according to your students' needs by completing it once for the whole book, or selecting one or more features to complete for each chapter.

To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final column, students will write specific words or phrases from the text that support the feeling they identified.

Lesson 7 - Chapter 3 Standards Connection C			
7 Standards Connection C			
Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character	\	\	\
 Storyteller (Who?)	\	\	\
 Setting (When or Where?)	\	\	\
 Beginning (What?)	\	\	\
 Middle (What?)	\	\	\
 End (What?)	\	\	\
 Lesson (What?)	\	\	\

Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			



Instructional Targets

Standards for Language

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

Daily Living

- **Nutrition:** Recognize basic foods and/or meals that make up a balanced diet.



Differentiated Tasks

Level 3 Students will...

- Independently use vocabulary words in conversation and in writing.
- Identify food item and/or meals to create a balanced diet.

Level 2 Students will...

- Select text or pictures of key vocabulary words as part of a discussion or writing with support.
- Use picture supports to identify food items and/or meals to create a balanced diet.

Level 1 Students will...

- Make a selection to indicate a picture of a key vocabulary word within a text or to make a sentence.
- Given a narrowed field or errorless choice(s), select foods and/or meals to create a balanced diet.



Topic Connection

In chapter 3 of *High School Rights*, Mrs. Cole teaches her class that they have the right to make choices. They can make choices about what to eat at lunch, but they also have the responsibility to choose healthy foods. In this lesson, students will select foods to make a healthy lunch.



Topic Words



choose responsibility right



Transition Words

balanced eat food meal

* Power Words



Lesson at a Glance

Activity 1



Instructional Activities

Eating a Balanced Lunch



See how these activities fit into the [Suggested Unit Pacing](#).



ULS Materials and Resources

[Transition Passport: Daily Living / Health/ Healthy Eating Guide](#)

What's for Lunch? Activity (Level 3, Level 2, Level 1)

Manipulatives

grapes	juice
bread	salad
chocolate milk	orange
broccoli	pizza
apple	chocolate milk
cheese	chicken
muffin	banana
green beans	

L³ Skills: [Life Skills](#)



Additional Materials



 **Instructional Targets**

Standards for Language

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

Daily Living

- **Nutrition:** Recognize basic foods and/or meals that make up a balanced diet.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question. For example, ask, "Why do we need to eat healthy food—it tastes better or it will make our bodies healthy?" • Explain to students that we need to be responsible when choosing what to eat. Our bodies need different types of foods to be healthy. • Tell students they will be deciding what food each person needs to add to their lunch to make a balanced meal. For example, say, "Your job is to decide which food each person should add to their lunch tray to make a balanced meal." • Review the learning goal with students: I will decide what food to add to the lunch tray to make a balanced meal.
Model	<ul style="list-style-type: none"> • Display the Transition Passport: Daily Living / Health/ Healthy Eating Guide. Point out the different sections on the MyPlate graphic and discuss with students how each section should have a different type of food. For example, say, "This plate shows us what our plates should look like when we eat. I need to have a grain, a protein, a fruit, a vegetable and a dairy. Each of these foods gives our bodies different nutrients." • Discuss with students examples of foods found in each food group. For example, say, "One food group is vegetables. Peas are a vegetable. What are some other vegetables?" Also discuss that some foods have multiple food groups. For example, say, "Some foods are in more than one food group: a ham and cheese sandwich has bread in the grains group, ham in the protein group and cheese in the dairy group." • Display the What's for Lunch? Activity. Model how to select a food to make a balanced meal. For example, say, "McKenzie has a salad (vegetable), ham (protein), a roll (grain) and an orange (fruit). She is missing something from the dairy group. Chocolate milk is in the dairy group. I will add chocolate milk to her tray." Tell the students that their job is to look at the lunch tray in each scenario and decide which food in the cafeteria will make a balanced lunch. Each person should have a food from each group on their lunch tray.
Provide Practice	<p>Provide students with the Transition Passport: Daily Living/Health/Healthy Eating Guide and the What's for Lunch? Activity.</p> <p>Level 3: Have the student independently select a food to create a balanced meal for each scenario.</p> <p>Level 2: Have the student use picture or physical supports to select a food to create a balanced meal for each scenario.</p> <p>Level 1: Have the student participate by making a selection of a food to create a balanced meal for each scenario from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Display the Transition Passport: Daily Living/Health/Healthy Eating Guide. Use the Healthy Eating Guide to review the What's for Lunch? Activity. • Discuss why it is important to eat lots of different foods.



Check Understanding 

-  **Level 3:** Can the student independently select a food to create a balanced meal?
-  **Level 2:** Can the student use picture or physical supports to select a food to create a balanced meal?
-  **Level 1:** Can the student participate by making a selection of a food to create a balanced meal from a narrowed field or errorless choice(s)?

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, plays and fictions works that have been adapted to student reading level.
- Independently answer explicit questions about a story, play or poem using strong evidence from the text.
- Independently answer inferential questions, conclusions or summaries using strong evidence from the story, play or poem.
- Compare literal and implied meaning presented in a story, play or poem.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.
- Select pictures or text to answer an explicit question about a story, play or poem.
- Select pictures or text to answer an inferential question about a story, play or poem.
- Identify implied meaning in a literary text with support.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.
- Select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board).
- Select pictures or text from a story, play or poem to answer an inferential question through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify implied meaning in a literary text from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit's Chapter Book, *High School Rights*, students learn about rights guaranteed to us by the Bill of Rights and the Constitution, as well as the responsibilities that go along with those rights. In this chapter, **The Right to Meet, Speak and Ask**, students learn about their right to meet in groups, speak and ask for things they want and need.



Topic Words



Literacy Words

choose leader responsibility
citizen protect right

author cover read*
book illustration/picture* title
chapter illustrator

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric





Unit Checkpoint Assessments

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Unit Tools: Reading Observation.



Lesson at a Glance

	Activity 1	Activity 2	Activity 3
 Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
<p>? See how these activities fit into the Suggested Unit Pacing .</p>			
 ULS Materials and Resources	Chapter 4: The Right to Meet, Speak and Ask (Level J/K) Communication Board Standards Connection A	Chapter 4: The Right to Meet, Speak and Ask (Level J/K, F/G or F/G Symbol-Supported) Communication Board	Chapter 4: The Right to Meet, Speak and Ask Communication Board Comprehension Questions (Fill-In and Multiple-Choice, Levels 3-1) Advanced Questions Fill-In Cards  Standards Connection B Standards Connection C
<p>Instructional Guides: Active Participation Scripts Instructional Guides: Instructional Tips SymbolStix PRIME L³ Skills: Language Arts Skills</p>			
 Additional Materials			

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.



Instructional Routine






Before Reading	<ul style="list-style-type: none"> ● Use Lesson 15, Activity 3 to introduce and review the Topic Words: choose, citizen, leader, protect, responsibility and right. ● Continue talking about rights. Ask a focus question, such as, "What do we do when we want something—ask for it nicely or scream and yell?" Discuss students' responses. ● Display Chapter 4, The Right to Meet, Speak and Ask (Level J/K), and read the title. Use Standards Connection A to provide a visual. ● Preview the chapter. Point out the illustration of the students meeting in the hall. Discuss why the students may be meeting together at school. Talk about how meeting could be tied to rights. Then, say, "As I read, it is your job to remember one responsibility students have when they meet at school." ● Review the learning goal with students: I will remember one responsibility students have when they meet at school.
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During Reading	<p>Model Fluent Reading</p> <ul style="list-style-type: none"> ● Read aloud with fluency and expression. ● Call attention to the word 'permission' as you read. Discuss how permission means getting approval from the leader. Talk about the need to ask politely when asking for permission. <p>Comment on People, Setting and Events</p> <ul style="list-style-type: none"> ● Comment on how the illustrations help you to understand that students have the right to meet in groups, speak up and ask for needs and wants. For example, on page 35 of the book, say, "The principal is telling Jamie that he has the right to say how he feels and to ask for things he wants." ● Point out the implied meaning of a selection of text. For example, on page 34, Jamie doesn't know if he wants to sign the petition. He asks, "Will the principal get mad?" Ask students, "How does Jamie feel about signing the petition?" Talk about how Jamie is nervous to sign the petition because he doesn't want to get into trouble. <p>Discussion Questions</p> <ul style="list-style-type: none"> ● Read and discuss the questions at the bottom of each page in the chapter. Help students find evidence in the text to support their answer to explicit and inferential questions. For example, on page 39, the discussion question asks, "Why do you think Jamie and McKenzie signed the petition?" Model how to find the clues in the text to answer the question. Say, "The book says, 'Then, they go to art class.' I know that Jamie and McKenzie are going to art class. I think they sign the petition because they are interested in starting an art club. They must like art if they are going to art class."
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After Reading	<ul style="list-style-type: none"> ● Revisit the learning goal. Ask, "What is one responsibility students have when they meet at school?" <p>Level 3: Have the student independently describe one responsibility students have when they meet at school. Provide a prompt, such as, "What should you do if you want to meet at school?"</p> <p>Level 2: Have the student identify one responsibility students have when they meet at school. Picture supports such as the Communication Board or chapter illustrations may be used as needed.</p> <p>Level 1: Have the student identify one responsibility students have when they meet at school by making a selection (may be narrowed field or errorless choice). For example, display the symbols for 'speak' and 'ask'. Ask, "What should students do to meet at school?"</p> <ul style="list-style-type: none"> ● Continue the discussion by talking about what groups they want to join, or things they would like to ask a teacher or principal for.
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 **Check Understanding** 











-  **Level 3:** Can the student independently describe one responsibility they have when they meet at school?
-  **Level 2:** Can the student identify one responsibility they have when they meet at school? How?
-  **Level 1:** Can the student identify one responsibility students have when they meet at school by making a selection (may be narrowed field or errorless choice)?

 **Instructional Target**




Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

 Instructional Routine Guided Reading   or 		 Instructional Routine Shared Reading   or 	
Before Reading	<ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about the right to meet, speak and ask. • Use the following Topic Words in conversation about the chapter: choose, citizen, leader, protect, responsibility and right. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: I will read a chapter. 	Before Reading	<ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about the right to meet, speak and ask. • Use the following Topic Words in conversation about the chapter: choose, citizen, leader, protect, responsibility and right. Help students locate the words in the chapter. • Review the learning goal with students: I will read a chapter.
During Reading	<ul style="list-style-type: none"> • Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.  	During Reading	<ul style="list-style-type: none"> • Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies. 
After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: hand, here, never and write. 	After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: hand, here, never and write.

 **Check Understanding** 

-  **Level 3:** Can the student independently read chapter books adapted to personal reading level?
-  **Level 2:** Can the student read chapter books adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?



Instructional Target

Reading Standards for Literature

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about the chapter. For example, ask, "What can you do if you would like different food in the cafeteria—sign a petition or yell?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, The Right to Meet, Speak and Ask. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, The Right to Meet, Speak and Ask. Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: I will answer questions about the chapter.
Model	<ul style="list-style-type: none"> • Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions. Multiple levels have been provided. Use the level that best meets your students' needs. Read the first question aloud. Model how to find the answer in the chapter by going back and reading the text. For explicit questions, point out how to find the answer to the question based on what the text says. For inferential questions, point out that the answer will not be directly in the text, but you can find the answer based on clues. Model how to find clues to answer an inferential question. • Model how to mark or select the correct answer based on the evidence found in the chapter. For explicit questions, point out the answer that matches a sentence in the text. For inferential questions, show how to select the answer based on the clues found in the text.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently.</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.



Check Understanding ?

- **Level 3:** Can the student independently answer questions about the chapter?
- **Level 2:** Can the student answer questions about the chapter by selecting a picture?
- **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?



Questions and Answers

right leaders ask meet petition

Fill-In (Levels 3-1)

1. Students sign a _____ to start an art club. (petition)
2. Students can ask _____ for things they want. (leaders)
3. Students have the right to _____ at school. (meet)
4. Students must _____ to meet in a group. (ask)
5. People have the _____ to meet, speak and ask. (right)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (rights*, school clubs, lunches)
2. Who can students ask for things they want? (Jamie, leaders*, McKenzie)
3. What do students have the right to do at school? (steal, hit, meet*)
4. What must students do to meet in a group? (ask*, borrow, eat)
5. What is important to know about this chapter?
 - Students cannot join school clubs.
 - The right to meet, speak and ask is for everyone.*
 - The principal is mad that students have rights

Fill-In Advanced

1. Jamie sees a _____ of students near the principal's office. (group)
2. The students want to start an _____. (art club)
3. A petition asks a leader to do or _____ something. (change)
4. The students will give the art club petition to the _____. (principal)
5. Students have the right to _____ how they feel. (say)

Multiple-Choice Advanced

6. Where did the students ask to meet? (library, hallway*, cafeteria)
7. Where is the First Amendment listed? (Bill of Rights*, petition, student handbook)
8. What does the Constitution do for people's rights? (disagrees, argues, protects*)
9. Why would Jamie and McKenzie sign a petition to start an art club?
 - They don't like going to science class.
 - They like art and may join the club.*
 - They must follow the school rules.
10. Why is the First Amendment important?
 - It gives people a new job when they get fired.
 - It protects people's rights to meet, speak and ask.*
 - It helps people learn how to write a book.

 **Instructional Targets**

Reading Standards for Literature

- **Integration of Knowledge and Ideas:** Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other culture); identify personal preferences.


 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Experience various forms of literature having various themes and identifying similarities and differences. 	<ul style="list-style-type: none"> • Identify how two stories are similar or different. 	<ul style="list-style-type: none"> • Select a book or story of personal preference.


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. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.

Lesson 9 - Chapter 4
Standards Connection A


9
Standards Connection A



What is the title of this chapter?




What do you think this chapter will be about?



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

Fiction

Nonfiction




What is the chapter topic?


Biography

Social Studies

Science



Compare this book to a Chapter Book that has been read recently.




What kind of book would you choose?

Picture Book

Chapter Book

Comic Book

Book with facts

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HIGH SCHOOL, Unit 9
Lesson 9

Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, characters, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.

Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and 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

Level 3 Students will...

- Independently summarize a story, poem or play without using personal opinions.
- Independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme.
- Independently identify one or two themes of a story, play or poem.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...

- Summarize the theme/central idea of a story, play or poem using no personal opinions with support.
- Identify examples of the main idea and key details from a story, play or poem that support the development of a them with support.
- Identify the theme of a story, play or poem by pointing to pictures or text.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...

- Summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events.

Standards for Language 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 model language expansion.

Lesson 9 - Chapter 4
Standards Connection B

9
Standards Connection B

Main Idea (What is this story about?)

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

What is important to know?

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HIGH SCHOOL, Unit 4
Lesson 9

 **Instructional Targets**

Reading Standards for Literature











- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

Level 3	Level 2	Level 1
<p>Students will...</p> <ul style="list-style-type: none"> • Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support. • Compare literal and implied meaning presented in a story, play or poem. 	<p>Students will...</p> <ul style="list-style-type: none"> • Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support.. • Identify implied meaning in a literary text with support. 	<p>Students will...</p> <ul style="list-style-type: none"> • Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s). • Identify implied meaning in a literary text from a narrowed field or errorless choice.

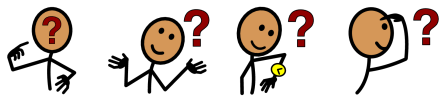




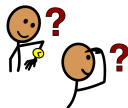
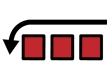
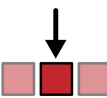
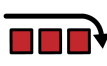

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know what feelings the story suggests. Use the Story Board according to your students' needs by completing it once for the whole book, or selecting one or more features to complete for each chapter.

To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final column, students will write specific words or phrases from the text that support the feeling they identified.

Lesson 9 - Chapter 4 Standards Connection C			
9 Standards Connection C			
Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character	/	/	/
 Storyteller (Who?)	/	/	/
 Setting (When or Where?)	/	/	/
 Beginning (What?)	/	/	/
 Middle (What?)	/	/	/
 End (What?)	/	/	/
 Lesson (What?)	/	/	/

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Lesson 9

Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			



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 opportunities for civic participation.



Differentiated Tasks

Level 3 Students will...

- Independently use vocabulary words in conversation and in writing.
- Independently identify and describe opportunities for civic participation.

Level 2 Students will...

- Select text or pictures of key vocabulary words as part of a discussion or writing with support.
- With support, identify and describe opportunities for civic participation.

Level 1 Students will...

- Make a selection to indicate a picture of a key vocabulary word within a text or to make a sentence.
- Actively respond to identify opportunities for civic participation.



Topic Connection

Throughout this unit, students learn about rights and responsibilities, the Constitution and the Bill of Rights. In chapter 4, students learn that they have the right to meet in groups, such as school clubs. In this lesson, students will investigate clubs at their school that they may like to join.



Topic Words



choose
leader

protect
responsibility

right



Transition Words

community

opportunity

participate

* Power Words





Lesson at a Glance

Activity 1



Instructional Activities

Investigating School Clubs



See how these activities fit into the [Suggested Unit Pacing](#).



ULS Materials and Resources

School Club Information Form
(Level 3 and Level 1 & 2)

Fill-In Cards 

L³ Skills: [Life Skills](#)



Additional Materials





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 opportunities for civic participation.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about groups at school. For example, ask, "Where do students meet in groups at school?" Discuss students' responses. • Remind students that the Constitution and Bill of Rights protect their right to meet in groups. In school, students can choose to join a school club. Explain that a school club is a group of students who meet together to do something. School clubs are usually focused around a hobby or interest like drama, cooking or art. School clubs are a great way for students to participate in and help their school community. • Tell students they will be investigating clubs at their school that they might be interested in joining. For example, say, "Your job is to find out information about school clubs you might like to join." • Review the learning goal with students: I will find out information about school clubs I would like to join.
Model	<ul style="list-style-type: none"> • Discuss the rights and responsibilities related to school clubs. For example, tell students that they have the right to choose a school club that interests them. They should pick a club that they like even if a friend joins a different club. Tell students that when they join a club, they must be a responsible member. A responsible member goes to meetings, follows the rules and participates in club activities and events. • Discuss various clubs that students can join at school. • Display the School Club Information Form. • Model filling out the School Club Information form using two different school clubs students might be interested in joining. Discuss where students might find the information for each club, such as a student handbook, online or on fliers in the hallway. If necessary, assist students in speaking with club sponsors in the school to find out any necessary information about the club.
Provide Practice	<p>Provide students with the School Club Information Form and any necessary information about school clubs.</p> <p>Level 3: Have the student complete the School Club Information Form to identify and describe opportunities for civic participation in school clubs.</p> <p>Level 2: Have the student complete the School Club Information Form to identify and describe opportunities for civic participation in school clubs, with support.</p> <p>Level 1: Have the student actively respond to the School Club Information Form to identify opportunities for civic participation in school clubs by making a selection from a narrowed field or errorless choice(s). For example, show the student the card for "takes pictures". Ask: "What does the yearbook club do?"</p>
Review	<ul style="list-style-type: none"> • Have students share their completed School Club Information Forms with the class. Discuss which club each student would like to join. If a student didn't find a club of interest, remind the student that they have the right to ask to start a new club. • Discuss how school clubs can help make the school a better place for students.
Extend	<ul style="list-style-type: none"> • Consider having students attend a school club meeting or other event for a club of their choosing. Depending on the needs of the student, consider contacting the club sponsor to identify ways the student may best be able to participate in the club, including helping to prepare for club meetings, handing out or posting fliers, etc.



Check Understanding ?

- **Level 3:** Can the student complete the School Club Information Form to identify and describe opportunities for civic participation in school clubs?
- **Level 2:** Can the student complete the School Club Information Form to identify and describe opportunities for civic participation in school clubs, with support?
- **Level 1:** Can the student actively respond to the School Club Information Form to identify opportunities for civic participation in school clubs?

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, plays and fictions works that have been adapted to student reading level.
- Independently answer explicit questions about a story, play or poem using strong evidence from the text.
- Independently answer inferential questions, conclusions or summaries using strong evidence from the story, play or poem.
- Compare literal and implied meaning presented in a story, play or poem.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.
- Select pictures or text to answer an explicit question about a story, play or poem.
- Select pictures or text to answer an inferential question about a story, play or poem.
- Identify implied meaning in a literary text with support.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.
- Select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board).
- Select pictures or text from a story, play or poem to answer an inferential question through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify implied meaning in a literary text from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit's Chapter Book, *High School Rights*, students learn rights we have that are guaranteed to us by the Constitution and the Bill of Rights. In this chapter, **The Right to Vote**, students learn about their right to vote for government leaders.



Topic Words



Literacy Words

choose	law	responsibility
citizen	leader	right
fair	protect	vote
government		

author	cover	read*
book	illustration/picture*	title
chapter	illustrator	

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric






Unit Checkpoint Assessments

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Unit Tools: Reading Observation.



Lesson at a Glance

	Activity 1	Activity 2	Activity 3
 Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
 See how these activities fit into the Suggested Unit Pacing .			
 ULS Materials and Resources	Chapter 5: The Right to Vote (Level J/K) Communication Board Standards Connection A	Chapter 5: The Right to Vote (Level J/K, F/G or F/G Symbol-Supported) Communication Board	Chapter 5: The Right to Vote Communication Board Comprehension Questions (Fill-In and Multiple-Choice, Levels 3-1) Advanced Questions Fill-In Cards  Standards Connection B Standards Connection C
Instructional Guides: Active Participation Scripts Instructional Guides: Instructional Tips SymbolStix PRIME L ³ Skills: Language Arts Skills			
 Additional Materials			



Instructional Targets

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.



Instructional Routine



Before Reading

- Use Lesson 15, Activity 3 to introduce and review the Topic Words: choose, citizen, fair, government, law, leader, protect, responsibility, right and vote.
- Continue talking about students' right to make a choice, including choosing leaders. Ask a focus question, such as, "Does everyone always want to do the same thing?" Discuss students' responses.
- Display Chapter 5, **The Right to Vote** (Level J/K), and read the title. Use Standards Connection A to provide a visual.
- Preview the chapter. Point out the posters on the wall in the illustrations. Discuss the possible meaning of the posters. Then, say, "As I read, it is your job to remember one responsibility students have during an election."
- Review the learning goal with students: **I will remember one responsibility students have during the election.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to the phrase "fair way to choose." Explain that a fair way is the best or most honest way to choose something for a group.

Comment on People, Setting and Events

- Comment on how the illustrations help you know what to do when you vote. For example, on page 46 of the chapter, say, "I see that the book shows people putting their votes into a box, raising their hands or using a voting machine. These are different ways people can vote."
- Point out the implied meaning of a selection of text. For example, the book states on page 49, "'It is great that we can vote,' says Mrs. Cole." Ask students, "How does Mrs. Cole feel about voting?" Talk about how Mrs. Cole is happy because she has the right to vote. Point out that Mrs. Cole uses the word great which tells us she is happy.

Discussion Questions

- Read and discuss the questions at the bottom of each page in the chapter. Help students find evidence in the text to support their answer to explicit and inferential questions. For example, on page 42, the discussion question asks, "Why is Tina hanging up posters?" Model how to find the clues in the text to answer the question. Say, "The book says, 'The poster says: Vote for Tina! Student Council President.' I think Tina is hanging up posters because she is running for student council president. She wants people to vote for her."

After Reading

- Revisit the learning goal. Ask, "What is one responsibility students have during an election?"
- Level 3:** Have the student independently describe one responsibility students have during an election.
- Level 2:** Have the student identify one responsibility students have during an election. Picture supports such as the Communication Board or the story illustrations may be used as needed.
- Level 1:** Have the student identify one responsibility students have during an election by making a selection (may be narrowed field or errorless choice). For example, display the symbols for 'learn' and 'know'. Ask, "What does a student have the responsibility to do before voting?"
- Continue the discussion by talking with students about different ways people make choices.
- Use Standards Connection A to discuss and compare different book genres and student preferences.



Check Understanding ?



Level 3: Can the student independently describe one responsibility students have during an election?



Level 2: Can the student identify one responsibility students have during an election? How?













Level 1: Can the student identify one responsibility students have during an election by making a selection (may be narrowed field or errorless choice)?

 **Instructional Target**




Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

 Instructional Routine Guided Reading   or 	 Instructional Routine Shared Reading   or 
<p>Before Reading</p> <ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about the right to vote. • Use the following Topic Words in conversation about the chapter: choose, citizen, fair, government, law, leader, protect, responsibility, right and vote. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: I will read a chapter. 	<p>Before Reading</p> <ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about the right to vote. • Use the following Topic Words in conversation about the chapter: choose, citizen, fair, government, law, leader, protect, responsibility, right and vote. Help students locate the words in the chapter. • Review the learning goal with students: I will read a chapter.
<p>During Reading</p> <ul style="list-style-type: none"> • Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.  	<p>During Reading</p> <ul style="list-style-type: none"> • Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies. 
<p>After Reading</p> <ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: hand, hope, men, past, person, sometimes, thought and write. 	<p>After Reading</p> <ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: hand, hope, men, past, person, sometimes, thought and write.

 **Check Understanding** 

-  **Level 3:** Can the student independently read chapter books adapted to personal reading level?
-  **Level 2:** Can the student read chapter books adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

 **Instructional Target**

Reading Standards for Literature

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about the chapter. For example, ask, "Why do we vote—to be fair or to be mean?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, The Right to Vote. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, The Right to Vote. Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: I will answer questions about the chapter.
Model	<ul style="list-style-type: none"> • Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions. Multiple levels have been provided. Use the level that best meets your students' needs. Read the first question aloud. Model how to find the answer in the chapter by going back and reading the text. For explicit questions, point out how to find the answer to the question based on what the text says. For inferential questions, point out that the answer will not be directly in the text, but you can find the answer based on clues. Model how to find clues to answer an inferential question. • Model how to mark or select the correct answer based on the evidence found in the chapter. For explicit questions, point out the answer that matches a sentence in the text. For inferential questions, show how to select the answer based on the clues found in the text.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently.</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.

 **Check Understanding** 

-  **Level 3:** Can the student independently answer questions about the chapter?
-  **Level 2:** Can the student answer questions about the chapter by selecting a picture?
-  **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?



Questions and Answers

students Constitution vote election fair

Fill-In (Levels 3-1)

1. People make a choice when they _____. (vote)
2. Different _____ want to be student council president. (students)
3. The _____ protects the right to vote. (Constitution)
4. Voting is a _____ way to make choices. (fair)
5. The students will vote in the _____. (election)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (voting*, walking, talking)
2. Who want to be student council president? (students*, teachers, principals)
3. What protects the right to vote? (poster, Constitution*, choice)
4. What will the students vote in? (locker, grocery store, election*)
5. What is important to know about this chapter?
 - Students can hang posters.
 - Voting is a fair way for people to choose.*
 - People vote for laws they don't want.

Fill-In Advanced

1. The election for student _____ president is next week. (council)
2. When people vote, they make a _____. (choice)
3. Students can _____ a leader for the student council. (choose)
4. _____ have the right to vote. (Citizens)
5. Your _____ is to learn about each person's ideas. (responsibility)

Multiple-Choice Advanced

6. What does the Constitution do for the right to vote? (protect it*, erase it, sell it)
7. What do people vote for? (machines, posters, laws*)
8. What are the students voting for? (teacher of the year, student council president*, prom queen)
9. Why should people know about who they are voting for?
 - They will make the same choice as their friend.
 - They will make the best choice.*
 - They will make a bad choice.
10. Why is the right to vote important?
 - One person decides what is best.
 - No one can ever make a decision.
 - Everyone can make a choice.*



 **Instructional Targets**

Reading Standards for Literature


- **Integration of Knowledge and Ideas:** Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other culture); identify personal preferences.


 **Differentiated Tasks**




Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Experience various forms of literature having various themes and identifying similarities and differences. 	<ul style="list-style-type: none"> • Identify how two stories are similar or different. 	<ul style="list-style-type: none"> • Select a book or story of personal preference.





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. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.


Lesson 11 - Chapter 5 11
Standards Connection A Standards Connection A






 What is the title of this chapter?


 What do you think this chapter will be about?

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

 What is the chapter topic?   

 Compare this book to a Chapter Book that has been read recently.

 What kind of book would you choose?





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Lesson 11

Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, characters, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.

Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and 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

Level 3 Students will...

- Independently summarize a story, poem or play without using personal opinions.
- Independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme.
- Independently identify one or two themes of a story, play or poem.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...

- Summarize the theme/central idea of a story, play or poem using no personal opinions with support.
- Identify examples of the main idea and key details from a story, play or poem that support the development of a them with support.
- Identify the theme of a story, play or poem by pointing to pictures or text.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...

- Summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events.

Standards for Language 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 model language expansion.

Lesson 11 - Chapter 5
Standards Connection B

11
Standards Connection B

Main Idea (What is this story about?)

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

What is important to know?

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HIGH SCHOOL, Unit 11
Lesson 11

 **Instructional Targets**

Reading Standards for Literature











- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

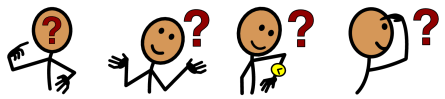




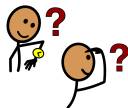
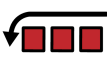
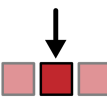
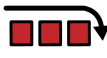

Level 3	Level 2	Level 1
<p>Students will...</p> <ul style="list-style-type: none"> • Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support. • Compare literal and implied meaning presented in a story, play or poem. 	<p>Students will...</p> <ul style="list-style-type: none"> • Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support.. • Identify implied meaning in a literary text with support. 	<p>Students will...</p> <ul style="list-style-type: none"> • Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s). • Identify implied meaning in a literary text from a narrowed field or errorless choice.

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know what feelings the story suggests. Use the Story Board according to your students' needs by completing it once for the whole book, or selecting one or more features to complete for each chapter.

To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final column, students will write specific words or phrases from the text that support the feeling they identified.

Lesson 11 - Chapter 5 Standards Connection C		11 Standards Connection C		
Story Board				
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 	
 Character	/	/	/	
 Storyteller (Who?)	/	/	/	
 Setting (When or Where?)	/	/	/	
 Beginning (What?)	/	/	/	
 Middle (What?)	/	/	/	
 End (What?)	/	/	/	
 Lesson (What?)	/	/	/	

Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

Instructional Targets

Standards for Language


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

Personal Life




- **Social Skills:** Demonstrate appropriate use of interpersonal communication skills in work, community and daily living situations.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none">• Independently use vocabulary words in conversation and in writing.• Recognize and demonstrate appropriate social responses for various situations.	<ul style="list-style-type: none">• Select text or pictures of key vocabulary words as part of a discussion or writing with support.• Demonstrate appropriate social responses with direct cueing.	<ul style="list-style-type: none">• Make a selection to indicate a picture of a key vocabulary word within a text or to make a sentence.• Demonstrate appropriate social connections in various situations using communication technology and picture supports.

 **Topic Connection**

Throughout this unit, students learn about the rights citizens are given in the U.S. Constitution and Bill of Rights, including the right to vote. When candidates run for office, they must meet many new people. In this lesson, students will have the opportunity to meet new people and have a conversation with them.

 Topic Words 	 Transition Words
citizen right vote	behavior communication comment conversation

* Power Words



Lesson at a Glance

Activity 1



Instructional Activities

Meeting New People



See how these activities fit into the **Suggested Unit Pacing**.



ULS Materials and Resources

Meeting Someone New Poster

Who Did I Meet? Activity (Level 3, Level 1 & 2)

Fill-In Picture/Word Cards

nice	loud	principal's office
friendly	quiet	hallway
tall	funny	cafeteria
short	serious	gym
dark hair	classroom	auditorium
light hair	office	library

Transition Passport: Personal Life/Everyday Communication/Using Good Body Language

L³ Skills: **Life Skills**



Additional Materials





Instructional Targets

Standards for Language

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

Personal Life

- **Social Skills:** Demonstrate appropriate use of interpersonal communication skills in work, community and daily living situations.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about an election. For example, ask, "What should a person who is running for president do—sit in their house or go out and meet people?" Discuss students' responses. • Explain to students that when people run for office, whether for president, mayor or student council president, they will go out and meet as many new people as they can. • Tell students they will use their social skills to introduce themselves to new people and have conversations with them to learn more about the other person. • Review the learning goal with students: I will use my social skills to meet new people.
Model	<ul style="list-style-type: none"> • Explain to students that when they introduce themselves to people, they must do so in an appropriate way. Act out the correct way to introduce yourself by smiling, making eye contact and talking in a friendly tone. Discuss with students what you did and how that would make the other person feel. Repeat acting out the incorrect way and discussing how that would make the other person feel. • Display the Meeting Someone New Poster. Read through each step. Model how to complete each step. For example, say, "The first step is to move up to someone and smile." Review and practice. • Display the Transition Passport: Personal Life/Everyday Communication/Using Good Body Language Poster. Review steps. Act out introducing yourself using correct and incorrect body language. Discuss with students why it is important to use good body language. For example, say, "I make sure there is room between us because it makes them uncomfortable if I am too close." Review and practice. • Display the Who Did I Meet? Activity. There are two levels, Level 3 and Level 1 & 2. Please display the level most appropriate for the majority of your students. Model how to complete the activity. For example, say, "This line says 'Name'. I will write the name of the person I meet on this line." Explain to students that their job is to introduce themselves to people on the checklist (this will ensure they talk to adults and their peers). Explain to students that including a memorable quality as well as a picture can help them remember the person the next time they see them.
Provide Practice	<p>Provide students with the Who Did I Meet? Activity, Meeting Someone New Poster, Transition Passport: Personal Life/Everyday Communication/Using Good Body Language, and communication support as needed.</p> <p>Level 3: Have the student independently introduce him or herself to people around the school. Have the student use appropriate social behaviors and responses to complete the Who Did I Meet? Activity.</p> <p>Level 2: Have the student introduce him or herself to people around the school with support. Have the student use appropriate social behaviors and responses to complete the Who Did I Meet? Activity.</p> <p>Level 1: Have the student introduce him or herself to at least one new person using appropriate social behaviors.</p>
Review	<ul style="list-style-type: none"> • Review the Meeting Someone New Poster and the Transition Passport: Personal Life/Everyday Communication/Using Good Body Language poster. • Have students share who they met.



Check Understanding ?

- **Level 3:** Can the student independently introduce him or herself to people around the school? Can the student use appropriate social behaviors?
- **Level 2:** Can the student independently introduce him or herself to people around the school using supports? Can the student use appropriate social behaviors using supports?
- **Level 1:** Can the student introduce him or herself using communication technology and picture supports?

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, plays and fictions works that have been adapted to student reading level.
- Independently answer explicit questions about a story, play or poem using strong evidence from the text.
- Independently answer inferential questions, conclusions or summaries using strong evidence from the story, play or poem.
- Compare literal and implied meaning presented in a story, play or poem.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.
- Select pictures or text to answer an explicit question about a story, play or poem.
- Select pictures or text to answer an inferential question about a story, play or poem.
- Identify implied meaning in a literary text with support.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.
- Select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board).
- Select pictures or text from a story, play or poem to answer an inferential question through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify implied meaning in a literary text from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit's Chapter Book, *High School Rights*, students learn about rights and responsibilities given to citizens in the U.S. Constitution. In this chapter, **Rights in the Community**, students learn how agencies help people use their rights.



Topic Words



Literacy Words

agency	law	right
choose	leader	safe
citizen	protect	vote

author	cover	read*
book	illustration/picture*	title
chapter	illustrator	

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric






Unit Checkpoint Assessments

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Unit Tools: Reading Observation.



Lesson at a Glance

	Activity 1	Activity 2	Activity 3
 Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
 See how these activities fit into the Suggested Unit Pacing .			
 ULS Materials and Resources	Chapter 6: Rights in the Community (Level J/K) Communication Board Standards Connection A	Chapter 6: Rights in the Community (Level J/K, F/G or F/G Symbol-Supported) Communication Board	Chapter 6: Rights in the Community Communication Board Comprehension Questions (Fill-In and Multiple-Choice, Levels 3-1) Advanced Questions Fill-In Cards  Standards Connection B Standards Connection C
Instructional Guides: Active Participation Scripts Instructional Guides: Instructional Tips SymbolStix PRIME L ³ Skills: Language Arts Skills			
 Additional Materials			

Instructional Targets

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.



Instructional Routine



Before Reading	<ul style="list-style-type: none"> • Use Lesson 15, Activity 3 to introduce and review the Topic Words: agency, choose, citizen, law, leader, protect, right, safe and vote. • Continue talking about rights and responsibilities in the community. Ask a focus question, such as, "Who are people that help you in the community—firefighters or dogs?" Discuss students' responses. • Display Chapter 6, Rights in the Community (Level J/K), and read the title. Use Standards Connection A to provide a visual. • Preview the chapter. Point out illustrations that show different agencies in the community. Tell students that there are different agencies that help people in the community. Then, say, "As I read, it is your job to remember one agency that helps people." • Review the learning goal with students: I will remember one agency that helps people.
During Reading	<p>Model Fluent Reading</p> <ul style="list-style-type: none"> • Read aloud with fluency and expression. • Call attention to the term 'agency'. Explain that agencies are groups that help people. <p>Comment on People, Setting and Events</p> <ul style="list-style-type: none"> • Comment on how the illustrations help you see how agencies help people. For example, on page 55 of the Chapter Book, say, "This page talks about the post office. Mail carriers help people by picking up and delivering mail." • Point out the implied meaning of a selection of text. For example, the book states on page 52, "Mrs. Cole holds up her hand. She gives McKenzie a high five." Ask students, "How do Mrs. Cole and McKenzie feel?" Talk about how we give high fives when we are happy. Talk about how we can guess that McKenzie had a good first day. <p>Discussion Questions</p> <ul style="list-style-type: none"> • Read and discuss the questions at the bottom of each page in the chapter. Help students find evidence in the text to support their answer to explicit and inferential questions. For example, on page 55, the discussion question asks, "What may happen if we didn't have the post office?" Model how to find the clues in the text to answer the question. Say, "The book says, 'Mail carriers deliver mail. A mail carrier picks up your letter.' I know that people write letters to leaders. If we didn't have the post office, I think letters would not be delivered to leaders. People would not be able to ask leaders for things they want or need."
After Reading	<ul style="list-style-type: none"> • Revisit the learning goal. Ask, "What is one agency that helps people?" <p>Level 3: Have the student independently describe one agency that helps people.</p> <p>Level 2: Have the student identify one agency that helps people. Picture supports such as the Communication Board or the story illustrations may be used as needed.</p> <p>Level 1: Have the student identify one agency that helps people by making a selection (may be narrowed field or errorless choice). For example, display the symbols for 'firefighter' and 'librarian' and ask, "Who keeps people safe?"</p> <ul style="list-style-type: none"> • Continue the discussion by talking with students about other agencies that help people use their rights and keep them safe, including national parks, national weather service and more. • Use Standards Connection A to discuss and compare different book genres and student preferences.



Check Understanding



Level 3: Can the student independently describe one agency that helps people?

Level 2: Can the student identify one agency that helps people? How?











Level 1: Can the student identify one agency that helps people by making a selection (may be narrowed field or errorless choice)?

 **Instructional Target**




Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

	Instructional Routine Guided Reading   or 		Instructional Routine Shared Reading   or 
Before Reading	<ul style="list-style-type: none"> ● Introduce the chapter by having students share what they have learned about agencies in the community. ● Use the following Topic Words in conversation about the chapter: agency, choose, citizen, law, leader, protect, right, safe and vote . Have students locate the words in the chapter. ● Read the first three pages aloud, introducing students to the structure of the language. ● Review the learning goal with students: I will read a chapter. 	Before Reading	<ul style="list-style-type: none"> ● Introduce the chapter by having students share what they have learned about agencies in the community. ● Use the following Topic Words in conversation about the chapter: agency, choose, citizen, law, leader, protect, right, safe and vote. Help students locate the words in the chapter. ● Review the learning goal with students: I will read a chapter.
During Reading	<ul style="list-style-type: none"> ● Listen as students read quietly to themselves. ● Monitor fluency. ● Model, prompt or support use of skills and strategies.  	During Reading	<ul style="list-style-type: none"> ● Read aloud while students follow along. ● Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. ● Monitor print concepts and fluency. ● Model and support use of skills and strategies. 
After Reading	<ul style="list-style-type: none"> ● Revisit the learning goal and talk with students about the chapter. ● Have students locate the High-Frequency Words: always, book, finally, hand, hope, men, past, sometimes, ten, thought and write. 	After Reading	<ul style="list-style-type: none"> ● Revisit the learning goal and talk with students about the chapter. ● Have students locate the High-Frequency Words: always, book, finally, hand, hope, men, past, sometimes, ten, thought and write.

 **Check Understanding** 

-  **Level 3:** Can the student independently read chapter books adapted to personal reading level?
-  **Level 2:** Can the student read chapter books adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

 **Instructional Target**

Reading Standards for Literature

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about the chapter. For example, ask, "What do agencies do to help people?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, Rights in the Community. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, Rights in the Community. Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: I will answer questions about the chapter.
Model	<ul style="list-style-type: none"> • Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions. Multiple levels have been provided. Use the level that best meets your students' needs. Read the first question aloud. Model how to find the answer in the chapter by going back and reading the text. For explicit questions, point out how to find the answer to the question based on what the text says. For inferential questions, point out that the answer will not be directly in the text, but you can find the answer based on clues. Model how to find clues to answer an inferential question. • Model how to mark or select the correct answer based on the evidence found in the chapter. For explicit questions, point out the answer that matches a sentence in the text. For inferential questions, show how to select the answer based on the clues found in the text.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.



Check Understanding 

-  **Level 3:** Can the student independently answer questions about the chapter?
-  **Level 2:** Can the student answer questions about the chapter by selecting a picture?
-  **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?



Questions and Answers

Agencies rights Librarians protect Mail carriers

Fill-In (Levels 3-1)

1. _____ help people in the community. (Agencies)
2. Firefighters _____ people and buildings. (protect)
3. _____ deliver the letters to the leaders. (Mail carriers)
4. _____ help people find information. (Librarians)
5. Agencies help people use their _____. (rights)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (books, agencies*, leaders)
2. What do firefighters do for people and buildings? (write, burn, protect*)
3. Who delivers letters to leaders? (baker, police officer, mail carrier*)
4. Who helps people find information? (librarian*, dog, construction worker)
5. What is important to know about this chapter?
 - Agencies protect people's rights in the community.*
 - McKenzie waits for her mom.
 - People go swimming.

Fill-In Advanced

1. People have rights in the _____ too. (community)
2. Groups called agencies _____ people in the community. (help)
3. You have the right to be _____ in the community. (safe)
4. People have a right to ask _____ for things they want. (leaders)
5. A mail carrier picks up your _____. (letter)

Multiple-Choice Advanced

6. Where can you find information in a community? (dentist's office, library*, playground)
7. What can you choose at the library? (books*, clothes, pets)
8. What is something you can do at a community center? (sleep, fly, vote*)
9. How do agencies make a community better?
 - They help people.*
 - They do nothing.
 - They play basketball.
10. What is important to know about rights?
 - People do not have rights.
 - Students do not have the right to choose what to read at school.
 - Students have rights in the community and at school.*



 **Instructional Targets**

Reading Standards for Literature


- **Integration of Knowledge and Ideas:** Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other culture); identify personal preferences.

 **Differentiated Tasks**


Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Experience various forms of literature having various themes and identifying similarities and differences. 	<ul style="list-style-type: none"> • Identify how two stories are similar or different. 	<ul style="list-style-type: none"> • Select a book or story of personal preference.

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. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.


Lesson 13 - Chapter 6
Standards Connection A 13
Standards Connection A




What is the title of this chapter?





What do you think this chapter will be about?




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



Fiction



Nonfiction




What is the chapter topic?



Biography


Social Studies



Science





Compare this book to a Chapter Book that has been read recently.





What kind of book would you choose?


Picture Book


Chapter Book


Comic Book


Book with facts

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Lesson 13

Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, characters, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.

Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and 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

Level 3 Students will...

- Independently summarize a story, poem or play without using personal opinions.
- Independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme.
- Independently identify one or two themes of a story, play or poem.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...

- Summarize the theme/central idea of a story, play or poem using no personal opinions with support.
- Identify examples of the main idea and key details from a story, play or poem that support the development of a them with support.
- Identify the theme of a story, play or poem by pointing to pictures or text.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...

- Summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events.

Standards for Language 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 model language expansion.

Lesson 13 - Chapter 6
Standards Connection B

13
Standards Connection B

Main Idea (What is this story about?)

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

What is important to know?

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HIGH SCHOOL, Unit 6
Lesson 13

 **Instructional Targets**

Reading Standards for Literature

- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**











Level 3	Level 2	Level 1
<p>Students will...</p> <ul style="list-style-type: none"> • Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support. • Compare literal and implied meaning presented in a story, play or poem. 	<p>Students will...</p> <ul style="list-style-type: none"> • Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support.. • Identify implied meaning in a literary text with support. 	<p>Students will...</p> <ul style="list-style-type: none"> • Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s). • Identify implied meaning in a literary text from a narrowed field or errorless choice.


Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know what feelings the story suggests. Use the Story Board according to your students' needs by completing it once for the whole book, or selecting one or more features to complete for each chapter.

To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final column, students will write specific words or phrases from the text that support the feeling they identified.

Lesson 13 - Chapter 6
Standards Connection C

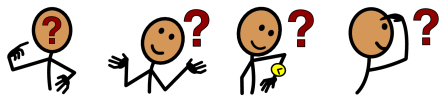




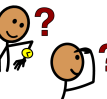
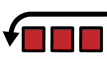
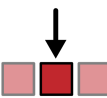
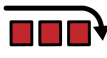

13
Standards Connection C

Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character	⋮	⋮	⋮
 Storyteller (Who?)	⋮	⋮	⋮
 Setting (When or Where?)	⋮	⋮	⋮
 Beginning (What?)	⋮	⋮	⋮
 Middle (What?)	⋮	⋮	⋮
 End (What?)	⋮	⋮	⋮
 Lesson (What?)	⋮	⋮	⋮

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HIGH SCHOOL, Unit 6
Lesson 13

Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

 **Instructional Targets**

Standards for Language

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

Personal Life

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

 **Differentiated Tasks**

Level 3 Students will...

- Independently use vocabulary words in conversation and in writing.
- Recognize and demonstrate appropriate expressive skills for various situations.

Level 2 Students will...

- Select text or pictures of key vocabulary words as part of a discussion or writing with support.
- Demonstrate appropriate expressive skills with direct cueing.

Level 1 Students will...

- Make a selection to indicate a picture of a key vocabulary word within a text or to make a sentence.
- Demonstrate an appropriate expressive skill in various situations using communication technology and picture supports.



Topic Connection

Throughout this unit, students learn about rights and responsibilities, the Constitution and the Bill of Rights. In chapter 6, students learn about using their rights in the community, including agencies that help people. The police department and fire department are agencies in the community. They help keep people and things safe. In this lesson, students will use their expressive skills when calling 911 during emergency situations.



Topic Words



agency	responsibility
choose	right
protect	safe



Transition Words

communicate	situation
-------------	-----------

* Power Words



Lesson at a Glance

Activity 1



Instructional Activities

Calling 911 During an Emergency



See how these activities fit into the **Suggested Unit Pacing**.



ULS Materials and Resources

Rules for Calling 911 Poster
Emergency Scenario Cards
Calling 911 Script
Communication Strips

L³ Skills: [Life Skills](#)



Additional Materials

phone (turned off or unplugged)

 **Instructional Targets**

Standards for Language

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

Personal Life

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



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about an emergency. For example, ask, "What is an emergency —not being able to find your favorite T-shirt or a house catching on fire?" Discuss the students' responses. • Explain to students that emergencies happen in the community all of the time. The Constitution and Bill of Rights protect our rights, including the right to keep things safe. Agencies in our community, such as the police and fire department, help keep people and things safe. During an emergency, people in the community usually call 911 to get help from the police or fire departments. • Tell students they will practice calling 911 during an emergency situation. For example, say, "Your job is to practice calling 911 during an emergency to ask for help." • Review the learning goal with students: I will practice calling 911 during an emergency.
Model	<ul style="list-style-type: none"> • Talk with students about types of emergencies. Discuss that emergencies occur when people are sick, hurt or need help to feel safe. Ask students to identify types of emergencies such as car crashes, fires or robberies. • Display the Rules for Calling 911 Poster and review the information with the students. Emphasize that students should only call 911 if it is a real emergency. For example, say, "I should only call 911 in a real emergency. If my brother takes my favorite book, that is not an emergency. I will not call 911. If a friend falls off their bike when no adult is around and can't move their arm, that is an emergency. I will call 911." • Display the Emergency Scenario Cards. Review each scenario and discuss why students should call 911 in each scenario. • Display the Calling 911 Script and Communication Strips. Using a phone (switched off or unplugged) and one of the Emergency Scenario Cards, model how to use the script to call 911. Tell students that the person they will talk to is usually called a dispatcher. Model how to use the Communication Strips to convey important information to the dispatcher about an emergency by pointing to the word and symbol as you request help or give additional information.
Provide Practice	<p>Provide each student with an Emergency Scenario Card, Calling 911 Script and phone (turned off/unplugged). If necessary, provide Communication Strips and any other communication technologies or supports.</p> <p>Level 3: Have the student participate appropriately in a social exchange by practicing calling 911 in case of an emergency situation.</p> <p>Level 2: Have the student participate appropriately in a social exchange by practicing calling 911 in case of an emergency situation, with direct cueing. For example, point to each word and symbol on the Communication Strips to help students give their location to the dispatcher.</p> <p>Level 1: Have the student participate appropriately in a social exchange by practicing calling 911 in an emergency situation, using communication technology and picture supports. For example, have the student use a voice output device to tell the dispatcher, "I need help."</p>
Review	<ul style="list-style-type: none"> • Have students discuss their experience calling 911. What was easy for them to do? What was difficult? • Consider having students visit a local police department or fire department to discuss how police officers, firefighters and paramedics respond to emergencies in the community.



Check Understanding 

- **Level 3:** Can the student practice calling 911 to recognize and demonstrate appropriate expressive skills during an emergency situation?
- **Level 2:** Can the student practice calling 911 to demonstrate appropriate expressive skills during an emergency situation with direct cueing?
- **Level 1:** Can the student practice calling 911 to demonstrate an appropriate expressive skill in an emergency situation using communication technology and picture supports?



 **Instructional Targets**

Standards for Language

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing. Use reference materials (dictionaries [printed/online], glossaries) to determine the meaning and part of speech of unknown words. Use reference materials (dictionaries [printed/online], thesauruses) to determine the synonym for a word. Use reference materials (dictionaries [online/printed], glossaries) to determine the pronunciation of unknown words.

 **Differentiated Tasks**

Level 3 Students will...

- Independently use vocabulary words in conversation and in writing.
- Use reference materials, such as a glossary, or a dictionary, to verify the meaning and part of speech of an unknown word.
- Use reference materials, such as a thesaurus or dictionary, to find a synonym for a word.
- Use reference materials, such as a glossary or a dictionary, to find the pronunciation of an unknown word.

Level 2 Students will...



- Select text or pictures of key vocabulary words as part of a discussion or writing with support.
- Select pictures or words in a dictionary to verify a definition and part of speech of a word.
- Select a picture or word whose meaning is similar to that of another word.
- Find the correct pronunciation of a word when presented with a glossary or a dictionary.

Level 1 Students will...

- Make a selection to indicate a picture of a key vocabulary word within a text or to make a sentence.
- Given a narrowed field or errorless choice(s), make a selection to indicate a picture of a word that is in the dictionary.
- Given a narrowed field or errorless choice(s), make a selection to indicate a picture of a word whose meaning is similar to that of another word.
- Given a narrowed field or errorless choice(s), make a selection to indicate a picture of a word with pronunciation that is in a dictionary.

 **Topic Connection**

In this unit, students are learning about rights and responsibilities at school and in the community. In this lesson, students will learn High-Frequency Words and vocabulary words that will help them read, write and talk about this topic.

 **High-Frequency Word Lists** 

- List 1:** as*, book, hand, here*, men*, never*
List 2: always, dress*, hope, love*, ten, write*
List 3: able, finally, past, person, sometimes*, thought

 **Topic Words**

agency	fair	leader	right
choose	government	protect	safe
citizen	law	responsibility	vote

* Power Words

Benchmark Assessments

- Initial Letters
- Word Recognition List 1
- Word Recognition List 2
- Word Recognition List 3
- Letter ID - Uppercase
- Letter ID - Lowercase
- Letter Match

Unit Checkpoint Assessments

- Level 3 - 2, Word Recognition



Lesson at a Glance

	Activity 1.1-1.3	Activity 2.1-2.3	Activity 3.1-3.4	Activity 4
<p>Instructional Activities</p>	High-Frequency Words	Review High-Frequency Words	Defining Vocabulary	Play Vocabulary Game
<p>? See how these activities fit into the Suggested Unit Pacing.</p>				
<p>ULS Materials and Resources</p>	<p>High Frequency Word Maps (Level 3, Level 1 & 2)</p> <p>High-Frequency Word Cards </p> <p>List 1.1: as, book, hand, here, men, never</p> <p>List 1.2: always, dress, hope, love, ten, write</p> <p>List 1.3: able, finally, past, person, sometimes, thought</p>	<p>Sentence Completion Cards (Level 3, Level 1 & 2)</p> <p>High-Frequency Word Cards </p> <p>List 2.1: as, book, hand, here, men, never</p> <p>List 2.2: always, dress, hope, love, ten, write</p> <p>List 2.3: able, finally, past, person, sometimes, thought</p>	<p>Vocabulary Word Maps (Level 3, Level 1 & 2)</p> <p>Glossary</p> <p>Word Definition Cards </p> <p>Group 3.1: government, law, leader</p> <p>Group 3.2: citizen, responsibility, right</p> <p>Group 3.3: agency, protect, safe</p> <p>Group 3.4: choose, fair, vote</p>	<p>Word Definition Cards </p> <p>Quiz Game Board</p> <p>Answer Key </p> <p>Money Amount Cover Cards </p> <p>Picture/Word Answer Cards </p> <p>"What Is" Answer Board </p>
	<p>SymbolStix PRIME</p> <p>Instructional Guides: Vocabulary</p> <p>Instructional Tools: Dolch/Fry Word Lists</p>	<p>Instructional Guides: Word Study</p> <p>L³ Skills: Language Arts Skills</p> <p>Word Journal Cover and Tabs</p>		
<p>Additional Materials</p>	Classroom/Student Word Journal			

 **Instructional Target**

Reading Standards for Language

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






Instructional Routine



Introduce	<ul style="list-style-type: none"> ● Introduce the activity by asking a focus question about the common words. For example, ask, "What is a word you see a lot when reading—the or potato?" Discuss students' responses. ● Tell students that they will be learning some new words that are used a lot when reading and writing. Say, "We are going to learn some new words. Today, your job is to identify and use the word." ● Review the learning goal with students: I will identify and use words.
Model	<ul style="list-style-type: none"> ● Use a High-Frequency Word in a sentence. Emphasize the word in the sentence. For example, "Brianna keeps her book in her locker." When possible, write the sentence and underline the High Frequency Word. Define the word. For example, 'book' means a written set of pages to read. ● Display the High-Frequency Word Card for the word. Say and spell the word. For example, display 'book' and say, "This word is 'book', b-o-o-k, book." Movement and/or chanting/singing can be used to encourage memory of each word. ● Point out familiar letter-sounds or word parts in the word. For example, point to the 'b' and say, "This is the letter 'b'. The sound for 'b' is /b/." ● Display the High-Frequency Word Map for the word. Click on the speaker to hear the word. Model how to write or select the word, select a matching picture and how to use or find the word in a sentence. ● Continue the same procedure with the remaining words from List 1, List 2 and List 3. (Lists should be chosen based on individual student's ability. New words from lists can be introduced at a pace that is acceptable to class and individual student needs.)
Provide Practice	<p>Provide students with the High Frequency Word Maps.</p> <p>Level 3: Have the student independently identify and use targeted High-Frequency Words in conversation and in writing by completing the High Frequency Word Maps.</p> <p>Level 2: Have the student select text or pictures of key High-Frequency Words as part of a discussion or writing to complete the High Frequency Word Maps with support.</p> <p>Level 1: Have the student identify a picture of a key High-Frequency Word within a text by making a selection from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> ● Display targeted High-Frequency Words and have students add the words to their Word Journal behind the High-Frequency Word Tab. A Word Journal Cover and Word Tabs can be found in Teacher Reference Materials. ● Prompt students to locate and read these words in the stories and to use these words in their daily communication and writing. ● Consider adding words to a class word wall or a student word journal for students to refer back to.



Check Understanding 

-  **Level 3:** Can the student independently identify and use High-Frequency Words in conversation and in writing?
-  **Level 2:** Can the student select text or pictures of High-Frequency Words as part of a discussion or writing?
-  **Level 1:** Can the student identify a picture of a High-Frequency Word within a text by making a selection from a narrowed field or errorless choice(s)?

 **Instructional Target**

Reading Standards for Language

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






Instructional Routine



Introduce	<p><i>Spend approximately 10 minutes per day reviewing High-Frequency Words.</i></p> <ul style="list-style-type: none"> • Introduce the activity by asking a focus question about the High-Frequency Words. For example, ask, "Which word did we learn this week—'must' or 'book'?" Discuss students' responses. If keeping a word wall or student word journal, have students find the new words they have learned. • Tell students they are going to use High-Frequency Words to complete a sentence. Say, "Today, your job is to use High-Frequency Words to complete a sentence." • Review the learning goal with students: I will use High-Frequency Words to complete a sentence.
Model	<ul style="list-style-type: none"> • Display and review a word from List 1, List 2 or List 3 in the Word Journal. For example, display the word card for 'hand'. Say, "This is the word 'hand', h-a-n-d, 'hand'." Have students read or repeat the word. If movement or chanting/singing was used to initially introduce the word, remember to use it to provide auditory, visual and tactual cues to students as needed. • Review the meaning of the word, and point out sounds in the word. Use the word in a sentence. Have students share what sounds they remember are in the word, or give an example sentence. • Display a Sentence Completion Card. Read the sentence and point out the blank. Tell students that a High-Frequency Word will finish the sentence. Model how to select the correct word to complete the sentence. Read the sentence again with the word in its place to make sure the sentence makes sense. Use the Marker Tool to write the word in the blank to show the completed sentence. • Continue reviewing High-Frequency Words using the steps above.
Provide Practice	<p><i>Provide students with the Sentence Completion Cards.</i></p> <p>Level 3: Have the student independently use High-Frequency Words to complete a sentence.</p> <p>Level 2: Have the student select text or pictures of High-Frequency Words to complete a sentence with support.</p> <p>Level 1: Have the student select a High-Frequency Word from a narrowed field or errorless choice(s) to make a sentence.</p>
Review	<ul style="list-style-type: none"> • Continue working with the High-Frequency Word Journal by reviewing previously taught High-Frequency Words. • Point out when targeted High-Frequency Words are used in conversation. • Additional word study activities are provided in the Instructional Guides: Word Study.



Check Understanding 

-  **Level 3:** Can the student independently use High-Frequency Words to complete a sentence?
-  **Level 2:** Can the student select text or pictures of High-Frequency Words to complete a sentence with support?
-  **Level 1:** Can the student select a High-Frequency Word from a narrowed field or errorless choice(s) to make a sentence?

 **Instructional Targets**

Reading Standards for Language

- **Vocabulary Acquisition and Use:** Use reference materials (dictionaries [printed/online], glossaries) to determine the meaning and part of speech of unknown words. Use reference materials (dictionaries [printed/online], thesauruses) to determine the synonym for a word. Use reference materials (dictionaries [online/printed], glossaries) to determine the pronunciation of unknown words.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about reference materials. For example, ask, "Where can we look to find out what a word means—a dictionary or a watch?" Discuss students' responses. • Tell students that you have new vocabulary words to learn. Say, "We are going to learn some new words. Today, your job is to find the word(s), what the word(s) mean and other things about the word." • Review the learning goal with students: I will define words (I will tell others what a word means).
Model	<ul style="list-style-type: none"> • Display the Glossary Page. Explain to students that there are resources we can use to learn about a word. Using the Glossary Page, show students how they can find what a word means, how to say the word and what part of speech. For example, point to a word and say, "A dictionary or glossary can tell us the definition of the word. Under the word is the definition. This word is 'agency'. The glossary says agency means a group that provides a service to the community." Talk about other resources a student could use to learn about a word such as a dictionary, a thesaurus or online resources. • Point out the written pronunciation and the speaker. Tell students that they can learn how to say the word by clicking on the speaker or using the written pronunciation to sound out the word. Model each option for the students. • Display the Vocabulary Word Map for a word. Read the word. Pick the picture that best represents the word. Model how to use the glossary or another resource to complete the Vocabulary Word Map. For example, say, "This word is 'government'. I need to find a definition for government. I can look in the glossary for a definition. Government means a group of people who make laws and important decisions." • Note: Vocabulary Word Maps are grouped based on the Quiz Game Board categories.
Provide Practice	<p><i>Provide students with the Vocabulary Word Maps and the glossary or other reference materials.</i></p> <p>Level 3: Have the student use reference materials, such as a glossary or dictionary, to find the meaning, part of speech, synonym and pronunciation of a word to complete a Vocabulary Word Map.</p> <p>Level 2: Have the student select a word or picture when using a dictionary or glossary to find the meaning, part of speech, similar meaning word and pronunciation of a word.</p> <p>Level 1: Have the student identify a picture of a word in a dictionary by making a selection from an narrowed field or errorless choice(s). Have the student identify a picture of a word whose meaning is similar to that of another word by making a selection from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review and display targeted vocabulary words in the classroom. Consider having students make a word journal by keeping the Vocabulary Word Maps in a binder or folder. • Prompt students to locate and review meaning of the unit vocabulary words in various lessons. • Point out when unit vocabulary is used in conversation.



Check Understanding 

- **Level 3:** Can the student use reference materials, such as a glossary or dictionary, to find the meaning, part of speech, synonym and pronunciation of a word?
- **Level 2:** Can the student select a word or picture when using a dictionary or glossary to find the meaning, part of speech, similar meaning word and pronunciation of a word?
- **Level 1:** Can the student identify a picture of a word in a dictionary by making a selection from a narrowed field or errorless choice(s)? Can the student identify a picture of a word whose meaning is similar to that of another word by making a selection from a narrowed field or errorless choice(s)?

 **Instructional Targets**

Reading Standards for Language

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






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about the unit vocabulary words. For example, ask, "What is something that is the same for everyone?" Discuss students' responses. • Review the unit vocabulary words and their meanings, using Vocabulary Word Card, Glossary or Vocabulary Word Maps. • Tell students that they will play a game with the unit vocabulary. For example, say, "We are going to play a game with our new vocabulary words. Today, your job is to name (define) a word described." • Review the learning goal with students: I will name a word being described.
Model	<ul style="list-style-type: none"> • Model choosing a category and point amount. • Read, have a student read or use text to speech to read the description aloud. • Model the correct answer form (What is..., How is..., etc.) or the selection of an answer card. Use the "What Is" Answer Board as a visual.
Provide Practice	<p>Remind students that they will take turns choosing a category. Depending on group level, students can take turns or "buzz in" to answer. Provide students with Picture/Word Answer Cards to use as visual supports as needed.</p> <p>Level 3: Have student identify/match a vocabulary word to its definition. Have the student use the word in a phrase to answer.</p> <p>Level 2: Have student match the targeted vocabulary word to its definition using Picture/Word Answer Cards.</p> <p>Level 1: Have student identify the vocabulary word from a narrowed field or errorless choice(s).</p> <p>If desired, indicate the winner of the game as the person with the most points.</p>
Review	<ul style="list-style-type: none"> • Review targeted vocabulary words. • Prompt students to locate and review meaning of the unit vocabulary words in various lessons. • Encourage students to use the vocabulary words in conversations. Point out when unit vocabulary is used.



Check Understanding 

-  **Level 3:** Can the student determine the meaning of a word? Can the student use a targeted word in a sentence?
-  **Level 2:** Can the student match a word to its meaning?
-  **Level 1:** Can the student select a representation of a named word from a narrowed field or errorless choice(s)?

 **Instructional Targets**

Standards for Language

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

Standards for Writing

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

 **Differentiated Tasks**

Level 3 Students will...

- Demonstrate conventions of grammar in spoken and written language.
- Demonstrate conventions of written language, including appropriate capitalization and ending punctuation.
- Demonstrate use of common spelling conventions in written language.
- Plan, edit and revise writing to strengthen written sentences.

Level 2 Students will...

- Create simple sentence forms in a grammatically correct order when speaking or writing.
- With support, identify beginning capital letters and ending punctuation in a written sentence.
- Spell familiar words with letter-sound matches.
- With support, use pictures and text to plan, edit and revise a written sentence idea.

Level 1 Students will...

- With picture supports, combine two or more words during a shared writing or speaking activity.
- With support, locate capital letters and ending punctuation in a sentence.
- With support, choose a correctly spelled word (could be errorless choice).
- Given errorless choices of pictures, make a selection of pictures to plan, edit and revise a sentence idea.

 **Topic Connection**

Throughout this unit, students learn about the United States Constitution, the Bill of Rights and their rights and responsibilities. In this lesson, students will edit written documents that include discussions of rights and responsibilities.



Topic Words



choose	responsibility
government	right



Editing Words

author	edit	report
book report	exclamation point	revise
capital letter	heading	sentence
capitalization	order	spell
closing	period	title
comma	punctuation	
current event	question mark	

* Power Words





Benchmark Assessments

- Writing: Writing Probe





Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
 Instructional Activities	Book Report	Current Events	Letter	Report With Facts	Opinion
 See how these activities fit into the Suggested Unit Pacing .					
 ULS Materials and Resources	Editing Document 1: Book Report Standards Connection	Editing Document 2: Current Events Standards Connection	Editing Document 3: Letter Standards Connection	Editing Document 4: Report With Facts Standards Connection	Editing Document 5: Opinion Standards Connection
L³ Skills: Language Arts Skills					
 Additional Materials			Word Journal	Word Journal	Word Journal

Instructional Targets

Standards for Language

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






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about editing. For example, ask, "What should all sentences start with—a question mark or a capital letter?" Discuss students' answers. • Introduce key vocabulary terms such as punctuation, capitalization, revise and edit. • Introduce rules for capitalization, including names of people and places. • Explain how and why periods are used in writing. • Tell students that they will be editing a book report. For example, say, "Capital letters and periods are important. Your job is to help find missing capital letters and periods in a book report." • Review the learning goals with students: Level 3: I will add capital letters and periods when editing sentences. Level 2: I will name the beginning capital letter and ending punctuation while editing a sentence. Level 1: I will find capital letters and periods in a sentence.
Model	<ul style="list-style-type: none"> • Display a sentence without a capital letter or a period. • Ask, "What is missing from this sentence?" • Discuss the missing capital letters and periods and why they are needed. • Use the Marker Tool to correct the sentence. • Display the Standards Connection and model checking edits. • Repeat as needed.
Provide Practice	<p>Provide each student with Editing Document 1: Book Report and Standards Connection.</p> <p>Level 3: Have the student identify where a capital letter and period are needed in each sentence. Have the student correct/add capital letter and ending punctuation to each sentence.</p> <p>Level 2: With assistance, have the student correct/add capital letter and punctuation to a sentence. Then have the student identify which letter of a word in the sentence has a capital letter. Next, have the student locate and identify the ending punctuation of the sentence by name (period, question mark, etc.). Provide visuals and other supports as needed.</p> <p>Level 1: Have the student participate in correcting/adding capital letters and punctuation to a sentence through a narrowed field or errorless choice(s). For example, present a sentence, read the sentence pointing to each word. Stop at the end of the sentence and ask, "What is needed at the end of this sentence—a period?" Present a symbol of a period and have the student select the period using their active response mode. Provide student with a corrected sentence from the Book Report. With support, have the student participate in locating words with capital letters and ending punctuation.</p> <p>Have students review and check their work by using the Standards Connection.</p>
Review	<ul style="list-style-type: none"> • Review Editing Document 1: Book Report with students.



Check Understanding

-  **Level 3:** Can the student apply correct capitalization and punctuation when editing a piece of writing?
-  **Level 2:** With support, can the student participate in editing a written sentence? Can the student identify a capital letter in a word? Can the student identify the ending punctuation of a sentence?
-  **Level 1:** Can the student participate in locating capital letters and ending punctuation in sentences with support? Can the student participate in the editing process by making a selection from a narrowed field or errorless choice(s)?

 **Instructional Targets**

Standards for Language

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



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about editing. For example, ask, "What should the sentences in a paragraph do—confuse you or tell a story?" Discuss students' answers. • Review key vocabulary terms, such as punctuation, capitalization, revise and edit. • Explain why paragraphs need to be in correct order. Tell students that they will be given a Current Events article. Their job will be to correct mistakes in capitalization and punctuation and to put the story in the correct order. When we change the order of a written document, it is called revising. • Review the learning goals with students: Level 3: I will edit a paragraph and put the sentences in order. Level 2: I will identify capital letters and punctuation. I will put sentences in order. Level 1: I will find capital letters and periods in a sentence. I will help put sentences in order.
Model	<ul style="list-style-type: none"> • Display the Current Events document. Focus on the sentence that is marked as the first sentence (indicated with the number 1) and ask, "What is missing from this sentence?" • Use the Marker Tool to correct the sentence. Model the use of the Standards Connection to check your work. • Read the first two lines of the Editing Document and ask, "Is this paragraph in order? Does it have steps?" Discuss how a paragraph that tells a sequence of events needs to be in order. • Explain how to find the correct order by thinking, "What happened first, next or last?" Tell students the number one, next to the sentence you have corrected, indicates that it is the first sentence in the document.
Provide Practice	<p>Provide each student with Editing Document 2: Current Events and the Standards Connection.</p> <p>Level 3: Have the student identify where a capital letter and period are needed in each sentence. Have the student correct/add capital letter and ending punctuation to each sentence. Read or have student read and then number each sentence in the correct order.</p> <p>Level 2: With assistance, have the student correct/add capital letter and punctuation to a sentence. Then have the student identify which letter of a word in the sentence has a capital letter. Next, have the student locate and identify the ending punctuation of the sentence by name (period, question mark, etc.). Read the article in its current order. Discuss the current order and if it makes sense. With assistance, have the student number or place the sentences in the correct order to show sequencing.</p> <p>Level 1: Have the student participate in correcting/adding capital letters and punctuation to a sentence through a narrowed field or errorless choice(s). Provide student with a corrected sentence from the Current Events article. With support, have student participate in locating words with capital letters and ending punctuation. Then have the student participate in placing the sentence in order.</p> <p>Have students review and check their work by using the Standards Connection.</p>
Review	<ul style="list-style-type: none"> • Review Editing Document 2: Current Events with students.



Check Understanding



- **Level 3:** Can the student apply correct capitalization and punctuation when editing a piece of writing? Can the student revise the order of the sentences to show proper sequencing?
- **Level 2:** With support, can the student participate in editing a written sentence? Can the student identify a capital letter in a word? Can the student identify the ending punctuation of a sentence? Can the student revise the order of a paragraph with support?
- **Level 1:** Can the student participate in locating capital letters and ending punctuation in sentences with support? Can the student participate in the editing process by making a selection from a narrowed field or errorless choice(s)?



Instructional Targets

Standards for Language

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



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about editing. For example, ask, "Why is it important to spell things correctly—spelling words correctly helps people read better or spelling words correctly helps people hear better?" Discuss students' answers. • Review key vocabulary terms such as punctuation, capitalization and letter, and introduce the words comma, heading, closing and spelling. • Review rules for capitalization, including names of people and places. Review rules for period usage. • Introduce the importance of spelling correctly. Introduce the comma, and its common use as a pause in a thought. • Tell students that they will be given a Letter to review. Their job will be to correct mistakes in capitalization, punctuation and spelling. • Review the learning goals with students: Level 3: I will correct capital letters, punctuation and misspelled words when editing sentences. Level 2: I will identify beginning capital letters and ending punctuation when editing sentences. Level 1: I will find capital letters, periods and question marks in a sentence.
Model	<ul style="list-style-type: none"> • Display the Letter document. Ask, "What is wrong with this letter?" • Discuss the missing capital letters and punctuation. Use the Marker Tool to model correcting the letter by adding a missing comma. Then explain why commas are important to a letter. • Search for and model correcting a misspelled word. Model use of the Word Journal to help find the correct spelling.
Provide Practice	<p>Provide each student with Editing Document 3: Letter, individual Word Journals and Standards Connection.</p> <p>Level 3: Have the student identify and correct misspelled words in the letter. Encourage the use of resources such as their Word Journal to provide assistance. Then have the student correct/add capital letters, commas and ending punctuation.</p> <p>Level 2: With support, have the student correct/add capital letters and ending punctuation. Once the sentence is corrected, have the student identify capital letters and ending punctuation by name. Then, with support, have the student correct spelling errors. Encourage use of the student's Word Journal or other supports.</p> <p>Level 1: Have the student participate in correcting/adding capital letters and ending punctuation and in correcting spelling errors. Then provide the student with a corrected sentence from the Editing Document. With support, have the student locate capital letters, periods and question marks from a narrowed field or errorless choice(s).</p> <p>Have students review and check their work by using the Standards Connection.</p>
Review	<ul style="list-style-type: none"> • Review Editing Document 3 with students.



Check Understanding ?

- **Level 3:** Can the student correct errors in capitalization and punctuation when editing a piece of writing? Can the student identify and correct misspelled words?
- **Level 2:** With support, can the student participate in editing a written sentence? With support, can the student identify and correct misspelled words?
- **Level 1:** Can the student participate in the editing process by making a selection from a narrowed field or errorless choice(s)?

Instructional Targets

Standards for Language

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



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about editing. For example, ask, "What should you do if a written sentence does not sound correct—change the sentence or leave it alone?" Discuss students' answers. • Review key vocabulary terms, such as punctuation, capitalization, report, period, question mark and spelling. • Review rules for capitalization, including names of people and places, punctuation usage including periods and question marks, as well as the importance of correct spelling. • Explain that sometimes a sentence may not be worded correctly and needs to be changed. Tell students their job will be to correct mistakes in a Report With Facts. While editing, they should listen for sentences that do not sound correct and change those sentences. • Review the learning goals with students: Level 3-2: I will edit a report and change sentences that do not sound right. Level 1: I will make choices to help edit a report.
Model	<ul style="list-style-type: none"> • Display the Report With Facts document. Choose one of the sentences that could be edited to "sound better" to use when modeling. • Ask, "What is wrong with this sentence?" Discuss the missing capital letters and periods and why they are needed. Use the Marker Tool to correct any capitalization, punctuation and spelling mistakes. • Ask, "Is this sentence in order? Does it sound right? Can it be rewritten to sound better?" Discuss how the words in a sentence need to be in the correct order. Explain how to find the correct order by thinking, "How can I change this to make it sound better?" Use the Marker Tool to correct the sentence word order. • Repeat as needed.
Provide Practice	<p>Provide each student with Editing Document 4: Report With Facts, individual Word Journals and Standards Connection.</p> <p>Level 3: Have the student identify where a capital letter and period are needed in each sentence. Have the student correct/add capital letter and ending punctuation to each sentence. Have the student identify and correct misspelled words. Have student revise any sentence with poor word order.</p> <p>Level 2: Read the sentence and have the student make edits and improvements with support. Encourage the use of the Word Journal when correcting misspelled words. Then have the student identify the capitalized letters and the punctuation in the corrected sentence.</p> <p>Level 1: Have the student participate in editing the document by making a selection from a narrowed field or errorless choice(s). Once corrected have the student participate in locating capital letters and ending punctuation with support.</p> <p>Have students review and check their work by using the Standards Connection.</p>
Review	<ul style="list-style-type: none"> • Review Editing Document 4: Report With Facts with students.



Check Understanding

- **Level 3:** Can the student apply correct capitalization and punctuation when editing a piece of writing? Can the student identify and correct misspelled words? Can the student revise the order of a sentence to demonstrate proper word order?
- **Level 2:** Can the student identify the letter in a word that needs to be capitalized in a sentence? Can the student identify the ending punctuation of a sentence? Can the student correct misspelled words with support? Can the student revise a sentence to improve word order with support?
- **Level 1:** Can the student participate in the editing process by making a selection from a narrowed field or errorless choice(s)? Can the student participate in locating a capital letter with support? Can the student participate in locating punctuation in a sentence with support?

Instructional Targets

Standards for Language

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



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about editing. For example, ask, "What punctuation should be added to the end of a question—an exclamation point or a question mark?" Discuss students' answers. • Review key vocabulary terms such as punctuation, capitalization, opinion, period, question mark, exclamation point and spelling. • Review rules for capitalization, including names of people and places. • Review the importance of spelling correctly. • Review the rules for punctuation usage, including periods, question marks and exclamation points. • Explain to students that in this activity they will practice using everything they know about editing. Tell students their job will be to correct the mistakes in the Opinion document. • Review the learning goals with students: <p>Level 3: I will add capital letters, periods, question marks and exclamation points and fix spelling when editing sentences.</p> <p>Level 2: I will name the beginning capital letter and ending punctuation and fix misspelled words.</p> <p>Level 1: I will find capital letters, periods and question marks in a sentence.</p>
Model	<ul style="list-style-type: none"> • Display the An Opinion document. Choose one of the sentences with missing capitalization, punctuation, misspelled words and poor word order. Ask, "What is wrong with this sentence?" • Discuss the missing capital letters and periods and why they are needed. Use the Marker Tool to correct any capitalization, punctuation and spelling mistakes. Use the Standards Connection to check your work. • Repeat as needed.
Provide Practice	<p>Provide each student with Editing Document 5: An Opinion, individual Word Journals and the Standards Connection.</p> <p>Level 3: Have student identify where capital letters, periods, question marks and exclamation points are needed in each sentence. Have student correct/add capital letters and ending punctuation to each sentence. Have student identify and correct misspelled words. Have student revise any sentence with poor word order.</p> <p>Level 2: Read the sentence and have the student make edits and improvements with support. Encourage the use of the Word Journal when correcting misspelled words. Then have the student identify the capitalized letters and the punctuation in the corrected sentence.</p> <p>Level 1: Have student participate in editing the document through a narrowed field or errorless choice(s). Once corrected, have student participate in locating capital letters and ending punctuation with support.</p> <p>Have students review and check their work by using the Standards Connection.</p>
Review	<ul style="list-style-type: none"> • Review Editing Document 5: An Opinion with students.



Check Understanding

- **Level 3:** Can the student apply correct capitalization and punctuation when editing a piece of writing? Can the student identify and correct misspelled words? Can the student revise the order of a sentence to demonstrate proper word order?
- **Level 2:** Can the student identify the letter in a word that needs to be capitalized in a sentence? Can the student identify the ending punctuation of a sentence? Can the student correct misspelled words with support? Can the student revise a sentence to improve word order with support?
- **Level 1:** Can the student participate in the editing process by making a selection from a narrowed field or errorless choice(s)? Can the student participate in locating a capital letter with support? Can the student participate in locating punctuation in a sentence with support?

 **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 and punctuation in sentences. Use correct spelling in writing sentences.

 **Differentiated Tasks**

Level 3 Students will...

- Plan, edit and revise writing to strengthen written sentences.
- Demonstrate conventions of grammar in spoken and written language.
- Demonstrate conventions of written language, including appropriate capitalization and ending punctuation.
- Demonstrate use of common spelling conventions in written language.

Level 2 Students will...

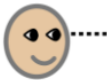
- With support, use pictures and text to plan, edit and revise a written sentence idea.
- Create simple sentence forms in a grammatically correct order when speaking or writing.
- With support, identify beginning capital letters and ending punctuation in a written sentence.
- Spell familiar words with letter-sound matches.

Level 1 Students will...


- Given errorless choices of pictures, make a selection of pictures to plan, edit and revise a sentence idea.
- With picture supports, combine two or more words during a shared writing or speaking activity.
- With support, locate capital letters and ending punctuation in a sentence.
- With support, choose a correctly spelled word (could be errorless choice).

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.

Lesson 16 - Edit It
Standards Connection
16
Standards Connection



- 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 all of my words spelled correctly?

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HIGH SCHOOL, Unit #
Lesson 16



Instructional Targets

Standards for Language

- **Knowledge of Language:** Demonstrate conventions of language to communicate effectively 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.



Differentiated Tasks

Level 3 Students will...

- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.
- Obtain information from two or more sources to reach a personal decision.
- Write routinely for a range of discipline-specific tasks, purposes and audiences.

Level 2 Students will...

- Use conventions of language to generate a simple sentence when speaking or writing.
- Gather and compare information from two sources.
- Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.

Level 1 Students will...

- Use language to share an idea with others.
- Make a choice when presented with two informational choices.
- Actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.



Topic Connection

Throughout this year, students learn about rights and responsibilities, the Constitution and the Bill of Rights. At the doctor's office, people have the right to keep their health information private. Laws like HIPAA (Health Insurance Portability and Accountability Act) protect a patient's right to privacy. In this lesson, students will complete a patient information form to include a section about patient privacy.

Note: Although the right to privacy is not specifically stated in the Constitution or Bill of Rights, U.S. court cases and laws relate this right to being inherent in several amendments, such as the Fourth and Ninth Amendments.



Topic Words



choose	protect	right
law	responsibility	safe



Literacy Words

audience	sentence	speak
purpose	source	write*

* Power Words

Benchmark Assessments

- Writing: Writing Probe
- Early Learning: Emerging Writing
- Emerging Skills: Early Emerging Writing Rubric





Lesson at a Glance

Activity 1



Instructional Activities

Filling Out a Patient Information Form



See how these activities fit into the **Suggested Unit Pacing**.



ULS Materials and Resources

Patient Information Form
(Level 3, Level 1 & 2)

Health Insurance Card



Standards Connection
(Lesson 16)

L³ Skills: **Language Arts Skills**



Additional Materials



 **Instructional Targets**

Standards for Language

- **Knowledge of Language:** Demonstrate conventions of language to communicate effectively 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.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about the doctor's office. For example, ask, "Where do you go when you are sick or need a checkup—to the post office or to the doctor's office?" • Explain to students that when people go to the doctor's office, they often have to fill out forms. These forms give the doctor information about the patient. The forms also tell the doctor who he or she is allowed to share the patient's health information with. • Tell students that they will fill out a patient information form. For example, say, "Your job is to fill out a patient information form." • Review the learning goal with students: I will complete a patient information form.
Model	<ul style="list-style-type: none"> • Display the Patient Information Form. Two levels of the form have been provided (Text Only and Single Symbol-support). Display the level that meets the majority of student needs. • Model how to fill in the Contact Information section of the form. • Display the Health Insurance Card. Tell students that health insurance helps people pay for doctor's visits, medicine and other expenses. Model how to use the Health Insurance Card to fill in the Insurance Information section of the form. • Explain to the students that although doctors can collect information about the patient, they cannot share it unless they are given permission. Tell students that certain laws protect a person's right to keep health information private. For example, say, "You have the right to keep your health information private. Laws in the U.S. protect this right. The Constitution also protects your right to choose. You can choose who you share your health information with. Doctors cannot share it with other people unless you say it is OK." Tell students that doctors usually ask to share health information with a spouse or a parent. • Model how to fill in the Patient Privacy section of the form. If a student chooses not to share any health information, they do not need to complete the section about who they will share their information with. Remind students that patients do not need to share their health information even if the doctor asks. Most of the time, if a patient is under 18, the doctor can share health information with the patient's parent or guardian.
Provide Practice	<p>Provide each student with the appropriate Patient Information Form, Health Insurance Card and any alternative forms of writing needed.</p> <p>Level 3: Have the student complete the Patient Information Form. Encourage the student to use resources to look up information they may not know.</p> <p>Level 2: Have the student complete the Patient Information Form with support. Encourage the student to use resources to compare information to ensure the information is correct.</p> <p>Level 1: Have the student complete the Patient Information Form by making a selection from a narrowed field or errorless choice(s). For example, present the student's name for the signature line and ask, "What is your name?" Encourage the student to select their name using their preferred response mode. Then have the student participate in adding the information to the form.</p>
Review	<ul style="list-style-type: none"> • Have students discuss the choices they made on the form. Reinforce students' right to keep their health information private.



Check Understanding 

- **Level 3:** Can the student use appropriate information to complete a writing activity?
- **Level 2:** Can the student compare appropriate information to complete a writing activity with support?
- **Level 1:** Can the student actively participate in a writing activity by making a selection from a narrowed field or errorless choice(s)?

 **Instructional Targets**

Standards for Writing

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

Standards for Language

- **Conventions of Standard English:** Apply conventions of grammar when speaking or writing. Apply correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.
- **Production and Distribution of Writing:** Use technology, including the internet, to compose a paragraph.

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Initiate and participate in grade level and age-appropriate discussion on diverse topics to:
 - Express an opinion.
 - Share ideas and information.
 - Ask and respond to questions relevant to the topic.

 **Differentiated Tasks**

Level 3 Students will...

- Create one or more paragraphs, including a topic sentence with supporting facts, details and a concluding sentence.
- Demonstrate conventions of grammar in spoken and written sentence forms.
- Demonstrate conventions of written language, including appropriate capitalization and ending punctuation.
- Demonstrate use of common spelling conventions in written language.
- Select and use digital tools, including the internet, to generate a paragraph.
- Share information and opinions, ask and answer questions and make comments during a group discussion.

Level 2 Students will...

- Select pictures with text to create a written document containing factual sentences on a topic.
- Create simple sentence forms in a grammatically correct order when speaking or writing.
- With support, identify beginning capital letters and ending punctuation in a written sentence.
- Spell familiar words with letter-sound matches.
- With support, use digital tools, including the internet, to generate multiple sentences.
- Use picture supports to share information and opinions, ask and answer questions and make comments during group discussions.

Level 1 Students will...

- Given a narrowed field or errorless choice(s) of pictures, make a selection to communicate facts on a given topic.
- With picture supports, combine two or more words during a shared writing or speaking activity.
- With support, locate capital letters and ending punctuation in a sentence.
- With support, choose a correctly spelled word from a narrowed field or errorless choice(s).
- With support and adaptive tools, use digital tools to create a sentence.
- Participate in conversational exchanges, using communication technology and picture supports.

 **Topic Connection**

Throughout this unit, students learn about rights and responsibilities. In this lesson, students will write a newsletter for family and friends to report what they have learned about in this unit.



Topic Words



Literacy Words

agency	fair	leader	right
choose	government	protect	safe
citizen	law	responsibility	vote

brainstorm newsletter paragraph topic

* Power Words

Benchmark Assessments

- Writing: Writing Probe
- Early Learning: Emerging Writing
- Emerging Skills: Early Emerging Writing Rubric



Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
 Instructional Activities	Brainstorming	Planning a Paragraph	Writing a Paragraph	Sharing a Paragraph
See how these activities fit into the Suggested Unit Pacing .				
 ULS Materials and Resources	Unit Preview Brainstorming Web (Level 3, Level 1 & 2) Fill-In Picture/Word Cards	Topic Paragraph Planner Steps 1-4 Level 3: (Text Only) Level 2: (Single Symbol-Support) Level 1: (Single Symbol-Support)	Topic Paragraph Planner Steps 1-5 Standards Connection (Lesson 16)	Completed Topic Paragraph Planner Standards Connection A (Lesson 18) Standards Connection B (Lesson 18)
SymbolStix PRIME L³ Skills: Language Arts Skills				
 Additional Materials				



Instructional Target

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Initiate and participate in grade level and age-appropriate discussion on diverse topics to:
 - Express an opinion.
 - Share ideas and information.
 - Ask and respond to questions relevant to the topic.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about written communication. For example, ask, "How can we let people know about what is going on in our classroom—go to the cafeteria or write a newsletter?" • Tell students that they will be creating a class newsletter to report to family and friends what they have learned in this unit. Each student will contribute a single paragraph to the newsletter. • Discuss with students that a newsletter is a way to inform others about happenings. • Tell students they will brainstorm different ideas for the newsletter. For example, say, "Your job is to think of a topic you would like to write about." • Review the learning goal with students: I will choose a topic to write a paragraph for the newsletter.
Model	<ul style="list-style-type: none"> • Display the Unit Preview. Review the lessons and activities described based on what has been completed and what will be completed from the unit. For example, say, "This is our second week talking about It's My Right! Let's look at the Unit Preview to review what we have learned and what other topics we will explore during this unit." • Display the Brainstorming Web. Use the leveled format that best meets the needs of the majority of students. • Model filling in the Brainstorming Web by asking questions and having a discussion. For example, ask, "What are some activities we have completed? What are some activities from the Unit Preview that you are looking forward to completing?"
Provide Practice	<p>Provide students with the Unit Preview and the Brainstorming Web. Have students use dictation or other alternative forms to complete the web as needed.</p> <p>Level 3: Have the student suggest paragraph topics about activities or events that have happened in this unit. Have the student record and explore the topic using the Brainstorming Web.</p> <p>Level 2: Have the student suggest paragraph topics with support. Have the student record and explore the chosen topic using the Brainstorming Web.</p> <p>Level 1: Have the student share topics by selecting a paragraph topic of interest from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Have the students select a topic on which to focus his or her paragraph.



Check Understanding ?

- **Level 3:** Can the student suggest relevant events or topics?
- **Level 2:** Can the student suggest relevant events or topics with support?
- **Level 1:** Can the student suggest an event or topic from a narrowed field or errorless choice(s)?

 **Instructional Targets**

Standards for Writing

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

Standards for Language

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



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about written communication. For example, ask, "What do we call the subject of a paragraph—topic or book?" • Tell students that they will plan out the paragraph for the newsletter. Discuss why a planning process is necessary for writing. Explain to the students that their job is to plan what they would like to write in their paragraph. • Review the learning goal with students: I will plan out a paragraph for the newsletter.
Model	<ul style="list-style-type: none"> • Choose and display a Topic Paragraph Planner and read aloud. The planner is provided in three levels. Display the level that meets the majority of the students' needs. • Model how to fill out this planner by creating a title for the event or topic, identifying the main idea, sequencing the events and describing a reaction. • Complete Steps 1-4 of the Topic Paragraph Planner.
Provide Practice	<p>Provide students with the appropriate Topic Paragraph Planner and any alternative forms of writing needed.</p> <p>Level 3: Have the student complete Steps 1-4.</p> <p>Level 2: Have the student complete Steps 1-4 with supports. Visual supports may be found in unit illustrations, unit symbols, or in SymbolStix PRIME.</p> <p>Level 1: Have the student complete Steps 1-4 by selecting from a narrowed field or errorless choice(s). For example, display the symbol for 'responsibility' and ask, "What is something a person does because it is good or right?" Have the student use their active participation mode to select the choice. Have the student participate in adding the selection to the planner. Visual supports may be found in unit illustrations, unit symbols, or in SymbolStix PRIME.</p>
Review	<ul style="list-style-type: none"> • Review Steps 1-4 with each student. Check for completion of each section.



Check Understanding 

- **Level 3:** Can the student organize thoughts for a paragraph by completing the Topic Paragraph Planner individually?
- **Level 2:** Can the student complete the Topic Paragraph Planner with support?
- **Level 1:** Can the student complete the Topic Paragraph Planner by selecting from a narrowed field or errorless choice(s)?

 **Instructional Targets**

Standards for Writing

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

Standards for Language

- **Conventions of Standard English:** Apply conventions of grammar when speaking or writing. Apply correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.
- **Production and Distribution of Writing:** Use technology, including the internet, to compose a paragraph.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about written communication. For example, ask, "What do sentences start with—a question mark or a capital letter?" • Tell students that they will be writing a paragraph for the newsletter. Remind students that sentences in a paragraph must start with a capital letter. • Explain to students that they will be using the Topic Paragraph Planner to write a paragraph. For example, say, "Your job is to use your Topic Paragraph Planner to write a paragraph." • Review the learning goals with students: I will write a paragraph for the newsletter. I will use capital letters and ending punctuation in my newsletter.
Model	<ul style="list-style-type: none"> • Display a completed Topic Paragraph Planner Steps 1-4. • Model how to craft the paragraph by using the steps from the Topic Paragraph Planner. Show students how to take the information from each step and use it in the paragraph. • Model how to edit for capital letters and end punctuation. For example, say, "Do each of my sentences start with a capital letter?" • Model checking for word order and organization. For example, read a sentence aloud. Say, "Does my sentence sound right? Can I change the order of words to make it sound better?" Show students ways to change the order and organization of the sentence if necessary. • Model the use of alternative forms of writing used in the classroom to complete the paragraph.
Provide Practice	<p>Provide appropriate Topic Paragraph Planner Steps 1-5 and any writing alternatives, such as dictation, adaptive keyboards and eye gaze, to fit students' needs and abilities. Visual supports may be found using unit illustrations, unit symbols or SymbolStix PRIME.</p> <p>Level 3: Have the student write a paragraph based off the information in Steps 1-4. Encourage the student to use correct capitalization and end punctuation.</p> <p>Level 2: Have the student use supports to create simple sentences in order to write a paragraph using Steps 1-4. Have the student add ending punctuation, providing assistance as needed.</p> <p>Level 1: Have the student select from a narrowed field or errorless choice(s) to complete sentences. Assist student in locating capital letters and punctuation in the sentences.</p>
Review	<ul style="list-style-type: none"> • Check or have students check for correct capitalization and punctuation. A checklist for revising writing is provided in the Lesson 16 Standards Connection. • Review each student's paragraph. Identify sentences where word order and organization inhibit the flow of the paragraph. Show the student ways in which to change the order and organization for better flow of the paragraph.
Extend	<ul style="list-style-type: none"> • Put the students' paragraphs together to form a newsletter or newspaper. Add pictures and captions when applicable.

 **Check Understanding** 

- **Level 3:** Can the student write a paragraph with a main and concluding sentence and details in full sentences? Can the student use correct organization, spelling, capitalization and end punctuation?
- **Level 2:** Can the student use supports to write a paragraph with details on a topic in full sentences? Can the student identify capital letters and end punctuation? Can the student write sentences in the correct order?
- **Level 1:** Can the student make selections to form a paragraph by creating 2-word sentences? Can the student locate capital letters and end punctuation?

 **Instructional Target**

Standards for Speaking and Listening




- **Comprehension and Collaboration:** Initiate and participate in grade level and age-appropriate discussion on diverse topics to:
 - Express an opinion.
 - Share ideas and information.
 - Ask and respond to questions relevant to the topic.

 **Instructional Routine**



Introduce	<ul style="list-style-type: none"> ● Introduce the activity by asking a focus question about sharing communications. For example, ask, "How can we let others know about our newsletter—go to the library or share the newsletter with others?" ● Tell students that they will be sharing their newsletter paragraphs with their classmates. Using the Lesson 18 Standards Connection, discuss technology that can be used to share the newsletter. Explain that adding pictures and using technology can make the newsletter paragraphs more interesting to readers. Tell students that their job will be to share their newsletter paragraphs with others. ● Review the learning goal with students: I will share my paragraph with others.
Model	<ul style="list-style-type: none"> ● Display a completed newsletter paragraph. ● Consider using recommendations in the Lesson 18 Standards Connection A to incorporate use of technology and increase reader's interest. ● Model how to share the paragraph by either reading the paragraph aloud, giving a brief description of the paragraph or using one of the recommendations in the Lesson 18 Standards Connection A. ● Model how to listen to the paragraph being shared in order to summarize the information. Use Standards Connection B as a guide. ● Discuss appropriate ways to respond to others' paragraphs by asking questions or making comments.
Provide Practice	<p>Encourage students to use suggestions in the Lesson 18 Standards Connection A to aid in sharing their newsletter paragraph. Aid students in using desired technology.</p> <p>Level 3: Have the student share their newsletter paragraph. Have the student comment and respond to others' paragraphs.</p> <p>Level 2: Have the student use visual supports to share their newsletter paragraph. Have the student comment and respond to others' paragraphs.</p> <p>Level 1: Have the student use their communication mode and visual supports to share their newsletter paragraph. Have the student comment and respond to others' paragraphs.</p>
Review	<ul style="list-style-type: none"> ● Discuss how the newsletter will be sent home for students to share with their family and friends. ● Use Standards Connection A to show what they included in their paragraph and what they used to share their presentation.
Extend	<ul style="list-style-type: none"> ● To extend this lesson, model how to describe and summarize information from a speaker's presentation. Use Standards Connection B as a guide.

 **Check Understanding** 

-  **Level 3:** Can the student share information and make comments about a topic?
-  **Level 2:** Can the student use visual supports to share a newsletter paragraph? Can the student comment or respond to a topic?
-  **Level 1:** Can the student use their communication mode and visual supports to share a newsletter paragraph? Can the student use their communication mode to comment or respond to a newsletter paragraph?

Instructional Targets

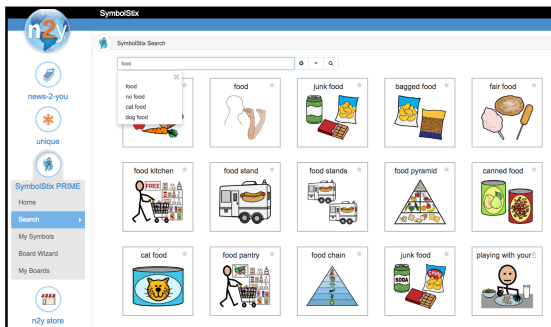
Standards of Speaking and Listening

- **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

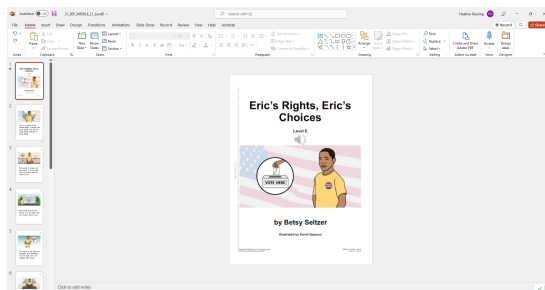
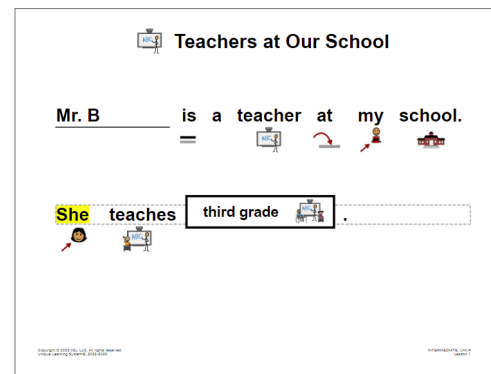
Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Communicate on a topic specific to the purpose and audience. • Select and use multimedia components to enhance a presentation. • Communicate using formal or informal language specific to the task or topic. 	<ul style="list-style-type: none"> • Communicate on a topic specific to the purpose and audience, using picture supports. • With support, add multimedia components to a presentation. • Effectively communicate in a variety of contexts and tasks. 	<ul style="list-style-type: none"> • Communicate basic information on a topic or experience, using communication technology and picture supports. • Participate in creating multimedia components to support a presentation. • 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 such as audio, still images, animation, etc. Use the checklist to ensure appropriate components, such as main idea and details, were included in the report and identify the media chosen to enhance the presentation of the Newsletter and Activity Report.



Expand the topic by finding digital pictures. Pictures may be found on websites such as **SymbolStix PRIME**. These pictures may be used in other digital projects as well. For example, encourage students to insert pictures into a word processing program, a digital slide show or another format that allows for text entry. Generate sentences to go with these pictures. Students may combine all created pages to make a new book.

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




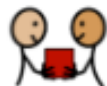


Microsoft® PowerPoint® is a presentation tool that has multimedia features. Add pictures and text to a slide, animate the pictures or text and even add recorded speech messages to the slide. Combine all slides to make a class report. Want to make the PowerPoint® presentation accessible for switch users?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






Have students use the following checklist to aid in giving a thorough and complete presentation.


Lesson 18 - Topic Paragraph
Standards Connection A

18
Standards Connection A

- Did I talk about the main idea? 
- Did I add a detail? 
- Did I use technology? 
- Did I share my report? 

I talked about my newsletter using:

- Read Aloud** 
- Pictures** 
- Speaking Assistance** 
- Computer Programs** 
- I did not talk about my Newsletter** 

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HIGH SCHOOL, Unit 21
Lesson 18

 **Instructional Targets**

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Identify a speaker's purpose and main ideas.

 **Differentiated Tasks**


Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none">• Summarize information from a speaker's topic.	<ul style="list-style-type: none">• Give a description of information using picture supports from a speaker's topic.	<ul style="list-style-type: none">• Respond to questions related to a speaker's topic, using picture supports and communication devices.


The Standards for Speaking and Listening are a means of building critical expressive and receptive communication skills. This extended activity provides an opportunity for students to practice active listening. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences.


Have students use this chart to summarize information about the newsletter report.


Lesson 18 - Topic Paragraph
Standards Connection B


18
Standards Connection B


 What is the title of the paragraph?

 What is the topic of the paragraph?

 What did you learn from the paragraph?

 What was the best part of the paragraph?

 What more do you want to learn about this topic?

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HIGH SCHOOL, Unit 21
Lesson 18

 **Instructional Targets**

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems.
- **Write Expressions in Equivalent Forms to Solve Problems:** Write and simplify an expression which represents a real-world situation.

 **Differentiated Tasks**

Level 3 Students will...

- In the context of a real-world scenario, calculate addition and subtraction problems.
- In the context of a real-world scenario, write and simplify an expression.

Level 2 Students will...

- In the context of a real-world scenario, model addition and subtraction of two sets of objects.
- In the context of a real-world scenario, select numbers to write and simplify an expression.

Level 1 Students will...

- Count a set of objects in an addition or a subtraction problem through an active participation response (e.g. voice output device, eye gaze choice board).
- In the context of a real-world scenario, select numbers to write an expression from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit, students learn about the government and the rights given to them in the Constitution and Bill of Rights. The scenarios in this lesson focus on students volunteering at a school club fair. Clubs are ways for students to join groups with similar interests. Clubs can work to help the community. Volunteering with a club is one way to be involved with civic participation.



Topic Words



choose citizen right



Math Words

add equal altogether
more solve carry
count answer plus

* Power Words

Benchmark Assessments

- Math Problem Solving: Add and Subtract
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric

Unit Checkpoint Assessments

- Level 2-3, Mathematics
- Level 1, Combined Counting, Reading and Mathematics (Questions 5 and 6)



Lesson at a Glance

Activity 1.1-1.11




Instructional Activities

Addition Math Story Problems

? See how these activities fit into the **Suggested Unit Pacing** .



ULS Materials and Resources

Math Story 1: Adding to 10 Vertical
Math Story 2: Adding to 10 Horizontal
Math Story 3: Adding to 20 Vertical
Math Story 4: Adding to 20 Horizontal
Math Story 5: Adding to 50 Vertical
Math Story 6: Adding to 50 Horizontal
Math Story 7: Adding to 100 Vertical
Math Story 8: Adding to 100 Horizontal
Math Story 9, 10 & 11: Adding 2-Digit Numbers - Carrying
Math Story 12: Adding 2-Digit Numbers - With or Without Carrying
Math Story 13, 14 & 15: Adding 3-Digit Numbers
Manipulatives (located in 19c) 
Standards Connection A
Standards Connection B

Math Supports: Math Story Problems include interactive manipulatives. Use additional tools, such as those listed below, real objects or printable manipulatives to support student learning as needed.

[Instructional Tools: Number Journal](#)

[Instructional Tools: Math Pack/ Numbers](#)

[Instructional Guides: Mathematics](#)

L³ Skills: [Math Skills](#)

n2y Math Manipulatives Kit

Circle Counters
Foam Tiles
Magnet Numbers

MathLine®
Foldable MathLine®



Additional Materials





Instructional Targets

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems.
- **Write Expressions in Equivalent Forms to Solve Problems:** Write and simplify an expression which represents a real-world situation.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about addition. For example, display a plus sign and ask, "When we see this sign, what should we do—add or subtract?" Discuss students' responses. • Introduce and discuss symbols used in an addition problem, including the plus sign and equal sign. • Tell students that their job will be to count and add numbers. Remind students that when they see a plus sign, it means to add or put a group of items together. • Review the learning goal with students: Level 2-3: I will add to solve a math problem. Level 1: I will count objects.
Model	<p>Read and act out a Math Story Problem.</p> <p>Level 3: Model the steps of solving an addition problem. Model using math supports as needed. Then solve the math problem. Use Standards Connection B to model calculator use as needed.</p> <p>Level 2: Model the steps of solving the problem using Manipulatives. Show students how to group the Manipulatives to represent the numbers in the problem. Model using other math supports as needed. Then solve the problem by counting the total number of lesson objects. Use Standards Connection B to model calculator use as needed.</p> <p>Level 1: Model counting the lesson objects for the first number in the problem. Then model matching the correct numeral with the number of lesson objects counted. Repeat for each number in the problem as well as the answer to the problem.</p> <ul style="list-style-type: none"> • To extend the lesson, model comparing numbers and counting objects in Math Story Problems using Lesson 19a Standards Connection A.
Provide Practice	<p>Provide students with appropriate real-world Math Stories, Manipulatives/lesson objects and the Standards Connections as needed.</p> <p>Level 3: Have the students read, act out, write and solve a math problem.</p> <p>Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired Manipulatives. Have the student solve the math problem.</p> <p>Level 1: Read and act out a Math Story. Have the student participate in counting the number or numbers using Manipulatives. Have the student use their active participation mode to select the number counted from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review selected Math Story Problems with students.



Check Understanding ?

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student participate in counting objects and choosing numbers?

 **Instructional Target**

Math Standards for Algebra – Reasoning with Equations and Inequalities

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

 **Differentiated Tasks**

Level 3 Students will...

- Compare two numbers and use symbols to indicate $>$, $<$ or $=$.

Level 2 Students will...

- Compare two groups of objects and determine which group is bigger, smaller or equal in amount.

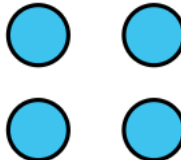

Level 1 Students will...


- 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).

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, count groups of objects to compare numbers. 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.

Lesson 19a - Math Story Problems
Standards Connection A

19a
Standards Connection A

4 	>	2 
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HIGH SCHOOL, Unit #
Lesson 19a

 **Instructional Targets**

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems.

 **Differentiated Tasks**

Level 3 Students will...

- In the context of a real-world scenario, calculate addition and subtraction problems.

Level 2 Students will...

- In the context of a real-world scenario, model addition and subtraction of two sets of objects.

Level 1 Students will...

- Count a set of objects in an addition or subtraction problem using an active participation response (e.g., voice output device, eye gaze choice board).

Teaching How to Use a Calculator - Addition

Teaching How to Use a Calculator - Subtraction

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

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

<p>Step 1: Look at the addition problem.</p>								
$\begin{array}{r} 48 \\ + 27 \\ \hline \end{array}$								
<p>Step 2: What is the top number?</p>								
<p>48</p>								
<p>Step 3: Push the numbers.</p> <p>Find the 4. Push the 4. The 4 will show up on the screen. Find the 8. Push the 8. The 8 will show up on the screen.</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">4</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">8</div> </div> <p>Note: If you make a mistake, push clear.</p> <div style="text-align: right; margin-right: 50px;"> <div style="border: 1px solid black; padding: 2px 5px;">C</div> </div>								
<p>Step 4: What are you doing?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Adding? +</td> <td style="width: 50%;">You are adding.</td> </tr> <tr> <td>Subtracting? -</td> <td>Push the plus sign.</td> </tr> <tr> <td>Multiplying? x</td> <td></td> </tr> <tr> <td>Dividing? ÷</td> <td></td> </tr> </table> <div style="text-align: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">+</div> </div>	Adding? +	You are adding .	Subtracting? -	Push the plus sign .	Multiplying? x		Dividing? ÷	
Adding? +	You are adding .							
Subtracting? -	Push the plus sign .							
Multiplying? x								
Dividing? ÷								
<p>Step 5: What is the bottom number?</p>								
<p>27</p>								
<p>Step 6: Push the numbers.</p> <p>Find the 2. Push the 2. The 2 will show up on the screen. Find the 7. Push the 7. The 7 will show up on the screen.</p> <div style="display: flex; justify-content: center; gap: 20px; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">7</div> </div> <p>Note: If you make a mistake, push clear.</p>								
<p>Step 7: Solve the problem.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Push the equal sign.</td> <td style="width: 50%;">The answer is 75. 75 is on the screen.</td> </tr> </table> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">=</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center; background-color: #c8e6c9;">75</div> </div>	Push the equal sign .	The answer is 75 . 75 is on the screen.						
Push the equal sign .	The answer is 75 . 75 is on the screen.							

<p>Step 1: Look at the subtraction problem.</p>								
$\begin{array}{r} 48 \\ - 27 \\ \hline \end{array}$								
<p>Step 2: What is the top number?</p>								
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Push the equal sign.	The answer is 21 . 21 is on the screen.							
=	<div style="border: 1px solid black; padding: 5px; display: inline-block;">21</div>							

 **Instructional Targets**

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems. Indicate positive and negative numbers (use of a number line, temperatures including negative numbers, etc.) in a real-world scenario. Add and subtract rational numbers. Identify the additive inverse.
- **Write Expressions in Equivalent Forms to Solve Problems:** Write and simplify an expression which represents a real-world situation.

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.

 **Differentiated Tasks**

Level 3 Students will...

- In the context of a real-world scenario, calculate addition and subtraction problems.
- Identify and label positive and negative numbers in the context of a real-world scenario.
- Use appropriate operations to add and subtract positive and negative numbers in a real-world scenario (e.g., using a number line).
- Independently identify the opposite of a number and the number equals 0 (e.g., -2 and 2; $-2 + 2 = 0$).
- In the context of a real-world scenario, write and simplify an expression.
- In the context of a real-world scenario, use a combination of operations to solve an equation.

Level 2 Students will...

- In the context of a real-world scenario, model addition and subtraction of two sets of objects.
- Select positive and negative numbers in a real-world scenario.
- Add or subtract positive and negative numbers in a real-world scenario (e.g., using a number line).
- Select the opposite of a number (e.g., -2 and 2; $-2 + 2 = 0$).
- In the context of a real-world scenario, select numbers to write and simplify an expression.
- In the context of a real-world scenario, use operations and models to solve an equation.

Level 1 Students will...

- Count a set of objects in an addition or a subtraction problem through an active participation response (e.g., voice output device, eye gaze choice board).
- Participate in labeling positive and negative numbers using an active response mode.
- Count a set of objects in an addition or subtraction real-world problem involving positive and negative numbers through an active participation response (e.g., voice output device, eye gaze choice board).
- Make a selection from a narrowed field or errorless choice(s) to identify the opposite of a number (e.g., -2 and 2; $-2 + 2 = 0$).
- In the context of a real-world scenario, select numbers to write an expression from a narrowed field or errorless choice(s).
- In the context of a real-world scenario, select numbers from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit, students learn about government and the rights given to them in the Constitution and Bill of Rights. The scenarios in this lesson focus on students volunteering at a school club fair. Clubs are ways for students to join groups with similar interests. Clubs can work to help the community. Volunteering with a club is one way to be involved with civic participation.



Topic Words



choose citizen Right



Math Words

add equal altogether minus negative
more solve borrow plus
count answer subtract positive

* Power Words

Benchmark Assessments

- Math Problem Solving: Add and Subtract
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric

Unit Checkpoint Assessments

- Level 2-3, Mathematics
- Level 1, Combined Counting, Reading and Mathematics (Questions 5 and 6)





Lesson at a Glance

Activity 1.1-1.9

Activity 2.1-2.2





Subtraction

Adding Positive and Negative Numbers

? See how these activities fit into the **Suggested Unit Pacing**



Math Story 1: Subtracting to 10 Vertical
 Math Story 2: Subtracting to 10 Horizontal
 Math Story 3: Subtracting to 20 Vertical
 Math Story 4: Subtracting to 20 Horizontal
 Math Story 5: Subtracting to 50 Vertical
 Math Story 6: Subtraction to 50 Horizontal
 Math Story 7, 8 & 9: Subtracting 2-Digit Numbers - Borrowing
 Math Story 10, 11 & 12: Subtracting 3-Digit Numbers
 Math Story 13 & 14: Multi-Step Problem
 Manipulatives (located in 19c) 
[Standards Connection A](#) (located in 19a)
[Standards Connection B](#) (located in 19a)

Clues Guides 1
 Math Story 15a-15b: Positive and Negative Numbers
 Clues Guide 2
 Math Story 16a-17b: Adding Positive and Negative Numbers
 Manipulatives (located in 19c) 
[Standards Connection A](#) (located in 19a)
[Standards Connection B](#) (located in 19a)

Math Supports: Math Story Problems include interactive manipulatives. Use addition tools, such as those listed below, real object or printable manipulatives to support student learning as needed.

[Instructional Tools: Number Journal](#)
[Instructional Tools: Math Pack/ Numbers](#)
[Instructional Guides: Mathematics](#)
 L³ Skills: [Math Skills](#)

n2y Math Manipulatives Kit
 Circle Counters MathLine®
 Foam Tiles Foldable MathLine®
 Magnet Numbers



 **Instructional Targets**

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems.
- **Write Expressions in Equivalent Forms to Solve Problems:** Write and simplify an expression which represents a real-world situation.

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.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about subtraction. For example, display a minus sign and ask, "When we see this sign what should we do—add or subtract?" Discuss students' responses. • Introduce and discuss the symbols used in a subtraction problem, including the minus sign and equal sign. • Tell students that their job will be to count and subtract numbers. Remind students that when they see a minus sign, it means to subtract or take away. • Review the learning goal with students: Level 2-3: I will subtract to solve a math problem. Level 1: I will count objects.
Model	<p>Read and act out a Math Story problem.</p> <p>Level 3: Model the steps of solving a subtraction problem. Model using math supports as needed. Then solve the math problem. Use Lesson 19a Standards Connection B to model calculator use as needed.</p> <p>Level 2: Model the steps of solving the problem using Manipulatives. Show students how to group the Manipulatives to represent the numbers in the problem. Model using other math supports as needed. Then solve the problem by counting and removing the target number of items. Count the total number of Manipulatives left. Use Lesson 19a Standards Connection B to model calculator use as needed.</p> <p>Level 1: Model counting the lesson objects for the first number in the problem. Then model matching the correct numeral with the number of lesson objects counted. Repeat for each number in the problem as well as the answer to the problem.</p> <p>To extend the lesson, model comparing numbers in Math Story Problems using Lesson 19a Standards Connection A.</p>
Provide Practice	<p>Provide students with appropriate real-world Math Stories, Manipulatives/lesson objects and the Standards Connections as needed.</p> <p>Level 3: Have the students read, act out, write and solve a math problem.</p> <p>Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired Manipulatives. Have the student solve the math problem.</p> <p>Level 1: Read and act out a Math Story. Have the student participate in counting the number or numbers using Manipulatives. Have the student use their active participation mode to select the number counted from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review selected Math Story Problems with students.



Check Understanding 

-  **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
-  **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
-  **Level 1:** Can the student participate in counting objects and choosing numbers?

 **Instructional Targets**

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems. Indicate positive and negative numbers (use of a number line, temperatures including negative numbers, etc.) in a real-world scenario. Add and subtract rational numbers. Identify the additive inverse.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about subtraction. For example, display a minus sign and ask, "What else does this sign mean besides subtract—negative or positive?" Discuss students' responses. • Introduce and discuss the symbols used to indicate a negative and positive number, including the minus sign and the plus sign. Discuss the uses of a negative number in temperature, sea level and when owing money. • Tell students that their job will be to count and add negative and positive numbers and graph the number on a number line. Remind students that when they see a minus sign, or negative sign, it means that the number is less than zero. • Review the learning goal with students: Level 2-3: I will solve a math problem and graph the answer. Level 1: I will count objects with negative numbers.
Model	<p>Read Clues Guide 1: Positive and Negative Numbers and Clues Guide 2: Adding Positive and Negative Numbers.</p> <p>Level 3: Model the steps of graphing a positive and negative number on a number line. Then model writing the number with the appropriate sign in front of it. Then model the steps of solving an addition problem involving negative and positive numbers. Model using math supports as needed. Then solve the problem. Use Lesson 19a Standards Connection B to model calculator use as needed.</p> <p>Level 2: Model the steps of graphing a positive and negative number on a number line. Then model selecting the number with the appropriate sign in front of it. Then model the steps of solving the problem using the number line. Model using other math supports as needed. Then solve the problem by counting in the targeted direction. Use Lesson 19a Standards Connection B to model calculator use as needed.</p> <p>Level 1: Model counting on the number line to reach the targeted number. Then model counting the lesson objects for the first number in the problem. Then model matching the correct numeral with the number of lesson objects counted. Repeat for each number in the problem as well as the answer to the problem.</p> <p>To extend the lesson, model comparing numbers in Math Story Problems using Lesson 19a Standards Connection A.</p>
Provide Practice	<p><i>Provide students with Clues Guides 1 and 2, appropriate real-world Math Stories, Manipulatives/lesson objects and the Standards Connections as needed.</i></p> <p>Level 3: Have the students read, act out, write and solve a math problem and graph a number.</p> <p>Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired Manipulatives. Have the student solve the math problem and select the number.</p> <p>Level 1: Read and act out a Math Story. Have the student participate in counting the number or numbers using Manipulatives. Have the student use their active participation mode to select the number counted from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review selected Math Story Problems with students.



Check Understanding 

-  **Level 3:** Can the student read, write and solve a math problem and graph a number (using individual modifications)?
-  **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem and select a number?
-  **Level 1:** Can the student participate in counting objects and choosing numbers?

 **Instructional Targets**

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Model and solve problems involving multiplication or division.
- **Write Expressions in Equivalent Forms to Solve Problems:** Write and simplify an expression which represents a real-world situation.

Math Standards for Number and Quantity: The Real Number System

- **Extend the Properties of Exponents to Rational Exponents:** Determine the value of a quantity that is squared or cubed.

 **Differentiated Tasks**

Level 3 Students will...

- In the context of a real-world scenario, model multiplication and division with objects and numbers that show equal groups.
- In the context of a real-world scenario, write and simplify an expression.
- Identify perfect squares from 0 to 100.

Level 2 Students will...

- Count equal numbers of objects in selected groups or an array.
- In the context of a real-world scenario, select numbers to write and simplify an expression.
- Create a representation of a perfect square.

Level 1 Students will...

- Count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).
- In the context of a real-world scenario, select numbers to write an expression from a narrowed field or errorless choice(s).
- Select blocks to build a model of the perfect square through an active participation response (e.g., voice output device, eye gaze choice board).



Topic Connection

In this unit, students learn about government and the rights given to them in the Constitution and Bill of Rights. The scenarios in this lesson focus on students volunteering at a school club fair. Clubs are ways for students to join groups with similar interests. Clubs can work to help the community. Volunteering with a club is one way to be involved with civic participation.



Topic Words



choose citizen right



Math Words

add	solve	divide
more	answer	positive
count	altogether	negative
equal	multiply	square

* Power Words

Benchmark Assessments

- Math Problem Solving: Multiply and Divide
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric

Unit Checkpoint Assessments

- Level 2-3, Mathematics
- Level 1, Combined Counting, Reading and Mathematics (Questions 5 and 6)





Lesson at a Glance





Activity 1.1-1.2

Activity 2

Activity 3

 Instructional Activities	Multiplication	Division	Square Numbers
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 See how these activities fit into the **Suggested Unit Pacing** .

 ULS Materials and Resources	Math Story 1 & 2: Multiplication - Single Digit Math Story 3 & 4: Multiplicaiton - Double Digit Manipulatives  Standards Connection	Math Story 5, 6, 7 & 8: Division Manipulatives 	Clues Guide 3 Math Story 9 & 10: Square Numbers Manipulatives 
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Math Supports: Math Story Problems include interactive manipulatives. Use additional tools, such as those listed below, real object or printable manipulatives to support student learning as needed.

Instructional Tools: [Number Journal](#)

Instructional Tools: [Math Pack/ Numbers](#)

Instructional Guides: [Mathematics](#)

L³ Skills: [Math Skills](#)

n2y Math Manipulatives Kit

Circle Counters
 Foam Tiles
 Magnet Numbers

MathLine®
 Foldable MathLine®

 Additional Materials	
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 **Instructional Targets**

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Model and solve problems involving multiplication or division.
- **Write Expressions in Equivalent Forms to Solve Problems:** Write and simplify an expression which represents a real-world situation.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about multiplication. For example, display a multiplication sign and ask, "When we see this sign what should we do—divide or multiply?" Discuss students' responses. • Introduce and discuss symbols used in a multiplication problem, including the multiplication sign and equal sign. • Tell students that their job will be to count and multiply numbers. Remind students that when they see a multiplication sign it means to add a certain number, a certain amount of times. • Review the learning goal with students: Level 2-3: I will multiply to solve a math problem. Level 1: I will count objects.
Model	<p>Display a multiplication problem. Problems 1 and 2 are provided in two formats. Choose the format that meets the majority of the students' needs. Read and act out the Math Story Problem.</p> <p>Level 3: Model the steps of solving a multiplication problem. Model using math supports as needed. Then solve the math problem.</p> <p>Level 2: Model the steps of solving the problem using Manipulatives. Show students how to group the Manipulatives to represent the numbers in the problem. Model using other math supports as needed. Then solve the problem by counting the total number of Manipulatives.</p> <p>Level 1: Model matching the correct numerals in the Math Story Problem. Model placing the Manipulatives into equal groups. Then model counting the Manipulatives.</p>
Provide Practice	<p>Provide students with appropriate real-world Math Stories and Manipulatives as needed.</p> <p>Level 3: Have the student read, act out, write and solve the math problem.</p> <p>Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem.</p> <p>Level 1: Read and act out a Math story. Have the student participate in grouping and then counting the number of manipulatives. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s).</p> <p>Use the Standards Connection to extend the activity by multiplying positive and negative numbers.</p>
Review	<ul style="list-style-type: none"> • Review selected Math Story Problems with students.



Check Understanding 

-  **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
-  **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
-  **Level 1:** Can the student participate in counting objects and choosing numbers?



Instructional Targets

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Model and solve problems involving multiplication or division.
- **Write Expressions in Equivalent Forms to Solve Problems:** Write and simplify an expression which represents a real-world situation.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about division. For example, display a division sign and ask, "When we see this sign what should we do—divide or multiply?" Discuss students' responses. • Introduce and discuss symbols used in a division problem, including the division sign and equal sign. • Tell students that their job will be to count and divide numbers. Remind students that when they see a division sign, it means to subtract a number a certain amount of times. • Review the learning goal with students: Level 2-3: I will divide to solve a math problem. Level 1: I will count objects
Model	<p>Read and act out the Math Story Problem.</p> <p>Level 3: Model the steps of solving a division problem. Model using math supports as needed. Then solve the math problem.</p> <p>Level 2: Model the steps of solving the problem using Manipulatives. Show students how to group the Manipulatives to represent the numbers in the problem. Model using other math supports as needed. Then solve the problem by counting the total number of groups.</p> <p>Level 1: Model matching the correct numerals in the Math Story Problem. Model placing the Manipulatives into equal groups. Then model counting the groups.</p>
Provide Practice	<p>Provide students with appropriate real-world Math Stories and Manipulatives as needed.</p> <p>Level 3: Have the students read, act out, write and solve the math problem.</p> <p>Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem.</p> <p>Level 1: Read and act out a Math Story. Have the student participate in grouping and then counting the number of manipulatives. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review selected Math Story Problems with students.



Check Understanding ?

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student participate in counting objects and choosing numbers?



Instructional Targets

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Model and solve problems involving multiplication or division.

Math Standards for Number and Quantity: The Real Number System

- **Extend the Properties of Exponents to Rational Exponents:** Determine the value of a quantity that is squared or cubed.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about the properties of a square. For example, display a square and ask, "What do we know about the sides of a square—they are all the same length or they can be different lengths?" Discuss students' responses. • Introduce and discuss the symbol of a square. Explain to students that numbers are considered square numbers if the number of blocks in them can form a square. Build a square and point out that the width and the length have the same number. • Tell students that their job will be to build a square to determine if a number is a square. Remind students that there should be the same number of blocks going across a row as there are going down a column. • Review the learning goal with students: Level 2-3: I will build and identify a perfect square. Level 1: I will count blocks to make a perfect square.
Model	<p>Read and review Clues Guide 3. Read and act out the Math Story Problem.</p> <p>Level 3: Model the steps of building a perfect square. Model using math supports as needed. Then solve the math problem.</p> <p>Level 2: Model the steps of solving the problem and building a square using Manipulatives. Show students how to group the Manipulatives to represent the numbers in the problem. Model using other math supports as needed. Then solve the problem by counting the total number of blocks.</p> <p>Level 1: Model matching the correct numerals in the Math Story Problem. Model placing the Manipulatives into perfect squares. Then model counting the groups.</p>
Provide Practice	<p>Provide students with Clues Guide 3, the appropriate real-world Math Stories and Manipulatives as needed.</p> <p>Level 3: Have the students read, act out, write and solve the math problem to build a perfect square.</p> <p>Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem to build a square.</p> <p>Level 1: Read and act out a Math Story. Have the student participate in building a square and then counting the number of blocks. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review selected Math Story Problems with students.



Check Understanding ?

Level 3: Can the student read, write and solve a math problem to build a perfect square (using individual modifications)?

Level 2: Can the student use objects/manipulatives to represent and solve a math problem to build a square?

Level 1: Can the student participate in counting blocks and choosing numbers representing a square?

 **Instructional Targets**

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Model and solve problems involving multiplication or division. Multiply and divide rational numbers.

 **Differentiated Tasks**

Level 3 Students will...

- In the context of a real-world scenario, model multiplication and division with objects and numbers that show equal groups.
- Use appropriate operations to multiply and divide positive and negative numbers.

Level 2 Students will...

- Count equal numbers of objects in selected groups or an array.
- Multiply or divide positive and negative numbers in a real-world scenario (e.g. using a number line).

Level 1 Students will...

- Count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).
- Count a set of objects in a multiplication or division real-world problem involving positive and negative numbers through an active participation response (e.g., voice output device, eye gaze choice board).

Have students use the lesson scenarios to demonstrate multiplication of positive and negative numbers. Enter the numbers for each problem and have the students solve for the product and fill in the answer.

Multiplying positive and negative numbers is a needed prerequisite skill for solving equations in algebra. In lesson 25, when solving a subtraction equation with B as the unknown variable, students will be left with "-B = a" number.

For example, "-B = 5". Students need to understand the multiplicative inverse to solve for B. While completing this Standards Connection, stress to students that multiplying a "-B" times "-1" will produce a positive "B" or "-B x -1 = B".













Review each different type of problem: "+x+", "-x-", "+x-" and "-x+".


Guide students to recognizing the following rules:

1. Same Signs = Positive
2. Different Signs = Negative

Lesson 19c - Math Story Problems
Standards Connection

19c
Standards Connection

+ - Multiplying Positive and Negative Numbers				
When multiplying numbers that have the same sign, the product will be positive. For example: $+1 \times +2 = +2$ and $-1 \times -2 = +2$				
Positive	X	Positive	=	Positive
+	X	+	=	+
	X		=	
Negative	X	Negative	=	Positive
-	X	-	=	+
	X		=	
When multiplying numbers that have different signs, the product will be negative. For example: $+1 \times -2 = -2$ and $-1 \times +2 = -2$				
Positive	X	Negative	=	Negative
+	X	-	=	-
	X		=	
Negative	X	Positive	=	Negative
-	X	+	=	-
	X		=	

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HIGH SCHOOL, Unit 8
Lesson 19c

+ -		Multiplying Positive and Negative Numbers		
When multiplying numbers that have the same sign, the product will be positive. For example: $+1 \times +2 = +2$ and $-1 \times -2 = +2$				
Positive	X	Positive	=	Positive
+	X	+	=	+
	X		=	
Negative	X	Negative	=	Positive
-	X	-	=	+
	X		=	
When multiplying numbers that have different signs, the product will be negative. For example: $+1 \times -2 = -2$ and $-1 \times +2 = -2$				
Positive	X	Negative	=	Negative
+	X	-	=	-
	X		=	
Negative	X	Positive	=	Negative
-	X	+	=	-
	X		=	

 **Instructional Targets**

Math Standards for Number and Quantity: Quantities

- **Reason Quantitatively and Use Units to Solve Problems:** Express quantities to the appropriate precision of measurement.

Math Standards for Life Skills for Measurement

- **Life Skills for Measurement:** Select units and use measurement tools to solve problems accurately in the context of a daily living activity.

Reading Standards for Informational Text

- **Key Ideas and Details:** Summarize a sequence of events or steps in a text.

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Initiate and participate in grade level 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.

Standards for Daily Living

- **Food Preparation and Handling:** Safely prepare basic foods using appropriate kitchen tools.
- **Nutrition:** Recognize basic foods and/or meals that make up a balanced diet.

 **Differentiated Tasks**

Level 3 Students will...

- Independently use measurement tools in daily living skill activities.
- Independently use measurement tools in daily living skills activities.
- Describe a sequence of events from a text or list the steps of a procedure.
- Share information and opinions, ask and answer questions and make comments during a group discussion.
- Identify and use appropriate tools and/or ingredients to safely prepare basic meal items.
- Identify food items and/or meals to create a balanced diet.

Level 2 Students will...

- Identify and use measurement tools appropriate for a supported daily living task.
- Identify and use measurement tools appropriate for a supported daily living task.
- Use picture supports to identify a sequence of events from a text or list the steps of a procedure.
- Use picture supports to share information and opinions, ask and answer questions and make comments during group discussions.
- Use picture supports to select tools and ingredients to prepare basic meal items.
- Use picture supports to identify food items and/or meals to create a balanced diet.

Level 1 Students will...

- Select a measurement tools for a daily living task through an active participation response (e.g., voice output device, eye gaze choice board).
- Select measurement tool for a daily living task.
- Select a picture from a narrowed field or errorless choice(s) to identify an event from a text or a step from a procedure.
- Participate in conversational exchanges, using communication technology and picture supports.
- Recognize tools and/or ingredients to actively participate in preparation of basic meal items from a narrowed field or errorless choice(s).
- Given a narrowed field or errorless choice(s), select foods and/or meals to create a balanced diet.

 **Topic Connection**

Throughout this unit, students are learning about the U.S. Constitution and the rights of citizens. All citizens in the United States of America have rights that are guaranteed through the Constitution and Bill of Rights. The American flag is a symbol of those rights. As you make American flag brownies, discuss the rights that we enjoy and how we got those rights.



Topic Words



choice right



Recipe Words

add cook measure stir
bake cup more tablespoon
beat less pour teaspoon

* Power Words



Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
<p>Instructional Activities</p>	Introduce the Recipe	Prepare to cook	Cook and Eat	Review the Recipe
<p>? See how these activities fit into the Suggested Unit Pacing.</p>				
<p>ULS Materials and Resources</p>	<p>Recipe</p> <p>Picture/Word Cards </p> <p>flour sugar cocoa eggs butter powdered sugar blueberries licorice large bowl spoon</p> <p>small bowl baking dish knife American Flag Brownies</p>	<p>Recipe</p> <p>Recipe Sequencing Activity</p> <p>Recipe Sequencing Cards </p>	<p>Recipe</p> <p>Picture/Word Cards </p> <p>flour sugar cocoa eggs butter powdered sugar blueberries licorice</p> <p>large bowl spoon small bowl baking dish knife American Flag Brownies</p> <p>Standards Connection Core Task 6.8</p>	<p>Recipe Review</p> <p>Picture/Word Cards </p> <p>flour sugar cocoa eggs butter powdered sugar blueberries licorice</p> <p>large bowl spoon small bowl baking dish knife American Flag Brownies</p> <p>Core Task 2.4</p>
<p>Core Materials Tasks: 5.0, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9</p> <p>Instructional Guides: Mathematics</p> <p>Instructional Tools: Math Pack / Cooking</p>				
<p>Additional Materials</p>	<p>Food Items (per 9-12 students)</p> <p>½ C flour 1 C sugar ½ C cocoa 2 eggs ½ C butter, melted</p> <p>¼ C powdered sugar 6-oz container blueberries 1 pkg licorice</p>		<p>Cooking Tools</p> <p>large bowl spoon small bowl 9-in x 9-in baking dish, sprayed with cooking spray knife</p>	

*Always consider student food allergies and dietary restrictions when preparing recipes.

 **Instructional Target**

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Initiate and participate in grade level 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.



Instructional Routine



Introduce	<ul style="list-style-type: none"> ● Introduce this activity by asking a focus question about the recipe. For example, ask, "What can we follow to help us cook something—recipe or dictionary?" Discuss students' responses. ● Explain to students that a recipe includes a list of ingredients, or things needed, and directions. Tell students that they will follow a recipe to make American Flag Brownies. ● Explain to students that after reading the ingredients and recipe, they will prepare a shopping list to get the ingredients needed to make the American Flag Brownies. For example, say, "We will be reviewing a recipe for American Flag Brownies. Your job is to listen to the steps of the recipe." ● Review the learning goal with students: I will learn how to make American Flag Brownies.
Model	<ul style="list-style-type: none"> ● Display the recipe. Point to the list of ingredients and say, "This part of the recipe tells us what we need to make American Flag Brownies." Read the list of ingredients aloud. ● Next, point out the numbered steps. Explain, "This part of the recipe tells us how to make American Flag Brownies." Read the steps aloud. ● Discuss how important it is to make sure you have everything necessary to make a recipe before starting. ● Model how to review the ingredients to make a shopping list. For example, say, "What do I need to get in order to make this recipe?" Review ingredients, making note of what is needed and what is already provided.
Provide Practice	<p>Level 3: Have the student participate in identifying the ingredients needed. Have the student independently create a shopping list of ingredients.</p> <p>Level 2: Have the student use pictures to identify the ingredients needed. Have the student use picture supports to create a shopping list of ingredients.</p> <p>Level 1: Have the student select a picture of an ingredient from the recipe. Have the student select a picture to identify an ingredient for the shopping list.</p>
Review	<ul style="list-style-type: none"> ● Review the shopping list, ensuring all ingredients and tools are accounted for.
Extension	<ul style="list-style-type: none"> ● Discuss with students ways that the items may be obtained. This may include a community outing, shopping online or using items that you already have on hand. Plan an activity to obtain the ingredients.



Check Understanding 

- 🌸 **Level 3:** Can the student identify the ingredients needed for the recipe? Can the student independently create a shopping list of ingredients?
- 🌸 **Level 2:** Can the student use picture supports to identify ingredients needed in the recipe? Can the student use picture supports to create a shopping list of ingredients?
- 🌸 **Level 1:** Can the student choose a picture of an ingredient? Can the student choose a picture of an ingredient to place on a shopping list?



Instructional Target

Reading Standards for Informational Text

- **Key Ideas and Details:** Summarize a sequence of events or steps in a text.



Instructional Routine



or



Introduce

- Introduce this activity by asking a focus question about the recipe. For example, ask, "What could happen if a recipe is not followed in order?" Discuss students' responses.
- Reread the recipe steps. Discuss the importance of doing the steps in the correct order.
- Tell students that they will be putting the steps of the recipe in the proper order. For example, say, "We need to make a recipe card for American Flag Brownies. Your job is to put the steps of the recipe in order."
- Review the learning goal with students: **I will put the steps of the recipe in order.**

Model

- Display the Recipe Sequencing Activity.
- Ask questions such as, "What will we do first? What will we do last? What do we need to do before we put the licorice on the brownies?"
- Model placing a few of the steps in order on the Recipe Sequencing Activity.

Provide Practice

Provide the student with the Recipe Sequencing Activity.

Level 3: Have the student describe and put the steps of the recipe in order.

Level 2: Have the student use picture supports to put the steps of the recipe in order.

Level 1: Have the student select a picture from a narrowed field or errorless choice(s) to identify a step of the recipe.

Review

- Review the order of the recipe steps. Explain why it is important to do steps in order. Ask students, "What would happen if we did the steps out of order?"



Check Understanding ?



Level 3: Can the student describe and put the steps of the recipe in order?



Level 2: Can the student use picture supports to put the steps of the recipe in order?



Level 1: Can the student select a picture from a narrowed field or errorless choice(s) to identify a step of the recipe?

Instructional Targets

Math Standards for Number and Quantity: Quantities

- **Reason Quantitatively and Use Units to Solve Problems:** Express quantities to the appropriate precision of measurement.

Standards for Life Skills for Measurement

- **Life Skills for Measurement:** Select units and use measurement tools accurately to solve problems in the context of a daily living activity.

Standards for Daily Living

- **Food Preparation and Handling:** Safely prepare basic foods using appropriate kitchen tools.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about the recipe. For example, ask, "The recipe calls for $\frac{1}{2}$ cup of flour. What do we have to do to make sure we have $\frac{1}{2}$ cup of flour—add or measure?" Discuss students' responses. • Explain to students that we need to measure ingredients correctly and accurately. Measuring is a count of how many units are needed to fill, cover or match an object or area being measured. • Tell students that they will be making American Flag Brownies. It will be their job to follow the recipe and measure the ingredients correctly. • Review the learning goal with students: I will use measuring tools to make a recipe. • Optional: Use Core Tasks 6.0, Mealtime Job List to assign responsibilities during this activity.
Model	<ul style="list-style-type: none"> • Review Core Task 6.8, Food Prep. • Present and identify the measuring tools needed for a recipe: measuring cups and spoons. • Remind students of how important accurately measuring and following steps are in making a recipe. • Model how to accurately fill and measure each type of tool. • Remind students of why there are various sizes of measuring tools. For example, say "Measuring cups help us to measure a larger amount of an ingredient. Measuring spoons help us measure smaller amounts of an ingredient." • Use the Standards Connection to explore more about comparing volume and measurement.
Provide Practice	<p>Display Core Task 6.8. Provide students with the Recipe.</p> <p>Level 3: Have the student make the recipe using measuring tools and supports as needed.</p> <p>Level 2: Have the student select the appropriate measuring tools to use in making the recipe. Have the student match objects with the same volume of measurement. For example, have student measure the same volume of flour. Point out how the measurements are the same (match).</p> <p>Level 1: Have the student select a measuring tool used in the recipe from a narrowed field or errorless choice(s). With support, have the student compare two measured volumes and choose which is larger. Have the student match objects of the same size and shape. For example, display one blueberry and ask the student to find the matching blueberry from a narrowed field or errorless choice(s).</p> <p>NOTE: The following Core Tasks can be used during or after cooking: Core Tasks 6.1: Set table, 6.2: Wash Dishes, 6.3: Dry Dishes, 6.9: Mealtime Manners, 6.4: Clear Table, 6.5: Put Away Food, 6.6: Clear Counters, 6.7 Sweep Floor</p>
Review	<ul style="list-style-type: none"> • Complete the recipe and eat.



Check Understanding



Level 3: Can the student use measuring tools while making a recipe?



Level 2: Can the student select appropriate measuring tools to be used in making a recipe? Can the student match objects of the same volume?



Level 1: Can the student select a measuring tool from a narrowed field or errorless choice(s) used in making a recipe? Can the student match objects of same size and shape?

 **Instructional Targets**

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Initiate and participate in grade level 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.

Standards for Daily Living

- **Nutrition:** Recognize basic foods and/or meals that make up a balanced diet.



Instructional Routine



Introduce	<ul style="list-style-type: none"> ● Introduce this activity by asking a focus question about the recipe. For example, ask, "What recipe did we cook—American Flag Brownies or Thumbprint Cookies?" Discuss students' responses. ● Remind students that everyone has different tastes they like and dislike. Simply because someone does not like a recipe does not mean it is a bad recipe. ● Discuss USDA MyPlate with students. Review the basic food groups and discuss what types of food are in those food groups. Use the MyPlate Poster in Core Task 2.4 to provide a visual. ● Tell students that they will be reviewing the recipe. Explain that their job will be to tell others if they liked the recipe and to decide if the recipe is healthy. ● Review the learning goals with students: I will share my opinions about the recipe. I will decide if the recipe was healthy.
Model	<ul style="list-style-type: none"> ● Display the Recipe Review. ● Model how to fill out the review. Share your personal opinion about the recipe with everyone. ● Explain to students how to decide if the recipe was healthy or not. For example, ask "What ingredients were in this recipe? Where are those ingredients on MyPlate? Does the recipe have too many of certain food groups?" Use the MyPlate Poster in Core Task 2.4 and the Picture/Word Cards to provide visual.
Provide Practice	<p>Display Core Task 2.4 and provide each student with a Recipe Review and any alternate forms of writing needed.</p> <p>Level 3: Have the student share an opinion about the completed recipe. Have the student identify if the recipe was healthy or not.</p> <p>Level 2: Have the student use picture supports to share an opinion about the completed recipe. Have the student use picture supports to identify if the recipe was healthy or not.</p> <p>Level 1: Have the student use assisted technology and picture supports to share an opinion. Have the student respond to a food choice.</p>
Review	<ul style="list-style-type: none"> ● Allow students to share their recipe reviews with other students. ● Encourage discussion of what made the recipe good or bad. Ask for suggestions to add to the recipe to make it better.



Check Understanding 

- **Level 3:** Can the student share an opinion about the completed recipe? Can the student identify the healthiness of the recipe?
- **Level 2:** Can the student use picture supports to share an opinion about the completed recipe? Can the student use picture supports to identify the healthiness of the recipe?
- **Level 1:** Can the student use assisted technology and picture supports to share an opinion about the recipe? Can the student respond to a food choice?

 **Instructional Targets**

Math Standards for Number and Quantity: Quantities

- **Reason Quantitatively and Use Units to Solve Problems:** Express quantities to the appropriate precision of measurement.

Math Standards for Life Skills for Measurement

- **Life Skills for Measurement:** Select units and use measurement tools accurately to solve problems in the context of a daily living activity.

Building Blocks to Algebra: Recognize and compare numbers showing the symbols $>$, $<$ or $=$.

 **Differentiated Tasks**

Level 3 Students will...

- Independently use measurement tools in daily living skill activities.
- Compare two numbers and use symbols to indicate $>$, $<$ or $=$

Level 2 Students will...

- Identify and use measurement tools appropriate for a supported daily living task.
- Compare two groups of objects and determine which group is bigger, smaller or equal in amount.

Level 1 Students will...

- Select a measurement tool for a daily living task.
- Compare two groups of objects and select the bigger or smaller group when given a narrowed field or errorless choice(s).




Learning About Ounces


The page 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. Use the Comparing Ounces Practice page to compare the weight of the different items. Continue this activity and extend interest by introducing a variety of objects.


Lesson 20 - Measure It!
Standards Connection A


20
Standards Connection A


Comparing Ounces

































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HIGH SCHOOL, Unit 8
Lesson 20


Lesson 20 - Measure It!
Standards Connection A

20
Standards Connection A

Comparing Ounces Practice

 How many ounces is item 1? ounces

 How many ounces is item 2? ounces

 Which one is heavier?

ounces

ounces

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HIGH SCHOOL, Unit 8
Lesson 20

Instructional Targets

Math Standards for Number and Quantity: Quantities

- **Reason Quantitatively and Use Units to Solve Problems:** Express quantities to the appropriate precision of measurement.

Math Standards for Life Skills for Measurement

- **Life Skills for Measurement:** Select units and use measurement tools accurately to solve problems in the context of a daily living activity.

Building Blocks to Algebra: Recognize and compare numbers showing the symbols $>$, $<$ or $=$.

Differentiated Tasks

Level 3 Students will...

- Independently use measurement tools in daily living skill activities.
- Compare two numbers and use symbols to indicate $>$, $<$ or $=$

Level 2 Students will...

- Identify and use measurement tools appropriate for a supported daily living task.
- Compare two groups of objects and determine which group is bigger, smaller or equal in amount.

Level 1 Students will...

- Select a measurement tool for a daily living task.
- Compare two groups of objects and select the bigger or smaller group when given a narrowed field or errorless choice(s).







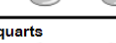





Learning About Equivalents

The Equivalency Chart reviews equivalent measurements. Review the chart with students. Then, use the Equivalency Chart Practice page to have students practice finding equivalent amounts. Present students with dried beans or rice and measuring tools and encourage real practice of measuring and finding equivalents.

Lesson 20 - Measure It!
Standards Connection B

20
Standards Connection B

Equivalency Chart

1 cup 	½ pint 
2 cups 	1 pint 
4 cups 	1 quart 
2 quarts 	½ gallon 
4 quarts 	1 gallon 
2 half gallons 	1 gallon 

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
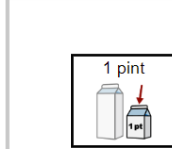
HIGH SCHOOL, Unit 4
Lesson 20

Lesson 20 - Measure It!
Standards Connection B

20
Standards Connection B

Equivalency Chart Practice

1 cup = 1 pint

 = 

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HIGH SCHOOL, Unit 4
Lesson 20

 **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 graph.
- Compute the mean (average) and median of a data set.

Summarize, represent and interpret data on two categorical and quantitative variables:

- Design questions and make a plan to conduct a survey to gather data.
- Compare data on graph to show the relationship between two sets of data.

Math Standards for Statistics and Probability—Making Inferences and Justifying Conclusions

Understand and evaluate random processes underlying statistical experiments:

- Determine the likelihood of an event based on a data sample.
- Evaluate reports based on data.

 **Differentiated Tasks**

Level 3 Students will...

- Organize data on a graph.
- Compare data from tables and graphs to report specific information.
- Calculate an average (mean) and median from data.
- Design a survey to ask questions and collect data to present on a graph.
- Compare data from two different populations on a graph.
- Identify and explain the rate of change of a line graph.
- On the basis of information, determine the probability that something is likely or unlikely to occur.
- Make an inference about the data in tables and graphs.

Level 2 Students will...

- Display data on a graph.
- Identify specific data from a table or graph.
- Identify a middle point (average) in a set of data.
- Ask questions to gather data for a survey.
- Identify specific data from a graph of two different populations.
- Identify the rate of change of a line graph with support.
- On the basis of available information, determine that something is likely to happen.
- Identify information about a group from a table or graph.

Level 1 Students will...

- Select pictures as part of a graph-creating process.
- Report data information that is presented in a table or graph.
- Communicate data information that describes an average.
- Ask a question and select pictures as part of a data-gathering process.
- Select pictures to indicate data on a graph of two different populations.
- Select a rate of change of a line graph with support.
- Select an activity that is likely to occur.
- With support, select a statement about a group based on data presented in a table or graph.

 **Topic Connection**

Throughout this unit, students learn about the Constitution and the rights and responsibilities we have. In this lesson, students will analyze a graph about joining a club. They will also learn how to conduct a survey and graph the results. They will practice finding the mean and median using various numbers. And last, they will compare data using a double bar graph.



Topic Words



Math Words

choice right vote
responsibility safe

average data mean population
bar graph group median probability
chart information middle survey

* Power Words

Benchmark Assessments

- Math Problem Solving: Math: Data Analysis
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric
- Emerging Skills: Number Match





Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
<p>Instructional Activities</p>	Read a Bar Graph	Conduct a Survey	Make a Graph	Mean, Median and Probability	Compare 2 Groups of Data
<p> See how these activities fit into the Suggested Unit Pacing .</p>					
<p>ULS Materials and Resources</p>	<p>Bar Graph</p> <p>Bar Graph Questions</p>	<p>Survey Cards </p> <p>Picture/Word Cards and Picture Cards </p> <p>right to keep things safe right to make choices right to vote</p>	<p>Survey Graph</p> <p>Survey Questions</p>	<p>Mean and Median</p> <p>Probability Quiz</p>	<p>Double Bar Graph</p> <p>Double Bar Graph Questions</p>
		<p>Transition Passport: Personal Life/Everyday Communication/ Introducing Yourself</p>			
	<p>n2y Math Manipulatives Kit Unifix® Cubes</p>				
<p>Additional Materials</p>					

 **Instructional Target**

Math Standards for Statistics and Probability—Interpreting Categorical and Quantitative Data
Summarize, represent and interpret data on a single count or measurement variable.

- Interpret data from a graph.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about charts and graphs. For example, display a graph and ask, "What does a bar graph give us—e-mail addresses or information?" Discuss students' responses. • Explain to students that different types of charts and graphs tell us different types of information. Explain how various charts and graphs work, including bar graphs, pie charts and line graphs. Ask, "What kind of information can go on a chart or graph?" • Tell students that they will be reading and answering questions about a bar graph on clubs students can join. For example, say, "We will be looking at a bar graph on clubs students can join. Your job is to read the information on the bar graph and answer the questions." • Review the learning goals with students: I will read information from a bar graph. I will answer questions using information from a bar graph.
Model	<ul style="list-style-type: none"> • Display the bar graph. • Model how to read the bar graph. Read the title and the information. Point out the scale and emphasize the quantity each interval represents. • Model how to analyze the information by reading it out loud. Discuss how the size of each section of the bar graph shows a number. For example, say, "The section for pep band looks the longest. That must mean more people join pep band than the other clubs at school."
Provide Practice	<p>Display the bar graph and questions.</p> <p>Level 3: Have the student independently read the bar graph and answer the bar graph questions.</p> <p>Level 2: Have the student use visual supports to read the bar graph. Read the questions and have the student answer the bar graph questions.</p> <p>Level 1: Have the student actively participate in answering the bar graph questions from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review the learning goals. Discuss the process students use to read the information on the bar graph and answer questions. • Review the bar graph questions with students.



Check Understanding 

-  **Level 3:** Can the student read the bar graph and answer the bar graph questions independently?
-  **Level 2:** Can the student use visual supports to read the bar graph and answer the bar graph questions?
-  **Level 1:** Can the student actively participate in answering the bar graph questions from a narrowed field or errorless choice(s)?



Instructional Target

Math Standards for Statistics and Probability—Interpreting Categorical and Quantitative Data
Summarize, represent and interpret data on two categorical and quantitative variables:

- Design questions and make a plan to conduct a survey to gather data.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about surveys. For example, ask, "How can we find out what right students think is most important — conduct a survey or read a book?" • Explain to students that a survey is when a group of people are asked a question to gather information about a subject. • Tell students that they will ask questions to conduct a survey on the most important right. • Review the learning goal with students: I will ask questions to gather information for a survey.
Model	<ul style="list-style-type: none"> • Review the survey question: "Which right is the most important right to you?" • Identify and explain the Survey Cards. Show how the Survey Cards are used by modeling how to conduct a survey. For example, select a student to participate in your survey. Ask the student, "Would you like to participate in a survey on rights?" Hand the student a Survey Card and ask the student, "Which right is the most important right to you?" or provide student with a choice of Picture/Word Cards and have them model answering from a field or single choice. • Optional: Use the Introducing Yourself poster located in the Transition Passport/ Personal Life/ Everyday Communication to model and practice introduction skills.
Provide Practice	<p><i>Provide students with Survey Card and Picture/Word Cards, and alternative forms of communication if needed. Have students use Picture/Word Cards to encourage choice making as an answer option when needed.</i></p> <p>Level 3: Have the student conduct a survey independently. Have the student collect the information independently.</p> <p>Level 2: Have the student ask the survey question using visual supports. Have the student collect the survey.</p> <p>Level 1: Have the student use their communication mode to ask a survey question. Have the student answer the survey question by making a selection from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review the learning goal. Review the process of answering and recording answers. • Review the answers students received during the survey.



Check Understanding ?

- 🌟 **Level 3:** Can the student independently conduct a survey by asking a question and collecting the answer?
- 🌟 **Level 2:** Can the student use supports to ask survey questions and collect answers?
- 🌟 **Level 1:** Can the student use their communication mode to ask a survey question? Can the student make a selection to answer a survey question from a narrowed field or errorless choice(s)?



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.

- Interpret data from a graph.
- Create a bar graph to represent data.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about surveys. For example, ask, "How can we find out which right is most important to people—graph the answer on a bar graph or listen to a story?" • Explain that a bar graph is a graph that uses columns made up of rectangles to record information. • Tell students that they will make and interpret a bar graph. • Review the learning goals with students: I will make a bar graph. I will use a bar graph to answer questions.
Model	<ul style="list-style-type: none"> • Model how to create the bar graph. Examine each answer and separate into different piles. • Determine into which column the answers go. Then color the appropriate number of squares in each column based on the number of answers. • Model how to interpret the information found on the bar graph to answer the Survey Questions. For example, say, "I see that the right to keep things safe has the tallest bar. This means that the most people want to feel their things are safe. How many people think keeping things safe is most important? I can count the number of colored rectangles in the bar to see how many."
Provide Practice	<p>Level 3: Have the student organize and create a bar graph independently. Have the student answer the survey questions independently.</p> <p>Level 2: Have the student use supports to create a bar graph. Have the student answer survey questions from a field of 2-3 choices.</p> <p>Level 1: Have the student select pictures from an errorless field to create the bar graph. Have the student answer a survey question by selecting a picture from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review the learning goal. Discuss the process students used to read the information on the chart and answer questions. • Review the answers the students have from their charts. • Discuss why the students have different answers, if graphs were made independently.



Check Understanding ?

- **Level 3:** Can the student independently organize and create a bar graph? Can the student independently answer questions using information on a chart?
- **Level 2:** Can the student use supports to create a bar graph? Can the student answer questions from a field of 2 - 3 choices?
- **Level 1:** Can the student select pictures from an errorless field to place on a bar graph? Can the student answer a survey question by selecting a picture from a narrowed field or errorless choice(s)?

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.

- Compute the mean (average) and median of a data set.

Math Standards for Statistics and Probability—Making Inferences and Justifying Conclusions
Understand and evaluate random processes underlying statistical experiments:

- Determine the likelihood of an event based on a data sample.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about the mean. For example, point to an object in the room, or a number on the board and denote the middle/half-way point asking, "What is the equal distance (half way) between two points—start or middle?" • Point out that the median is the middle point of data information and that the mean is the average of the data numbers. • Remind students there is a middle point in a set of numbers. The middle point can be the mean or the median. • Tell students they will find the middle points of some data and make guesses to questions. • Review the learning goals with students: I will find the middle point of a set of numbers. I will make a guess to see if something is likely to happen.
Model	<p>Model finding the mean:</p> <ul style="list-style-type: none"> • Model how to find the mean or average. For example, say, "I wonder what the average number, or the middle point of votes received by each candidate was in the school election?" • Demonstrate the steps of adding up the numbers and dividing by 5 to reveal the mean. <p>Model finding the median:</p> <ul style="list-style-type: none"> • Model how to find the median, or middle most number, by putting the data in order and crossing off numbers in the beginning and end until only one number remains. <p>Model answering probability questions:</p> <ul style="list-style-type: none"> • Explain that probability means the likelihood of something happening. To further explain, say, "Look at the list of candidates and the number of votes each candidate received. Is it likely that every candidate received at least 1 vote?" Discuss why or why it is not likely.
Provide Practice	<p>Provide students with the Mean and Median or Probability Quiz, any form of alternative writing needed and any visuals or Manipulatives.</p> <p>Level 3: Have the student calculate the mean and median independently. Have the student use data to determine the probability that something will occur.</p> <p>Level 2: Have the student identify the mean and median from a field of 2-3 choices. Have the student use data to determine if something is likely to happen again.</p> <p>Level 1: Have the student select the median from a narrowed field or errorless choice(s). Have the student select an activity that is likely to occur from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review the learning goals. Discuss the process students used to read the information on the chart and answer the questions. • Review the answers for the Mean and Median activity and the Probability Quiz.



Check Understanding

-  **Level 3:** Can the student find the mean and median of a set of numbers independently? Can the student determine the probability that something will occur?
-  **Level 2:** Can the student find the mean and median of a set of numbers from a field of 2-3 choices? Can the student determine if something is likely to happen given data and support?
-  **Level 1:** Can the student select the median of a set of numbers from a narrowed field or errorless choice(s)? Can the student select an activity that is likely to occur from a narrowed field or errorless choice(s)?

 **Instructional Targets**

Math Standards for Statistics and Probability—Interpreting Categorical and Quantitative Data
Summarize, represent and interpret data on two categorical and quantitative variables:

- Compare data on graph to show the relationship between two sets of data.

Math Standards for Statistics and Probability—Making Inferences and Justifying Conclusions

Understand and evaluate random processes underlying statistical experiments:

- Evaluate reports based on data.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about charts and graphs. For example, display the double bar graph with two groups and ask, "What two groups are represented on this graph—boys and girls or cats and dogs?" Discuss students' responses. • Explain to students that graphs can be used to show information for two different groups or populations. For example, say, "One graph can show not only the favorite movies of boys, but can also show the favorite movies of girls. The group of boys would be shown with one bar in one color and the group of girls would be shown in another bar with a second color." • Tell students that they will be reading and answering questions about a double bar graph that shows how boys and girls participate in their community. For example, say, "We will be looking at a double bar graph of the ways boys and girls participate in their community. Your job is to read the information on the double bar graph and answer the questions." • Review the learning goals with students: I will compare information from two groups on a double bar graph. I will use a double bar graph with two groups to answer questions.
Model	<ul style="list-style-type: none"> • Display the double bar graph. • Model how to read the double bar graph. Read the title and the information. Point out the scale and emphasize the quantity each interval represents. Point out the two groups being represented by the information on the double bar graph. • Model how to analyze the information by reading it out loud. Point out the color code for each group represented on the double bar graph. Discuss one set of bars and the information they represent. For example, say, "The orange bar is bigger than the blue bar for helping in a community garden. That must mean that more girls chose to help in a community garden."
Provide Practice	<p>Display the double bar graph and questions.</p> <p>Level 3: Have the student answer questions on a double bar graph to compare two groups.</p> <p>Level 2: Have the student use visual supports to read the double bar graph comparing two groups. Read the questions and have the student answer the double bar graph questions.</p> <p>Level 1: Have the student actively participate in answering the double bar graph questions comparing two groups from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review the learning goals. Discuss the process students use to read the information on the double bar graph and answer questions. • Review the double bar graph questions with students.



Check Understanding ?

-  **Level 3:** Can the student answer questions on a double bar graph to compare two groups?
-  **Level 2:** Can the student use visual supports to read the double bar graph comparing two groups and answer the double bar graph questions?
-  **Level 1:** Can the student actively participate in answering the double bar graph questions comparing two groups from a narrowed field or errorless choice(s)?

 **Instructional Targets**

Math Standards for Life Skills Measurement

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

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems. Model and solve problems involving multiplication or division.

Math Standards for Life Skills for Ratio and Proportional Relationships

- **Life Skills for Ratio and Proportional Relationships:** Apply understanding of percentages in real-world scenarios (e.g., 10% tip, 30% sale). Solve real-world problems involving unit rate (e.g., If it takes one hour to make one pillow, how long will it take to make four pillows?).

Math Standards for Number and Quantity: The Complex Number System

- **Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:** Solve real-world problems involving addition and subtraction of decimals, using models when needed. Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.

 **Differentiated Tasks**

Level 3 Students will...

- Calculate the amount of money needed for a purchase and ascertain the coins and bills required to complete that purchase.
- In the context of a real-world scenario, calculate addition and subtraction problems.
- In the context of a real-world scenario, model multiplication and division with objects and numbers that show equal groups.
- Calculate percentages in real-world scenarios.
- Solve whole number, time and money problems involving unit rate.
- In the context of a real-world scenario, calculate addition and subtraction problems involving decimals.
- In the context of a real-world scenario, model multiplication and division with objects and numbers that show equal groups involving decimals.

Level 2 Students will...

- Match coins and bills to a given price.
- In the context of a real-world scenario, model addition and subtraction of two sets of objects.
- Count equal numbers of objects in selected groups or an array.
- Locate a percentage amount from a chart.
- Identify whole number, time or money amounts in the context of a unit rate scenario.
- In the context of a real-world scenario, model addition and subtraction of two sets of objects involving decimals.
- Count equal numbers involving decimals of objects in selected groups or an array.

Level 1 Students will...

- Exchange money for a purchase.
- 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).
- Count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify a number that represents a percentage.
- Select a whole number, time or money amount in the context of a unit rate scenario.
- Count a set of objects in an addition or a subtraction problem involving decimals through an active participation response.
- Count a set of objects in a group involving decimals through an active participation response.



Topic Connection

Throughout this unit, students learn about the Constitution and their rights as a citizen of the U.S. In this lesson, students are preparing for a Constitution Day celebration. The scenarios have students buying supplies for the celebration.



Topic Words

citizen Constitution right



Math Words

add	count	dollar bill	penny
amount	decimal point	dollar sign	percent
calculator	dime	money	quarter
change	discount	multiply	subtract
check	divide	nickel	tip

* Power Words

Benchmark Assessments

- Math Problem Solving, Calculating and Making Change
- Basic Math: Coins/Bills and Value

Unit Checkpoint Assessments

- Level 2-3 Mathematics, Questions 5 - 8





Lesson at a Glance

	Activity 1.1-1.5	Activity 2.1-2.3	Activity 3.1-3.2	Activity 4.1-4.3
 Instructional Activities	Counting Money	Adding Amounts	Making Change	Problem Solving
See how these activities fit into the Suggested Unit Pacing .				
 ULS Materials and Resources	Money 1: Counting Like Coins Money 2: Counting Mixed Coins Money 3: Amounts to \$5.00 Money 4: Amounts to \$10.00 Money 5: Amounts to \$10.00 / "One-Up Method"	Money 6 & 7: Adding Amounts - 2 Items Money 8 & 9: Adding Amounts - 3 Items Money 10 & 11: Adding Amounts - Under/Over \$100.00 Standard Connection A	Money 12 & 14: Making Change - No Borrowing Money 13 & 15: Making Change - Borrowing Standard Connection A	Money 16 & 17: Problem Solving-21 Money 18 & 19: Ratio with Multiplication and Division Money 20 & 21: Percentages with Tips and Discounts Manipulatives Standard Connection B
	Instructional Tools: Math Pack / Money Instructional Tools: Number Journal Instructional Tools: Math Pack/ Numbers Instructional Guides: Mathematics L³ Skills: Math Skills		n2y Math Manipulatives Kit Circle Counters Foam Tiles	
 Additional Materials	Real or play coins and bills			

 **Instructional Target**

Math Standards for Life Skills Measurement

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






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about money. For example ask, "How much is a penny worth—ten cents or one cent?" Discuss students' responses. • Display a variety of money. Review the worth of each bill and coin. • Tell students that they will be matching and counting amounts of money. Remind students that when they see a decimal point with numbers after it, it means to use coins. • Review the learning goal with students: Levels 2-3: I will match and count money amounts. Level 1: I will use coins to practice making a purchase.
Model	<ul style="list-style-type: none"> • Read and act out the Money Scenarios. • Model how to match amounts. For example, say, "The spoon costs \$.15. How many nickels do I need to make \$.15?" • Model how to count amounts. For example, say, "The cookies cost \$3.29. How many dollars do I need? How many cents do I need?" Count out the appropriate amount. • After counting and matching the coins, use the real object or similar object and simulate the buying process.
Provide Practice	<p>Provide students with appropriate real-world Money Scenarios and Manipulatives as needed.</p> <p>Level 3: Have the student read and act out the Money Scenario. Then have the student determine the amount of the object and gather the bills and coins needed to make the purchase.</p> <p>Level 2: Read and act out a Money Scenario. Have the student match coins and bills to price.</p> <p>Level 1: Read and act out a Money Scenario. Have the student participate in the counting of bills and coins to match the money amount in the Money Scenario. Then have the student "purchase" the object or a similar object in a buying scenario.</p>
Review	<ul style="list-style-type: none"> • Review the learning goal. Review the process of matching, counting and making purchases with money. • Review the selected Money Scenarios with students.



Check Understanding 

-  **Level 3:** Can the student determine the amount of the object and match the coins needed to make the purchase?
-  **Level 2:** Can the student use objects/manipulatives to represent and solve a Money Scenario?
-  **Level 1:** Can the student participate in a purchasing scenario with support?

Instructional Targets

Math Standards for Life Skills Measurement

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

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems.

Math Standards for Number and Quantity: The Complex Number System

- **Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:** Solve real-world problems involving addition and subtraction of decimals, using models when needed.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about money. For example, ask, "What should we do if there are two amounts of money and we want to know how much you have altogether—subtract or add?" Discuss students' responses. • Review and discuss the symbols used in a money addition problem, including dollar sign, plus sign, equal sign and decimal point. • Tell students that they will be adding amounts of money. Remind students that when they see a plus sign, it means to add or put a group of items together. • Review the learning goal with students: Levels 2-3: I will add and count money. Level 1: I will choose money to pay for an item.
Model	<p>Read and act out the Money Scenarios.</p> <p>Level 3: Model the steps of solving a money addition problem. Model using math supports as needed. Then solve the Money Scenario.</p> <p>Level 2: Model the steps of solving the problem using math supports. Show students how to group the coins and bills to represent the numbers in the problem. Model using other math supports as needed. Then solve the problem by counting the total amount of coins and bills.</p> <p>Level 1: Select an amount of money in a Money Scenario. For example, read the first scenario and stop at the first money amount. Point out that the red plastic cups cost \$1.45. Then say, "How much do the red plastic cups cost? The red plastic cups cost \$1.45." Model selecting the amount of the second object and the total cost using the same process. Then model making the "purchase" in a buying scenario.</p> <p>Use the Standards Connection to extend the activity by comparing amounts.</p>
Provide Practice	<p>Provide students with appropriate real-world Money Scenarios and Manipulatives as needed.</p> <p>Level 3: Have the student read, act out, write and solve a Money Scenario.</p> <p>Level 2: Read and act out a Money Scenario. Have the student illustrate/represent the scenario using desired coins and bills. Have the student solve the Money Scenario.</p> <p>Level 1: Read and act out a Money sequence. Have the student participate in the counting of bills and coins to match the money amount in the Money Scenario. Have the student use their active participation mode to select the money amount counted, from a narrowed field or errorless choice(s).</p> <p>Use Standards Connection A to extend the activity by comparing amounts.</p>
Review	<ul style="list-style-type: none"> • Review the learning goal. Encourage students to explain the process needed to add money. • Review selected Money Scenarios with students.



Check Understanding

- **Level 3:** Can the student read, write and solve a Money Scenario (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a Money Scenario?
- **Level 1:** Can the student participate in a selecting a money amount from a narrowed field or errorless choice(s)? Can the student make a purchase in a buying scenario?

 **Instructional Targets**

Math Standards for Life Skills Measurement

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

Math Standards for Algebra - Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems.

Math Standards for Number and Quantity: The Complex Number System

- **Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:**

Solve real-world problems involving addition and subtraction of decimals, using models when needed.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about subtracting money. For example, ask, "What should we do if we want to know how much money we will have left after buying something—subtract or add?" Discuss students' responses. • Review and discuss the symbols used in a money subtraction problem, including the dollar sign, minus sign, equal sign and decimal point. • Tell students that they will be making change by subtracting money. Remind students that when they see a minus sign it means to subtract or take away from. • Review the learning goal with students: Levels 2-3: I will subtract money to make change. Level 1: I will choose money to pay for an item.
Model	<p>Read and act out the Money Scenarios.</p> <p>Level 3: Model the steps of solving a money subtraction problem. Model using math supports as needed. Then solve the Money Scenario.</p> <p>Level 2: Model the steps of solving the problem using math supports. Show students how to group the coins and bills to represent the numbers in the problem. Model using other math supports as needed. Then solve the problem by counting and subtracting the total amount of coins and bills.</p> <p>Level 1: Select an amount of money in a Money Scenario. For example, read the first scenario and stop at the first money amount. Point out that Keisha has \$5.00. Count out \$5.00. Then say, "How much does Keisha have? Keisha has \$5.00." Model selecting the amount of the next object and the total money left using the same process. Then model making the "purchase" in a buying scenario.</p> <p>Use the Standards Connection to extend the activity by comparing amounts.</p>
Provide Practice	<p>Provide students with appropriate real-world Money Scenarios and Manipulatives as needed.</p> <p>Level 3: Have the student read, act out, write and solve the Money Scenario.</p> <p>Level 2: Read and act out a Money Scenario. Have the student illustrate/represent the scenario using desired coins and bills. Have the student solve the Money Scenario.</p> <p>Level 1: Read and act out a Money Scenario. Have the student participate in the counting of bills and coins to match the money amount in the Money Scenario. Have the student use their active participation mode to select the money amount counted from narrowed field or errorless choice(s).</p> <p>Use Standards Connection A to extend the activity by comparing amounts.</p>
Review	<ul style="list-style-type: none"> • Review the learning goal. Encourage students to explain the process needed to subtract money in order to make change. • Review selected Money Scenarios with students.



Check Understanding 



- Level 3:** Can the student read, write and solve a Money Scenario (using individual modifications)?
- Level 2:** Can the student use objects/manipulatives to represent and solve a Money Scenario?
- Level 1:** Can the student participate in selecting a money amount from a narrowed field or errorless choice(s)? Can the student make a purchase in a buying scenario?

 **Instructional Targets**

Math Standards for Life Skills Measurement

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

Math Standards for Algebra - Seeing Structure in Expressions

• **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems.

Math Standards for Life Skills for Ratio and Proportional Relationships

• **Life Skills for Ratio and Proportional Relationships:** Apply understanding of percent into real-world scenarios (e.g., 10% tip, 30% sale). Solve real-world problems involving unit rate (e.g., If it takes one hour to make one pillow, how long will it take to make four pillows?).

Math Standards for Number and Quantity: The Complex Number System

• **Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:**

Solve real-world problems involving addition and subtraction of decimals, using models when needed. Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.



Instructional Routine



Introduce	<ul style="list-style-type: none"> Introduce this activity by asking a focus question about multi-step money problems. For example, say, "Sometimes we have to add or subtract several things in one math problem. What should we do to make sure we do the math problem correctly—read/have the problem read to us carefully and work it out step-by-step, or just add all the numbers together?" Discuss students' responses. Remind students that it is important to read math problems carefully. Tell students that they will be doing multi-step problems including multiplication and division of money. Review the learning goal with students: Levels 2-3: I will add, subtract, multiply and divide money amounts. Level 1: I will choose money to pay for an item.
Model	<p>Read and act out a Money Scenario.</p> <p>Level 3: Model the steps of solving a money problem. Model using math supports as needed. Then solve the Money Scenario.</p> <p>Level 2: Model the steps of solving the problem using math supports. Show students how to group the coins and bills to represent the numbers in the problem. Model using other math supports as needed. Then solve the problem by counting the total amount of coins and bills.</p> <p>Level 1: Select an amount of money in a Money Scenario. For example, read the first scenario and stop at the first money amount. Point out that the lemonade mix costs \$8.54. Count out \$8.54. Then say, "How much does the lemonade mix cost? It costs \$8.54." Select the matching amount. Continue modeling the rest of the scenario. Then model making the "purchase" in a buying scenario.</p> <p>When needed, model how to write a check.</p>
Provide Practice	<p>Provide students with appropriate real-world Money Scenarios and Manipulatives as needed.</p> <p>Level 3: Have the student read, act out, write and solve a Money Scenario.</p> <p>Level 2: Read and act out a Money Scenario. Have the student illustrate/represent the scenario using desired coins and bills. Have the student solve the Money Scenario.</p> <p>Level 1: Read and act out a Money Scenario. Have the student participate in the counting of bills and coins to match the money amount in the Money Scenario. Have the student use their active participation mode to select the money amount counted from a narrowed field or errorless choice(s). Then have the student "purchase" the items in a buying scenario.</p> <p>Use Standards Connection B to extend the activity by comparing amounts, price discounts and tip calculation.</p>
Review	<ul style="list-style-type: none"> Review selected Money Scenarios with students.



Check Understanding ?



Level 3: Can the student read, write and solve a Money Scenario (using individual modifications)?

Level 2: Can the student use objects/manipulatives to represent and solve a Money Scenario?

Level 1: Can the student participate in a selecting a money amount from a narrowed field or errorless choice(s)? Can the student make a purchase in a buying scenario?

 **Instructional Targets**

Math Standards for Algebra - Reasoning with Equations and Inequalities

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

 **Differentiated Tasks**

Level 3 Students will...

- Compare two numbers and use symbols to indicate $>$, $<$ or $=$.

Level 2 Students will...

- Compare two groups of objects and determine which group is bigger, smaller or equal in amount.







Level 1 Students will...


- Compare two groups of objects and identify the group that is bigger/more, smaller/less or equal to from a narrowed field or errorless choice(s).

Comparing prices is a skill that may prove difficult for some students. Have students use the lesson scenarios to demonstrate comparing prices of 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.

Lesson 22 - Money
Standards Connection A

22
Standards Connection A

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

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 HIGH SCHOOL, Unit 1
Lesson 22

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

 **Instructional Targets**

Math Standards for Life Skills for Ratio and Proportional Relationships

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

 **Differentiated Tasks**

Level 3 Students will...

- Calculate percentages in real-world scenarios.

Level 2 Students will...

- Locate a percentage amount from a chart.

Level 1 Students will...

- Identify a number that represents a percentage.

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.

Lesson 22 - Money
Standards Connection B

Item price	x	Percentage off (.00)	=	Amount of discount
↘	↘	↘	↘	↘
Item price	-	Amount of discount	=	Price you pay
↘	↘	↘	↘	↘
What is the item price?	What is the percentage off?	What will be the new price?		
↘	10%	↘		
↘	20%	↘		
↘	30%	↘		
↘	40%	↘		
↘	50%	↘		
↘	60%	↘		

Lesson 22 - Money
Standards Connection B

Where will you go?	What is the amount of your bill?	Calculate a 10% tip (.10)	How much will you pay in all? (bill + tip = total)
↘	↘	↘	↘
Where will you go?	What is the amount of your bill?	Calculate a 20% tip (.20)	How much will you pay in all? (bill + tip = total)
↘	↘	↘	↘
Where will you go?	What is the amount of your bill?	Calculate the tax.%	How much will you pay in all? (bill + tax = total)
↘	↘	↘	↘

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

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.

https://en.wikipedia.org/wiki/Sales_taxes_in_the_United_States

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

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

Where will you go?	What is the amount of your bill?	Calculate a 10% tip (.10).	How much will you pay in all? (bill + tip = total)
Where will you go?	What is the amount of your bill?	Calculate a 20% tip (.20).	How much will you pay in all? (bill + tip = total)
Where will you go?	What is the amount of your bill?	Calculate the tax. _____%	How much will you pay in all? (bill + tax = total)



 **Instructional Target**

Math Standards for Measurement and Data

- **Life Skills for Measurement:** Tell time on digital and analog clocks within the context of real-world situations or scenarios. Use times of day (e.g., a.m., p.m., morning, afternoon, evening and night) to represent time in real-world situations or scenarios. Apply knowledge of time skills to calculate forward and backward elapsed time in real-world situations or scenarios. Apply knowledge of time, day and date skills to real-world problem-solving situations and scenarios.

 **Differentiated Tasks**

Level 3 Students will...

- Show or tell time on digital and analog clocks within the context of real-world situations or scenarios.
- Identify time of day in real-world situations or scenarios.
- Calculate forward and backward elapsed time in real-world situations or scenarios.
- Record times and activities to create and use a schedule on a monthly and/or daily calendar in the context of real-world situations or scenarios.

Level 2 Students will...

- Show or tell time on digital and analog clocks within the context of real-world situations or scenarios, with support.
- Identify time of day in real-world situations or scenarios, with support.
- Identify elapsed time in real-world situations or scenarios, with support.
- Select activities to create and use a schedule on a monthly and/or daily calendar in the context of real-world situations or scenarios, with support.

Level 1 Students will...

- Select a time within the context of a real-world situation or scenario from a narrowed field or errorless choice(s).
- Select the time of day an activity takes place from a narrowed field or errorless choice(s).
- Select a time to solve a real-world situation or scenario involving elapsed time from a narrowed field or errorless choice(s).
- Select an activity to create and use a monthly and/or daily schedule from a narrowed field or errorless choice(s).

 **Topic Connection**

Throughout this unit, students learn about the rights and responsibilities they have as citizens in the community. Students have the right to join a club at school. In this activity, students will work through real-world scenarios of students going to clubs to tell time, calculate elapsed time and schedule activities in order to keep track of their responsibilities and commitments.



Topic Words



Math Words

choose responsibility right

afternoon date hour p.m.
a.m. day minute schedule
calendar evening month time
clock hour morning

* Power Words

Benchmark Assessments

- Math Problem Solving: Calculating Time
- Basic Math: Telling Time








Lesson at a Glance

Activity 1.1-1.6

Activity 2.1-2.2

Activity 3.1-3.2

 <p>Instructional Activities</p>	<p>Telling Time</p>	<p>Elapsed Time</p>	<p>Schedules and Time</p>
<p> See how these activities fit into the Suggested Unit Pacing .</p>			
 <p>ULS Materials and Resources</p>	<p>Interactive Teaching Clock Clues Guide 1 Telling Time to the Hour Telling Time to the Half-Hour Telling Time to 15 minutes Telling Time to 5 minutes Telling Time - Mixed Times Clues Guide 2 Time of Day Fill-In Cards </p>	<p>Interactive Teaching Clock Clues Guide 3 Forward Elapsed Time Backward Elapsed Time</p>	<p>Using a Calendar Blank Calendar Using a Daily Schedule Blank Daily Schedule Core Task 1.1 Core Task 1.2</p>
<p>Instructional Tools: Math Pack/ Time SymbolStix PRIME L³ Skills: Math Skills</p>		<p>n2y Math Manipulatives Kit Demo Clock</p>	
 <p>Additional Materials</p>	<p>Teaching Clocks</p>		



Instructional Target

Math Standards for Measurement and Data

- **Life Skills for Measurement:** Tell time on digital and analog clocks within the context of real-world situations or scenarios. Use times of day (e.g., a.m., p.m., morning, afternoon, evening and night) to represent time in real-world situations or scenarios.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about time. For example, ask, “We start school at 8:30 a.m. What should I use to tell me what time it is—a menu or a clock?” Discuss students’ responses. • Discuss with students different things they can use to know what time it is. Talk about how clocks and phones tell us the exact time. Talk with students about how time is sometimes talked about in more general terms, such as the time of day (morning, afternoon, evening and night). • Explain that it is important to know how to tell time for school, work and other activities. For example, say, “It is important to know what time it is when working with others, including leaders. Today, it is your job to tell time on clocks.” • Review the learning goal with students: I will tell time and identify the time of day of an activity.
Model	<ul style="list-style-type: none"> • Display Clues Guide 1. Introduce or review the difference between digital and analog clocks. Point out the parts of a clock, such as the hours and minutes on a digital clock, as well as the hour and minute hand on an analog clock. Point out the color coding on each clock hand. Demonstrate how to find the hour and minutes. • Use a clock, such as the provided Interactive Teaching Clock, to show or have students show the correct time. Model how to read a time by first saying the hour and then the minutes. • Display the Telling Time: Hour Scenarios. Two levels are provided. Use the level that best meets your students’ needs. Model how to read the scenario and identify the time. Then model how to write or select the correct time. Note: For Level 3 students, use the marker tool to write the correct time on the analog clock. • Display Clues Guide 2. Tell students that time can be discussed in more general terms. Point out each time on the Time of Day Number Line. For example, say, “This section is the morning. That means that morning goes from 12:00 a.m. to 11:59 a.m.” • Display the Time of Day Scenarios. Two levels are provided. Use the level that best meets your students’ needs. Read a scenario and model using the Time of Day Number Line to find what time of day it is.
Provide Practice	<p>Provide students with Clues Guide 1 & 2, Telling Time Scenarios and any math manipulatives and supports needed. Have students show or tell time on digital and analog clocks within the context of real-world situations or scenarios.</p> <p>Level 3: scenarios. Have students identify the time of day in real-world situations or scenarios. Have students show or tell time on digital and analog clocks within the context of real-world situations or scenarios.</p> <p>Level 2: scenarios with support. Have students identify the time of day in real-world situations or scenarios with support. Have students select a time within the context of a real-world situation or scenario from a narrowed field or errorless choice(s).</p> <p>Level 1: errorless choice(s). Have students select the time of day an activity takes place from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reading and discussing the completed scenarios. Ask questions such as, “What time does Raj sign up for yearbook club? What time of day is that?”
Extension	<ul style="list-style-type: none"> • To extend this lesson, use the provided Clock Manipulative or Interactive Teaching Clock to show or have students show additional times. Consider using times in students’ personal schedules or daily activities. As you practice, talk with students about why it is important to be able to tell time.



Check Understanding ?

- **Level 3:** Can the student fill out a calendar with important dates and times for the month?
- **Level 2:** Can the student use visual supports to fill out a calendar with important dates and times?
- **Level 1:** Can the student select dates for a personal activity to create a month calendar from a narrowed field or errorless choice(s)?





Instructional Target

Math Standards for Measurement and Data

- **Life Skills for Measurement:** Apply knowledge of time skills to calculate forward and backward elapsed time in real-world situations or scenarios.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about time. For example, ask, “How long does it take to wash your hands—2 minutes or 12 hours?” Discuss students’ responses. • Use an interactive clock, such as the Interactive Teaching Clock, to show passage of time. For example, use the Marker Tool to draw an hour hand on the number 5 and a minute hand on the number 6. Have students identify the time. Then model drawing another minute hand on the number 10. Say, “Time has passed. What time does the clock show now?” Discuss students’ responses. • Explain that it is important to be able to tell time for school, appointments and events. It is also important to be able to calculate when things might start or end. This helps us plan our days and prepare a schedule. Tell students that they will practice finding the start and end times of activities and events. For example, say, “It is important to know how long you need to prepare so you can arrive for events on time. Today, it is your job to identify start and end times of activities.” • Review the learning goal with students: I will tell the start and end times of activities.
Model	<ul style="list-style-type: none"> • Display Clues Guide 3. Discuss how elapsed time is measured in hours and minutes. Point out the different colors, shapes and sizes of the arrows. Explain that the green and red points indicate start and end times. • Display the Practice Page of Clues Guide 3. Model how to use the arrows on the Time Number Line to show elapsed time. For example, place a green start time point at 3:00, a small blue 15 minute arrow on the number line and a red end point at 3:15. Say, “If I arrive at 3:00 and I wait 15 minutes, I will be seated at 3:15.” • Display a Forward Elapsed Time or Backward Elapsed Time scenario and read it aloud. Use the leveled format that best meets your students’ needs. • Model finding the elapsed time in the scenario by using the Time Number Line. For example, say, “Raj is playing video games at computer club at 2:00 p.m. If he plays video games for 45 minutes, what time will he finish playing video games? How can we use the Time Number Line to determine the correct time?” Place a green start time point at 2:00 p.m. Then place a blue 30-minute arrow and a small, blue 15-minute arrow starting at 2:00 p.m. Cue students to see the time to which the arrow points. Say, “45 minutes after 2:00 p.m. is 2:45 p.m.”
Provide Practice	<p>Provide students with Clues Guide 3, Elapsed Time Scenarios and any math manipulatives and supports needed.</p> <p>Level 3: Have the student read the scenario. Then have the student calculate forward and backward elapsed time in real-world situations or scenarios.</p> <p>Level 2: Read the scenario. Have the student identify elapsed time in real-world situations or scenarios with support.</p> <p>Level 1: Read the scenario. Have the student select a time to solve a real-world situation or scenario involving elapsed time from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reading and discussing the completed scenarios. Use the Interactive Teaching Clock and Elapsed Time Practice Pages to further explore elapsed time.



Check Understanding ?

- **Level 3:** Can the student fill out a daily schedule with important activities and times for the date?
- **Level 2:** Can the student use visual supports to fill out a daily schedule?
- **Level 1:** Can the student select a time for a personal activity to create a schedule from a narrowed field or errorless choice(s)?

 **Instructional Target**

Math Standards for Measurement and Data

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






Instructional Routine



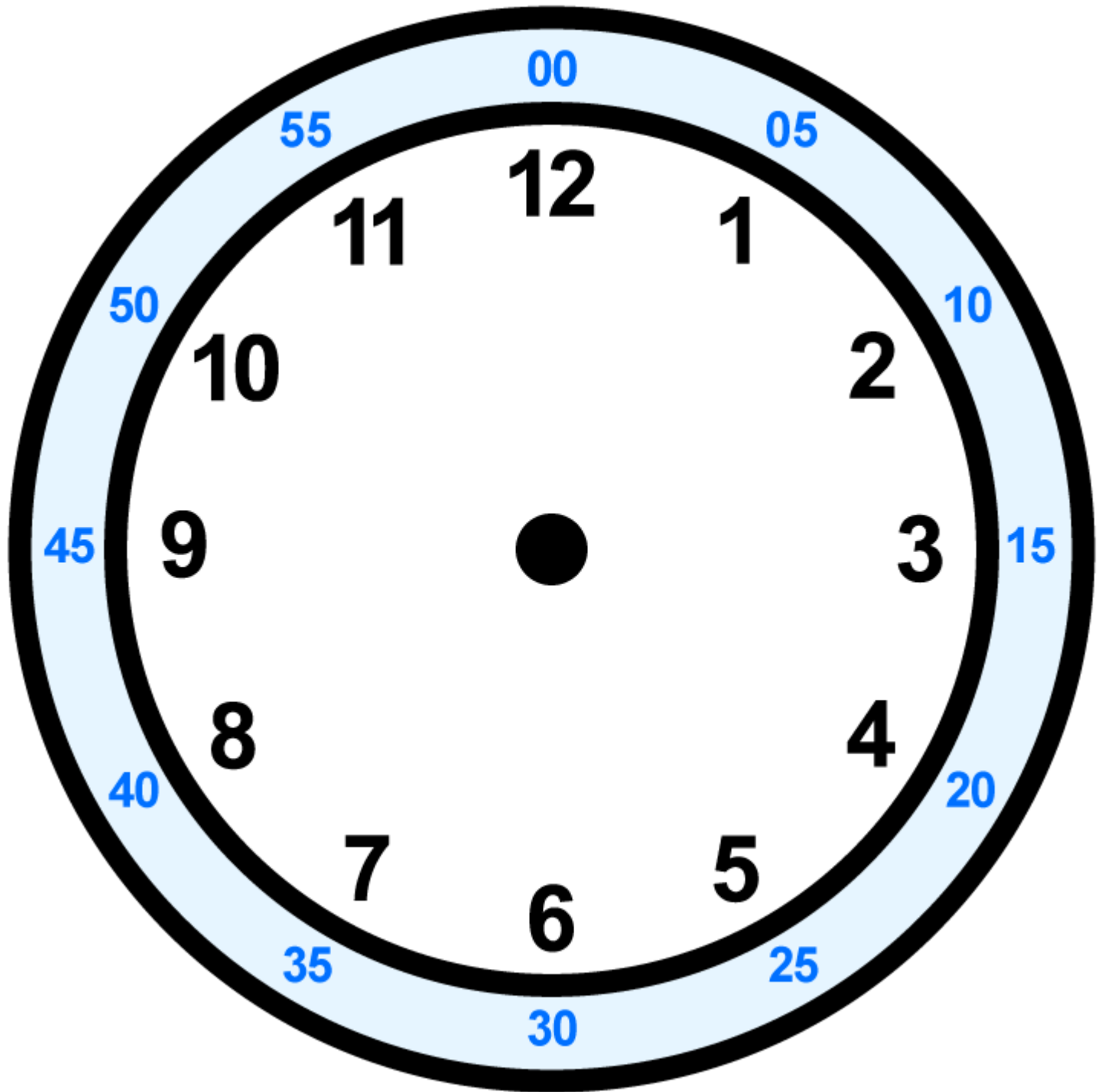
Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about time. For example, ask, “What can you use to keep track of activities and holidays—a calendar, a schedule or both?” Discuss students’ responses. • Discuss the importance of keeping a calendar and daily schedule. Talk with students about using these tools to keep track of things they need to do either during a day, a week or a month. • Explain that calendars and schedules are used in many different places including school and work. Tell students that they will practice using a calendar or schedule to keep track of important activities and events. For example, say, “People use calendars and schedules all the time. Today, it is your job to use a calendar or schedule to record times and activities.” • Review the learning goal with students: I will use a calendar or schedule.
Model	<p>Note: All Calendar activities are available in two levels. Model using the level that best meets your students’ needs.</p> <ul style="list-style-type: none"> • Display Using a Calendar. Point out the different parts of the calendar (e.g., month name, days of the week and numbers). Read the scenario and the dates that will be put on the calendar. Model how to put an activity on the correct day. For example, say, “Labor Day is the first Monday of September. I will find the box that has the first Monday and put Labor Day.” • Display the Blank Calendar. Point out different parts of the calendar. Model how to use the blank calendar to make a calendar of activities and events for the month. Note: Use the provided list of holidays and other special days for the month. • Display the Using a Daily Schedule Scenario. Use the level that best meets your students’ needs. Point out the different information on the schedule, including the start time, end time and activity. Model how to use the schedule to answer the questions. For example, say, “What will Raj do first? I will look for the first activity listed on Raj’s schedule. First, Raj will set up the booth.” • Display the Blank Daily Schedule. Use the level that best meets your students’ needs. Model how to use the blank schedule to keep track of activities for the day.
Provide Practice	<p>Provide students with Using a Calendar, Blank Calendar, Using a Daily Schedule, Blank Daily Schedule and any math manipulatives and supports needed.</p> <p>Level 3: Have the student record times and activities to create and use a schedule on a monthly and/or daily calendar in the context of real-world situations or scenarios.</p> <p>Level 2: Have the student record times and activities to create and use a schedule on a monthly and/or daily calendar in the context of real-world situations or scenarios, with support.</p> <p>Level 1: Have the student select an activity to create and use a monthly and/or daily schedule from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing the schedules and calendars that the students have created for themselves. Point out that every person’s schedule is different because we do different things. • Refer back to students’ schedules throughout the month.
Extension	<ul style="list-style-type: none"> • Use Core Task 1.1 and 1.2 to create printable calendars or schedules for the student to reference throughout the month, or on days with additional activities.



Check Understanding 

-  **Level 3:** Can the student record times and activities to create and use a schedule on a monthly and/or daily calendar in the context of real-world situations or scenarios?
-  **Level 2:** Can the student record times and activities to create and use a schedule on a monthly and/or daily calendar in the context of real-world situations or scenarios with support?
-  **Level 1:** Can the student select an activity to create and use a monthly and/or daily schedule from a narrowed field or errorless choice(s)?

 available



 **Instructional Targets**

Math Standards for Geometry: Congruence

- **Experiment with transformations in the plane:** Identify and use points, lines (parallel, perpendicular, intersecting) and line segments within the context of real-world situations.
- **Understand congruence in terms of rigid motions:** Apply the understanding of similarity and congruence in real-world situations.
- **Prove Geometric Theorems:** Classify angles according to measurement (right, acute, obtuse) and/or angle relationships (adjacent, vertical, supplementary and complementary).

Math Standards for Geometry: Modeling with Geometry

- **Building Blocks to Modeling with Geometry:** Identify two-dimensional shapes based on their properties and/or attributes.
- **Apply geometric concepts in modeling situations:** Analyze the shapes of real-world two and/or three-dimensional objects.

 **Differentiated Tasks**

Level 3 Students will...

- Independently describe and/or construct points, lines, parallel lines, perpendicular lines, intersecting lines and line segments in real-world situations.
- Independently identify and describe shapes that are similar and congruent in the context of real-world scenarios.
- Independently use angle measurements to identify angles and/or angle relationships.
- Independently describe the shape of two-dimensional objects.
- Independently describe and compare real-world objects to two and three-dimensional shapes.

Level 2 Students will...

- Identify and/or make points, lines, parallel lines, perpendicular lines, intersecting lines and line segments in a real-world situation, with support.
- Identify shapes that are similar and congruent in the context of real-world scenarios, with support.
- Identify angles and/or angle relationships, with support.
- Identify the shape of a two-dimensional object, with support.
- Identify and compare real-world objects to two and three-dimensional shapes, with support.

Level 1 Students will...

- Select a point, line segment, line, parallel lines, perpendicular lines or intersecting lines from a narrowed field or errorless choice(s).
- Given a shape, select a congruent shape from a narrowed field or errorless choice(s).
- Select a named angle or pair of angles from a narrowed field or errorless choice(s).
- Select the shape of a two-dimensional object from a narrowed field or errorless choice(s).
- Select the shape of a real-world object from a narrowed field or errorless choice(s).

 **Topic Connection**

Throughout this unit, students learn about rights and responsibilities, the Bill of Rights and the Constitution. One right that U.S. citizens have is the right to vote. In this lesson, students will work with objects and scenarios related to helping with a community election.



Topic Words



citizen responsibility right



Math Words

acute	face	measure	plane	side
angle	intersect	obtuse	point	similar
congruent	line	parallel	ray	unit
edge	line segment	perpendicular	right	vertex

* Power Words








Benchmark Assessments

- Basic Math: Shapes





Lesson at a Glance

	Activity 1	Activity 2.1-2.4	Activity 3.1-3.2
 Instructional Activities	Points and Lines	Angles	Analyze Shapes
 See how these activities fit into the Suggested Unit Pacing .			
 ULS Materials and Resources	Geometry Charts 1, 2 Points, Lines and Line Segments Practice Points, Lines and Line Segments Fill-In Cards 	Geometry Charts 3, 4, 5 Identify Angles Angle Relationships 1, 2, 3 Fill-In Cards 	Geometry Charts 6, 7, 8, 9, 10 Shapes of Real-World Objects Similar and Congruent Shapes Practice Similar and Congruent Shapes Fill-In Cards 
	Instructional Tools: Math Pack / Shapes Instructional Tools: Math Pack / Nets L³ Skills: Math Skills	n2y Math Manipulatives Kit Attribute Blocks Circle Protractors Rulers AngLegs® Protractors Wikki Stix®	
 Additional Materials	protractor ruler measuring tape		

 **Instructional Targets**

Math Standards for Geometry: Congruence

- *Experiment with transformations in the plane:* Identify and use points, lines (parallel, perpendicular, intersecting) and line segments within the context of real-world situations.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about points, lines and line segments. For example, point to the side of the board and ask, "Is the side of the board straight or curved?" Discuss students' responses. Tell students that the side of the board is straight and has a starting point and ending point. Explain to students that the side of the board is an example of a line segment. • Display Geometry Charts 1 and 2. Review the information on the chart. For each geometric term, have students use their bodies to show the point, line or line segment. For example, have students put their arms straight out to the sides with their hands made into fists to show a line segment with its two endpoints. Additionally, have students locate real-world examples of points, lines or line segments in the classroom, if possible. • Tell students that they will be constructing and identifying points, lines and line segments. For example, say, "Today, you will be making and identifying points, lines and line segments." • Review the student learning goal: I will make and identify points, lines and line segments.
Model	<ul style="list-style-type: none"> • Display the Points, Lines and Line Segments Practice pages. Explain to students that they will practice drawing points, lines and line segments on a real-world objects. Model how to put the points on the corners of the voter registration card. • Model how to put the line segments and lines on the sides of the voting registration card. Continue modeling how to construct perpendicular and parallel lines on the voting ballot using the blue point and the given line. For example, say, "Parallel lines never cross. I will need to select a line that can go through the blue point, but not touch the other line." • Display one of the first three Points, Lines and Line Segments pages. Explain to students that they will be using a point, line and line segment to show locations on a map. Read one of the scenarios. Model how to put the point, line or line segment in the correct location on the map. For example, display Points, Lines and Line Segments page 2 and say, "Keisha volunteers at the library. I need to put a point on the library. A point looks like a small circle. I will put the small circle on the library on the map." • Display page 4 in Points, Lines and Line Segments. Tell students that the GPS screens on the page show lines. The lines represent roads that Mrs. B could drive on. Model how to answer the questions under each GPS screen to determine if the lines are parallel, perpendicular or intersecting. For example, say, "The GPS screen shows two lines. The two lines touch at one point. They make right angles. They do not have the same slope. The lines are perpendicular lines. I will choose perpendicular lines."
Provide Practice	<p><i>Provide students with the appropriate Geometry pages, Geometry Charts 1 and 2, and math supports as needed.</i></p> <p>Level 3: Have the student complete the activities to independently describe and construct points, lines, parallel lines, perpendicular lines, and line segments in real-world situations.</p> <p>Level 2: Have the student complete the activities to identify and make points, lines, parallel lines, perpendicular lines, intersecting lines and line segments in a real-world situation, with support.</p> <p>Level 1: Have the student complete the activities to select a point, line segment, line, parallel lines, perpendicular lines or intersecting lines from a narrowed field or errorless choice(s). For example, show the students the GPS screen with parallel lines on it. Say, "These are parallel lines. Find the parallel lines." Have the student select the the parallel lines.</p>
Review	<ul style="list-style-type: none"> • Review the learning goal by discussing the difference between points, lines and line segments. Additionally, have students discuss the differences between parallel, perpendicular and intersecting lines. • Use Geometry Charts 1 and 2 to review the math words regularly. Each row can be cut out and used to make a foldable for each student and/or cut apart and used as a matching activity. Create a classroom math word wall, adding each word and its picture as it is introduced. Review the wall regularly and reference it during instruction.



Check Understanding 

-  **Level 3:** Can the student independently describe and construct points, lines (including parallel, perpendicular and intersecting lines) and line segments in real-world situations?
-  **Level 2:** Can the student identify and make points, lines (including parallel, perpendicular and intersecting lines) and line segments in a real-world situation, with support?
-  **Level 1:** Can the student select a point, line segment, line, parallel lines, perpendicular lines or intersecting lines from a narrowed field or errorless choice(s)?

Instructional Targets

Math Standards for Geometry: Congruence

- **Prove Geometric Theorems:** Classify angles according to measurement (right, acute, obtuse) and/or angle relationships (adjacent, vertical, supplementary and complementary).



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about angles. For example, holding a book horizontal to the floor, open the cover of the book slowly and ask, "What happens to the space between the book cover and the first page of the book as we open the book cover—it gets bigger or it gets smaller?" Discuss students' responses. Tell students that the book cover and the first page of the book form an angle. The angle is the space between the two. The angle gets bigger as the cover opens. • Display Geometry Chart 3. As you review the information on the chart, use the book to represent the different size angles. For example, hold the book cover at a 90 degree angle and say, "The cover and the first page are like rays of an angle. When they open at 90 degrees, this is called a right angle." Continue demonstrating each angle and encourage students to participate by using their books or their arms. • Tell students that angles can be described by their measurement, and also by comparing pairs of angles. Say, "Today, your job is to identify types of angles by their measurement and compare pairs of angles." • Review the student learning goal: I will identify types of angles and compare pairs of angles.
Model	<ul style="list-style-type: none"> • Display one of the Identify Angles pages. Point to the protractor on the page and explain how and why to use it. Refer to Geometry Chart 3 to review the definitions of an acute, right and obtuse angle. Model how to measure each angle, compare it to a right angle and complete the page. For example, "To find the measurement of the angle, one ray of the angle has to be on the zero degree line of the protractor. Then, I look to see where the other ray points. The other ray of this angle is pointing to 40 degrees, so the angle measurement is 40 degrees. This is less than 90 degrees and smaller than a right angle, so the angle is an acute angle." • Display Geometry Chart 4. Use the orange and blue angles on the chart to demonstrate what complementary and supplementary angles are. Move the blue and orange angles apart to show the individual angle measurements. Then, model putting the blue and orange angles next to each other to demonstrate how they equal 90 or 180 degrees. • Display Angle Relationships 1. Model how to figure out if each pair of angles is supplementary or complementary. Show students how to look at the pair of angles to see if they form a right or straight angle. Then, show students how to add the measurements of the two angles together to see if they equal 90 or 180 degrees. Continue modeling how to complete the page. Reference Geometry Chart 4 as needed during modeling. • Display Geometry Chart 5. As you review the chart, use two pencils to make intersecting lines. Point out adjacent and vertical angles made by the pencils. • Display Angle Relationships 2. Model how to figure out if the pairs of angles are adjacent or vertical. Point out the color coding of the angles. Remind students that adjacent angles will share a ray and vertex, while vertical angles are across from each other. Continue modeling how to complete the page, referencing Geometry Chart 5 as needed. • Display Angle Relationships 3. Model how to figure out the missing angle measurement by filling in and solving the equation on the page.
Provide Practice	<p>Provide students with the appropriate Geometry pages, Geometry Charts 3, 4, 5 and math supports, as needed.</p> <p>Level 3: Have the student complete the activities to independently use angle measurements to identify angles and/or angle relationships.</p> <p>Level 2: Have the student complete the activities to identify angles and/or angle relationships, with support.</p> <p>Level 1: Have the student complete the activities to select a named angle or pair of angles from a narrowed field or errorless choice(s). For example, show the student an acute angle. Say, "This is an acute angle. Find the acute angle." Show the student a Fill-In Card with an acute angle. Have the student select the acute angle.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal with students by having students describe the different types of angles and angle relationships. • Use Geometry Charts 3, 4 and 5 to review the math words and concepts regularly. Each row can be cut out and used to make a foldable for each student and/or cut apart and used as a matching activity. Create a classroom math word wall, adding each word and its picture as it is introduced. Review the wall regularly and reference it during instruction. • Have students identify different angles found in the classroom.



Check Understanding

- **Level 3:** Can the student independently use angle measurements to identify angles and/or angle relationships?
- **Level 2:** Can the student identify angles and/or angle relationships, with support?
- **Level 1:** Can the student select a named angle or pair of angles from a narrowed field or errorless choice(s)?

Instructional Target

Math Standards for Geometry: Congruence

- **Understand congruence in terms of rigid motions:** Apply the understanding of similarity and congruence in real-world situations.

Math Standards for Geometry: Modeling with Geometry

- **Building Blocks to Modeling with Geometry:** Identify two-dimensional shapes based on their properties and/or attributes.
- **Apply geometric concepts in modeling situations:** Analyze the shapes of real-world two and/or three-dimensional objects.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about shapes. For example, ask, "Which is flat—a poster or a tissue box?" Discuss students' responses. Model the difference between two- and three-dimensional shapes using classroom objects. Discuss how two-dimensional shapes have a length and width, while three-dimensional shapes have a length, width and height. • Display and review Geometry Charts 6, 7, 8 and 9. Review the flat shapes and their attributes. Review the solid shapes and their attributes and nets. Compare the shapes to real-world objects in the classroom, if possible. Point out the flat shapes that make up the faces of any real-world solid objects. • Explain that some shapes are similar and some are exactly the same or congruent. Tell students that they will be describing the shape of real-world objects and comparing shapes to see if they are similar or congruent. Say, "Today, your job is to describe the shapes of real-world objects and find out if shapes are similar or the same." • Review the student learning goal: I will describe and compare shapes.
Model	<ul style="list-style-type: none"> • Display a Shapes of Real-World Objects page. Model selecting the shape that matches the object on the page and placing it on top of the object. Model referring to the Geometry Charts to answer the questions about the shape's attributes and determine the flat or solid shape of the object. For solid shapes, also model selecting the net of the object and determining the shapes of the faces and how many faces there are. Consider using the printable nets in the Math Pack: Nets to help students identify the two-dimensional shapes that make up a three-dimensional real-world object. • Display Geometry Chart 10. Discuss how shapes can be similar and congruent. Explain that two flat shapes are congruent if they are the same shape and their angles and sides are equal. Shapes are similar if they have the same shape and equal angles, but the lengths of the sides are different. • Display the Similar and Congruent Shapes Practice pages. Begin by modeling how to find if shapes are similar. Drag Shape B over Shape A. Point out matching angles. Then, model completing the chart by having the students fill in the lengths of each color-coded side and determining how much each side of the smaller shape was multiplied by to equal the bigger shape. Model selecting whether the shapes are similar or not. Continue the same process for the congruent shapes practice page, but have students complete the chart by selecting whether the matching sides of Shape A and B are equal or not equal. • Display the other Similar and Congruent Shapes pages. Explain that students will use the same process from the practice pages to determine if a shape is similar or congruent to a real-world object. Review how to complete the page, if necessary.
Provide Practice	<p>Provide students with the Shapes of Real-World Objects and Similar and Congruent Shapes pages, Geometry Charts 6-10, and other math supports as needed.</p> <p>Level 3: Have the student complete the activities to independently describe two-dimensional shapes, compare real-world objects to two- and three-dimensional shapes and identify and describe shapes that are similar and congruent.</p> <p>Level 2: Have the student complete the activities to identify two-dimensional shapes, compare real-world objects to two- and three-dimensional shapes and identify shapes that are similar and congruent, with support.</p> <p>Level 1: Have the student select the shape of a two- or three-dimensional object and a congruent shape from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review the learning goal by reviewing the shapes and their attributes. Remind students that real-world objects can be flat or solid shapes. Shapes can be similar or congruent. Encourage students to find examples of flat and solid shapes in their environment and discuss whether or not they are similar or congruent. • Use Geometry Charts 6, 7, 8 and 9 to review the math words regularly. Each row can be cut out and used to make a foldable for each student and/or cut apart and used as a matching activity. Create a classroom math word wall, adding each word and its picture as it is introduced. Review the wall regularly and reference it during instruction.



Check Understanding

- **Level 3:** Can the student describe two-dimensional shapes, independently compare real-world objects to two- and three-dimensional shapes and identify and describe shapes that are similar and congruent?
- **Level 2:** Can the student identify two-dimensional shapes, compare real-world objects to two- and three-dimensional shapes and identify shapes that are similar and congruent, with support?
- **Level 1:** Can the student select the shape of a two- or three-dimensional object and a congruent shape from a narrowed field or errorless choice(s)?

Instructional Targets

Math Standards for Geometry: Congruency

- **Experiment with transformations in the plane:** Establish congruency by applying a turn (rotation), a flip (reflection), or a slide (translation) to match objects of similar size and shape.
- **Understand congruence in terms of rigid motions:** Determine if triangles are similar by comparing angles and sides (SSS, AA).
- **Prove Geometric Theorems:** Determine the type of triangle by comparing angles and sides (scalene, isosceles, equilateral).

Math Standards for Geometry: Circles

- **Understand and apply theorems about circles:** Identify parts of a circle (radius, diameter, tangent, chord, arc, sector, central angle) in real-world scenarios.
- **Find arc lengths and areas of sectors of circles:** Solve problems involving measurements of circles (circumference, area, arc length or area of a sector).

Math Standards for Geometry: Similarity, Right Triangles and Trigonometry

- **Building Blocks to Geometry: Similarity, Right Triangles and Trigonometry:** Identify right triangles and parts of a right triangle (right angle, legs, hypotenuse).
- **Understand similarity in terms of similarity transformations:** Solve real-world problems involving dilations of shapes.

Math Standards for Geometry: Geometric Measurement and Dimension

- **Explain volume formulas and use them to solve problems:** Solve a real-world problem involving the perimeter of two-dimensional shapes. Solve a real-world problem involving the area of two-dimensional shapes. Determine the volume of three-dimensional objects.
- **Visualize relationships between two-dimensional and three-dimensional objects:** Compare the volumes of three-dimensional objects when one attribute is changed.

Differentiated Tasks

Level 3 Students will...

- Independently describe if a turn, flip, and/or slide has been applied to an object.
- Independently identify similar triangles by comparing the angles and sides.
- Independently compare the measurements of the angles and sides of a triangle to determine if it is a scalene, equilateral or isosceles triangle.
- Independently identify parts of a circle in a real-world situation.
- Independently find a measurement of a circle (circumference, area, arc length and/or area of a sector) to solve a problem.
- Independently find right triangles and/or identify a leg, hypotenuse or the right angle.
- Independently describe the dilation of a shape and identify the scale factor used to transform the shape in real-world situations.
- Independently find the perimeter of a shape to solve a real-world problem.
- Independently find the area of a shape to solve a real-world problem.
- Independently find the volume of three-dimensional objects.
- Independently compare the volume of three-dimensional objects.

Level 2 Students will...

- Identify if a turn, flip or slide has been applied to an object, with support.
- Identify similar triangles, with support.
- Compare the measurements of the angles and sides of a triangle to determine if it is a scalene, equilateral or isosceles triangle, with support.
- Identify parts of a circle in a real-world situation, with support.
- Find a measurement of a circle (circumference, area, arc length or area of a sector) to solve a problem with support.
- Find right triangles and/or identify a leg, hypotenuse or the right angle, with support.
- Identify the effect of a dilation on a shape in real-world situations, with support.
- Find the perimeter of a shape to solve a real-world problem, with support.
- Find the area of a shape to solve a real-world problem, with support.
- Find the volume of three-dimensional objects, with support.
- Compare the volume of three-dimensional objects, with support.

Level 1 Students will...

- Select a turn, flip or slide from a narrowed field or errorless choice(s).
- Indicate if two triangles are similar by making a selection from a narrowed field or errorless choice(s).
- Make a selection to indicate if a triangle is scalene, isosceles or equilateral from a narrowed field or errorless choice(s).
- Select a part of a circle from a narrowed field or errorless choice(s).
- Given a circle, select a measurement of a circle (circumference, area, arc length or area of a sector) using a visual model.
- Find right triangles and/or identify a leg, hypotenuse or the right angle using a model.
- Identify the effect of a dilation on the size of a shape by making a selection from a narrowed field or errorless choice(s).
- Participate in counting units on a model of a shape to find the perimeter using an active response (e.g., voice output device, eye gaze board).
- Participate in counting unit squares on a model of a shape to find the area using an active response (e.g., voice output device, eye gaze board).
- Count unit cubes on a model of a shape to find the volume using an active response (e.g., voice output device, eye gaze board).
- Given two three-dimensional objects and their volumes, select the object with the greater or lesser volume.



Topic Connection

Throughout this unit, students learn about rights and responsibilities, the Bill of Rights and the Constitution. One right that U.S. citizens have is the right to vote. In this lesson, students will work with objects and scenarios related to helping with a community election.



Topic Words

citizen responsibility right



Math Words

angle circumference height measure right turn
arc diameter hypotenuse perimeter side unit
area equal leg point slide volume
circle flip length radius triangle width

* Power Words

Benchmark Assessments • Basic Math: Shapes





Lesson at a Glance

	Activity 1.1-1.4	Activity 2.1-2.4	Activity 3.1-3.5	Activity 4.1-4.2
Instructional Activities	Circles	Triangles	Perimeter, Area and Volume	Transformations
<p>? See how these activities fit into the Suggested Unit Pacing .</p>				
ULS Materials and Resources	<p>Geometry Charts 11, 12</p> <p>Parts of a Circle Practice</p> <p>Parts of a Circle</p> <p>Circumference of a Circle</p> <p>Area of a Circle</p> <p>Arc Length and Area of a Sector</p> <p>Standards Connection A</p> <p>Fill-In Cards </p>	<p>Geometry Charts 13, 14, 15</p> <p>Find and Label Right Triangles</p> <p>Compare Angles and Sides of a Triangle</p> <p>Angle Angle Similarity</p> <p>Side Side Side Similarity</p> <p>Standards Connection B</p> <p>Fill-In Cards </p>	<p>Geometry Chart 16</p> <p>Perimeter</p> <p>Area: Formula</p> <p>Area: Triangles</p> <p>Find Volumes</p> <p>Compare Volume</p> <p>Standards Connection C</p> <p>Fill-In Cards </p> <p>Manipulatives </p>	<p>Geometry Chart 17</p> <p>Identify Transformations</p> <p>Describe Dilations</p> <p>Fill-In Cards </p> <p>Coordinate Grid </p> <p>Manipulatives </p>
	<p>Instructional Tools: Math Pack / Shapes</p> <p>Instructional Tools: Math Pack / Nets</p> <p>L³ Skills: Math Skills</p>		<p>n2y Math Manipulatives Kit</p> <p>Attribute Blocks Circle Protractors</p> <p>Rulers AngLegs®</p> <p>Protractors Wikki Stix®</p> <p>Unifix® Cubes</p>	
Additional Materials	<p>protractor</p> <p>ruler</p> <p>measuring tape</p> <p>calculator</p>			

Instructional Target

Math Standards for Geometry: Circles

- **Understand and apply theorems about circles:** Identify parts of a circle (radius, diameter, tangent, chord, arc, sector, central angle) in real-world scenarios.
- **Find arc lengths and areas of sectors of circles:** Solve problems involving measurements of circles (circumference, area, arc length or area of a sector).






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about circles. For example, ask students to name something in the classroom that is shaped like a circle. Discuss students' responses. • Explain to students that circles have different parts. Also, tell students that the distance around a circle and the area inside of a circle can be measured. • Tell students that they will be identifying the parts and finding measurements of circles. For example, say, "Today your job is to identify parts and find measurements of circles." • Review the student learning goal: I will identify parts and find measurements of circles.
Model	<ul style="list-style-type: none"> • Display Geometry Chart 11 and review the parts of a circle on the chart. Then, display the Parts of a Circle Practice page. Model putting the part and label onto the circle-shaped real-world object. For example, point and trace the circle object and say, "The diameter starts on one point of the circle, goes through the center and ends on another point on the circle. It goes all the way across a circle." Then, choose the diameter and say, "I will try this line segment since it looks long enough to go across the circle through the center." Place the diameter onto the circle object and say, "This is the diameter. It starts on one point of the circle, goes through the center point and ends on another point on the circle." Model choosing the label and placing it on the diameter. • Display the Parts of a Circle pages. Model each page, showing how to put the circle parts on the real-world object and answering each question to select the correct circle part. • Display Geometry Chart 12 and reinforce the difference between the circumference (the distance around the circle) and the area (the amount of space inside the circle). • Display the Circumference of a Circle page. Model how to put the circle around the real-world object. Show students how to fill in the blanks on the page and calculate the circumference using either the diameter or the radius. • Display the Area of a Circle page. Model how to put the circle inside of the outline of the real-world object. Show students how to fill in the blanks on the page and calculate the area. • Display the Arc Length and Area of a Sector pages. Model how to use the diagram of a circle on each page to fill in the blanks and calculate the arc length or area of a sector. • Use the Standards Connection A to continue to explore circumference and area of a circle using measuring tools and real-world objects in the classroom. <p>Note: <i>When multiplying or dividing on a calculator to get circumference and area, please note that for the interactive version, the set correct value is rounded to the hundredths place using a calculator with digits to the thousandths place. If using a calculator with digits only to the hundredths place, a different answer may be reached.</i></p>
Provide Practice	<p>Provide students with the appropriate Geometry pages, Geometry Charts 11 and 12 and math supports as needed.</p> <p>Level 3: Have the student complete the activities to independently identify the parts of a circle and find a measurement of a circle.</p> <p>Level 2: Have the student complete the activities to identify the parts of a circle and find a measurement of a circle, with support.</p> <p>Level 1: Have the student complete the activities to select a part of a circle from a narrowed field or errorless choice(s). Have the student select the measurement of a circle using a visual model. For example, show the student the sticker and ask, "Does the yellow or blue circle show the area inside of the sticker?" Have the student select the circle that shows the area inside of the sticker.</p>
Review	<ul style="list-style-type: none"> • Review the learning goal by reviewing the parts of a circle and how to find the circumference and area of a circle. Have students find circles in their environment and use string, tape or other materials to label the parts of the circle. • Use Geometry Charts 11 and 12 to review the math words regularly. Each row can be cut out and used to make a foldable for each student and/or cut apart and used as a matching activity. Create a classroom math word wall, adding each word and its picture as it is introduced. Review the wall regularly and reference it during instruction.



Check Understanding

-  **Level 3:** Can the student independently identify the parts of a circle and find a measurement of a circle?
-  **Level 2:** Can the student identify the parts of a circle and find a measurement of a circle, with support?
-  **Level 1:** Can the student select a part of a circle from a narrowed field or errorless choice(s) and select the measurement of a circle using a visual model?

Instructional Target

Math Standards for Geometry: Congruence

- **Understand congruence in terms of rigid motions:** Determine if triangles are similar by comparing angles and sides (SSS, AA).
- **Prove Geometric Theorems:** Determine the type of triangle by comparing angles and sides (scalene, isosceles, equilateral).

Math Standards for Geometry: Similarity, Right Triangles and Trigonometry

- **Building Blocks to Geometry: Similarity, Right Triangles and Trigonometry:** Identify right triangles and parts of a right triangle (right angle, legs, hypotenuse).



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about triangles. For example, ask the students to identify a real-world object that is shaped like a triangle. Discuss students' responses. Review the attributes of a triangle, such as having three sides and three angles. • Display Geometry Chart 13 and 14. Review the symbols used to help name triangles. Discuss right triangles and other types of triangles. Compare the right triangle and other types to real-world objects in the classroom. Then, tell students they will identify types of triangles, triangle parts and compare triangles using parts of the triangle. For example, say, "Your job is to identify and compare triangles and triangle parts." • Review the student learning goal: I will identify and compare triangles and triangle parts.
Model	<ul style="list-style-type: none"> • Display the Find and Label Right Triangles page. Model how to put the square on the right angle of the right triangle, and match the leg and hypotenuse to the leg and hypotenuse on each right triangle. • Display one of the Compare Angles and Sides of a Triangle pages. Point out the color-coded angle measurements on the triangle as you model how to fill in the chart with the measurements of each angle in the triangle. Show the students how to add the angles together to make sure they equal 180 degrees. Then, model how to fill in the angle and side measurements to complete the What Type of Triangle Is It? chart. Discuss how to determine the type of triangle by looking at the number of equal angles and sides, referring to Geometry Chart 13 as needed. For example, say, "This triangle has 3 equal angles and 3 equal sides. An equilateral triangle has 3 equal angles and 3 equal sides. This triangle is an equilateral triangle." • Display and review Geometry Chart 15. Point out the color-coded equal angles in the triangles that show Angle-Angle similarity. Point out the color-coded sides in the triangles that show Side-Side-Side similarity. • Display one of the Angle-Angle Similarity pages. Model how to put triangle DEF on top of or next to triangle ABC to compare the angles. Show students how to fill out the chart and determine if the triangles are similar, referring to Geometry Chart 14 as needed. For example, say, "The purple angle on both triangles is 75 degrees. The orange angle on both triangles is 45 degrees. There are two pairs of equal angles. This means the triangles are similar. This is one way to know if two triangles are similar when you only know two angle measurements of the triangles." • Display one of the Side-Side-Side Similarity pages. Model how to put triangle DEF on top of or next to triangle ABC to compare the sides. Think aloud as you determine the bigger and smaller triangle and complete the chart. Model how to determine the number each side of the smaller triangle is multiplied by to equal the bigger triangle. Discuss how to know if the triangles are similar. Say, "All the sides of the smaller triangle are multiplied by the same number to equal the sides of the bigger triangle. The triangles are similar. This is one way to know if two triangles are similar when you only know the side lengths of the triangles." • Use the Standards Connection B to explore the parts of a right triangle and the Pythagorean Theorem.
Provide Practice	<p>Provide students with the appropriate Geometry pages, Geometry Charts 13, 14 and 15 and math supports as needed.</p> <p>Level 3: Have the student complete the activities to independently find right triangles and identify their parts and find or compare the measures of sides and angles of triangles to determine the types of triangles and similarity.</p> <p>Level 2: Have the student complete the activities to find right triangles and identify their parts and find or compare the measures of sides and angles of triangles to determine the types of triangles and similarity, with support.</p> <p>Level 1: Have the student use a visual model to find right triangles and identify their parts. Have the student make a selection to indicate triangle types and similarity and find or compare the measures of sides and angles of triangles from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review the learning goal by having students review the difference between right, scalene, isosceles and equilateral triangles and how to determine if triangles are similar. • Consider having students make different types of triangles using straws and clay. Have students use the straws as the sides and the clay as the vertices of the angles in the triangle. Compare the triangles the students make to determine if they are similar.



Check Understanding

- **Level 3:** Can the student independently find right triangles and identify their parts and find or compare the measures of sides and angles of triangles to determine the types of triangles and similarity?
- **Level 2:** Can the student find right triangles and identify their parts and find or compare the measures of sides and angles of triangles to determine the types of triangles and similarity, with support?
- **Level 1:** Can the student use a visual model to find right triangles and identify their parts? Can the student make a selection to indicate triangle types and similarity and find or compare the measures of sides and angles of triangles from a narrowed field or errorless choice(s)?



Instructional Target

Math Standards for Geometry: Geometric Measurement and Dimension

- **Explain volume formulas and use them to solve problems:** Solve a real-world problem involving the perimeter of two-dimensional shapes. Solve a real-world problem involving the area of two-dimensional shapes. Determine the volume of three-dimensional objects.
- **Visualize relationships between two-dimensional and three-dimensional objects:** Compare the volumes of three-dimensional objects when one attribute is changed.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about perimeter, area or volume. For example, using a place like a garden that has a fence around it, ask, "What goes all around the outside of the garden to make a border—a fence or a rug?" Discuss students' responses. • Explain that the inside and the distance around two-dimensional or flat shapes can be measured. Additionally, explain that the space inside of three-dimensional or solid shapes can be measured too. Use Geometry Chart 16 to discuss the meaning of perimeter, area and volume. Tell students that today they will find the perimeter and area of two-dimensional objects and find and compare the volume of three-dimensional objects. For example, say, "Today, your job is find the perimeter and area of flat shapes. Then, you will find and compare the volume of solid shapes." • Review the student learning goal: I will find the perimeter and area of flat shapes. I will find and compare the volume of solid shapes.
Model	<p><i>While completing the activities, it may be helpful to have manipulatives for students to visualize concepts and practice with, such as stackable counting cubes or geoboards. Reference Geometry Chart 16 as needed.</i></p> <ul style="list-style-type: none"> • Display the Perimeter page. Explain that the perimeter is the distance around a two-dimensional or flat shape. Model how to find the perimeter of the object on the page. For example, say, "Perimeter is the distance around the outside edge of a shape. I need to add the lengths of each side to find the perimeter. For this shape, $7 + 4 + 7 + 4 = 22$. The perimeter of the shape is 22 units." • Display the Area: Formula page. Explain that area is the measurement of the space inside of a flat shape. Model how to use the formula on the page to find the area by multiplying the length times the width of the rectangle or square. For example, say, "To find the area, I need to multiply the length times the width. The length is 6 units. The width is 6 units. So, $6 \times 6 = 36$. The area is 36 units squared." • Display the Area: Triangles page. Model how a square or rectangle can be cut in half diagonally to form two triangles by putting the two triangle shapes over the rectangle or square on the page. Explain that students can find the area of one of the triangles by finding the area of the square or rectangle and dividing that area by two. Model how to find the area of one triangle on the page using the equation: length x width divided by 2. • Display the Find Volumes page. Model how to find the volume of the object on the page by counting and by using the formula. Model counting the cubes row by row, layer by layer. Then, model using the formula to find the volume using the chart on the page. • Display the Compare Volumes page. Model how to find the volume of the two objects on the page. Then, think aloud as you model how to determine whether the gray box is bigger or smaller than the orange box. For example, say, "The gray box has a volume of 98 units cubed. The orange box has a bigger length. Its volume is 126 units cubed. The gray box is smaller than the orange box because 98 units cubed is less than 126 units cubed." • Use Standards Connection C to continue to explore finding the volume of cylinders, cones and pyramids.
Provide Practice	<p><i>Provide students with the appropriate Geometry pages, Geometry Chart 16 and math supports, as needed.</i></p> <p>Level 3: Have the student complete the activities to independently find the perimeter and area of two-dimensional shapes to solve a real-world problem and find and compare the volumes of three-dimensional shapes.</p> <p>Level 2: Have the student complete the activities to find the perimeter and area of two-dimensional shapes to solve a real-world problem and find and compare the volumes of three-dimensional shapes, with support.</p> <p>Level 1: Have the student participate in counting units or unit squares on a model of a shape using an active response to find the perimeter, area or volume. Have the student select the shape with the greater or lesser volume given two shapes and their volumes.</p>
Review	<ul style="list-style-type: none"> • Review the learning goal by having students describe the difference between perimeter, area and volume. Have students model the concepts using classroom objects. • Use Geometry Chart 16 to review the math words regularly. Each row can be cut out and used to make a foldable for each student and/or cut apart and used as a matching activity. Create a classroom math word wall, adding each word and its picture as it is introduced. Review the wall regularly and reference it during instruction.



Check Understanding ?

- **Level 3:** Can the student independently find the perimeter and area of two-dimensional shapes to solve a real-world problem and find and compare the volumes of three-dimensional shapes?
- **Level 2:** Can the student find the perimeter and area of two-dimensional shapes to solve a real-world problem and find and compare the volumes of three-dimensional shapes, with support?
- **Level 1:** Can the student participate in counting units or unit squares on a model of a shape using an active response to find the perimeter, area or volume? Can the student select the shape with the greater or lesser volume given two shapes and their volumes?

Instructional Target

Math Standards for Geometry: Congruence

- **Experiment with transformations in the plane:** Establish congruency by applying a turn (rotation), a flip (reflection), or a slide (translation) to match objects of similar size and shape.

Math Standards for Geometry: Similarity, Right Triangles and Trigonometry

- **Understand similarity in terms of similarity transformations:** Solve real-world problems involving dilations of shapes.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about transformations. For example, slide a book on top of a desk and ask, "What happened to the book—it slid or got bigger?" Discuss students' responses. • Display and read Geometry Chart 17. Review the types of transformations by using the book to model a slide, flip and turn. Point out that in these transformations, the book is the same shape and size. The position of the book changes, but the size and shape do not. Ask students to physically perform a slide, flip or turn. For example, have the students slide across the floor or turn while keeping one foot in place. • Explain that dilations are a type of transformation where the size of the object does change. Model this type of transformation by showing a page in the book and an enlarged copy of the page. Note how the text or picture on the page, or the shape of page, do not change but the size of the text, picture or shape does change. • Tell students they will identify how objects moved and describe how shapes changed in size. • Review the student learning goal: I will identify how objects moved and describe how shapes changed in size.
Model	<p>While modeling the slide, flip and turn scenarios, it may be helpful to have printed Coordinate Plane and manipulatives to model and for students to visualize concepts and practice with.</p> <ul style="list-style-type: none"> • Display and read aloud an Identifying Transformations page. Reference Geometry Chart 17 as needed. Point out the colored vertices and grid coordinates as you think aloud to model figuring out which transformation was made. For example, say, "I see the shape flipped across the line. I see the shape turned around the point. I see the shape moved, it didn't flip or turn." • Display the Describe Dilations page. Point out that when Raj copied Keisha's shape, he changed its size. Model how to determine if the shape was made bigger or smaller. Then, model how to use the squares on the coordinate grid to count the purple side of both Keisha and Raj's shapes. Show students how to fill in the chart and calculate how many times bigger or smaller Raj's shape is than Keisha's shape. For example, say, "Raj made Keisha's triangle bigger. The purple side on Keisha's triangle is 3 units long. The purple side on Raj's triangle is 6 units long. So $3 \times 2 = 6$. Raj's shape is two times bigger than Keisha's shape."
Provide Practice	<p>Provide students with the appropriate Geometry pages, Geometry Chart 17 and math supports, as needed.</p> <p>Level 3: Have the student complete the activities to independently describe if a turn, flip or slide has been applied to an object and describe the dilation of a shape in real-world situations.</p> <p>Level 2: Have the student identify if a turn, flip or slide has been applied to an object and identify the effect of a dilation on a shape in real-world situations, with support.</p> <p>Level 1: Have the students select a turn, flip, slide or the effect of a dilation on a shape from a narrowed field or errorless choice(s). For example, show the student Keisha's triangle and Raj's copy of the triangle. Present the student with the Fill-In Card "bigger". Ask, "What happened to the triangle when Raj copied it?" Have the student select the "bigger" Fill-In Card.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing slides, flips, turns and dilations. Use the printed Coordinate Plane and manipulatives to have students practice making slides, flips, turns and dilations. Additionally, consider having students perform a series of transformations using a manipulative while having another student describe each transformation performed on the manipulative. • Use Geometry Chart 17 to review the math words regularly. Each row can be cut out and used to make a foldable for each student and/or cut apart and used as a matching activity. Create a classroom math word wall, adding each word and its picture as it is introduced. Review the wall regularly and reference it during instruction.



Check Understanding

- **Level 3:** Can the student independently describe if a turn, flip or slide has been applied to an object and describe the dilation of a shape in real-world situations?
- **Level 2:** Can the student identify if a turn, flip or slide has been applied to an object and identify the effect of a dilation on a shape in real-world situations, with support?
- **Level 1:** Can the student select a turn, flip, slide or the effect of a dilation on a shape from a narrowed field or errorless choice(s)?

 **Instructional Target**

Math Standards for Geometry: Circles

- **Understand and apply theorems about circles:** Identify parts of a circle (radius, diameter, tangent, chord, arc, sector, central angle) in real-world scenarios.
- **Find arc lengths and areas of sectors of circles:** Solve problems involving measurements of circles (circumference, area, arc length or area of a sector).

 **Differentiated Tasks**

Level 3 Students will...

- Independently identify parts of a circle in a real-world situation.
- Independently find a measurement of a circle (circumference, area, arc length and/or area of a sector) to solve a problem.

Level 2 Students will...

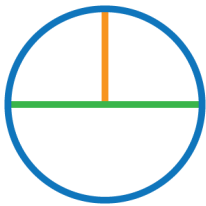
- Identify parts of a circle in a real-world situation, with support.
- Find a measurement of a circle (circumference, area, arc length or area of a sector) to solve a problem with support.

Level 1 Students will...

- Select a part of a circle from a narrowed field or errorless choice(s).
- Given a circle, select a measurement of a circle (circumference, area, arc length or area of a sector) using a visual model.

This activity is designed to build foundational skills in geometry of circles. Review the terms to know about a circle. Select one real-life object that is shaped like a circle (plate, hula-hoop, wall clock, food storage container lid, etc.). Follow the directions and complete the charts to explore the circumference and area of the objects.

Terms to know about a circle



Circumference: The distance around the circle.

Diameter: The distance from one point on the circle, through the center, to another point on the circle.


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

Area: The space inside the circle.

Lesson 24b - Geometry
Standards Connection A

24b
Standards Connection A

Circumference of a Circle
The distance around the circle.



1. Cut a string that measures around a circular object.
2. Lay the string out in a straight line.
3. Use a ruler to measure the string.
4. The length around the circle is the circumference.
5. Put the circumference of this circle on the chart.


Object	Circumference

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Lesson 24b - Geometry
Standards Connection A

24b
Standards Connection A

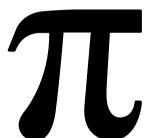
Area of a Circle
The space inside the circle.



1. Find the center of the circle.
2. Measure from the center point of the circle to a point on the circle. This is the radius.
3. Put the radius under Radius in the table in both places.
4. Use a calculator to multiply the radius by the radius by 3.14.
5. The answer is the area of the circle.
6. Put the area of this circle under Area on the chart.

Object	Radius	X	Radius	X	pi	=	Area
		X		X	3.14	=	

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Why are we multiplying by 3.14? This is the rounded version of pi. Pi is the ratio of a circle's circumference to its diameter. Pi is symbolized by π . Pi is found by dividing the circumference by the diameter of any circle. No matter how big or small the circle is, its circumference divided by its diameter will always equal pi.

Instructional Targets

Math Standards for Geometry: Similarity, Right Triangles and Trigonometry

- **Building Blocks to Geometry: Similarity, Right Triangles and Trigonometry:** Identify right triangles and parts of a right triangle (right angle, legs, hypotenuse).
- **Apply geometric concepts in modeling situations:** Apply knowledge of triangle theorems to find or compare the missing angles and/or sides of triangles.

Differentiated Tasks

Level 3 Students will...

- Independently find right triangles and/or identify a leg, hypotenuse or the right angle.
- Independently find or compare the measures of sides and/or angles of a triangle.

Level 2 Students will...

- Find right triangles and/or identify a leg, hypotenuse or the right angle, with support.
- Find or compare the measures of sides and/or angles of a triangle, with support.

Level 1 Students will...

- Find right triangles and/or identify a leg, hypotenuse or the right angle using a model.
- Find or compare the measures of sides and/or angles of a triangle by making a selection from a narrowed field or errorless choice(s).

This activity is designed to build foundational skills in geometry of right triangles and the application of the Pythagorean Theorem. Review the terms to know about triangle. Explore real-life examples of right triangles using the suggestion below as a guide. Then choose one of the following six pages of special right triangles to prove the Pythagorean Theorem.

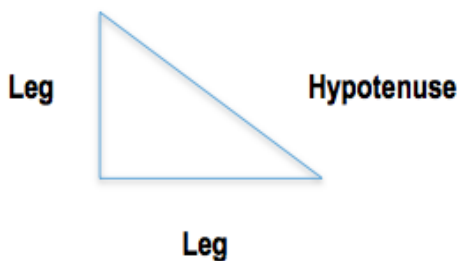
Terms to know about triangles

Right triangle: A triangle that has one 90° angle.

Leg: One of the sides of the triangle that makes the 90° angle.

Hypotenuse: The longest side of the triangle that is across from the 90° angle.

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



What can we do with right triangles?

Identify parts of right triangles using real-world objects:

Have students create right triangles in their environment. Students can identify right angles in their environment, such as the corner of a door frame, picture frame or table. Students can use string, wax sticks, tape, etc. to connect the ends of the two angle sides to make a diagonal or the hypotenuse. Have students identify the legs and hypotenuse of the triangle.

$$\text{Leg}^2 + \text{Leg}^2 = \text{Hypotenuse}^2$$

Understand the Pythagorean Theorem: Choose one of the special right triangles in the Standards Connection Activity to focus on each unit. Have students count unit squares to determine the measurements of the legs and hypotenuse of a right triangle. Have students fill in the numbers for the formula. Help students make the connection between seeing the Pythagorean Theorem visually and mathematically. For example, note that if students count all the units in each square that borders the sides of the triangle, it is the same as squaring the lengths of the legs or hypotenuse.

Apply the Pythagorean Theorem: Have students use the chart in the Standards Connection Activity to apply the Pythagorean Theorem to triangles they encounter throughout the school day. As students work with right triangles during instruction, have them use a measuring tool to measure the legs and hypotenuse of the triangle. Students can record the measurements on the chart and complete the formula for the Pythagorean Theorem. Encourage students to examine if the left and right sides of the equation are equal. Discuss how the sum of the squared legs of a right triangle will always equal the square of the hypotenuse. Consider discussing how students might use the formula for the Pythagorean Theorem to find the measurement of the hypotenuse if the measurement of the legs is given.

Instructional Targets

Math Standards for Geometry: Geometric Measurement and Dimension

- *Explain volume formulas and use them to solve problems:* Determine the volume of three-dimensional objects.

Differentiated Tasks

Level 3 Students will...

- Independently find the volume of three-dimensional objects.

Level 2 Students will...

- Find the volume of three-dimensional objects, with support.

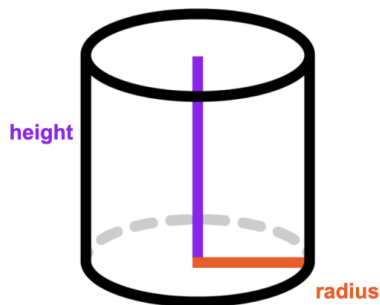
Level 1 Students will...

- Count unit cubes on a model of a shape to find the volume using an active response (e.g., voice output device, eye gaze board).

This activity is designed to build foundational skills in geometry for finding the volume of three dimensional objects. Examine real-life examples of these objects using the suggestion below as a guide. Point out the color-coded dimensions on the diagrams of the cone, cylinder and rectangular pyramid and where each dimension is used in the formula to find the volume of the object. Then find the volume of one three dimensional object as described below.

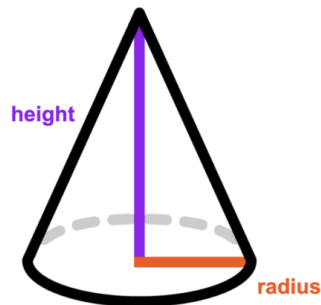
Examine real-world objects: Have students examine real-world cylinders, cones and pyramids. Encourage students to point out the different measurements of the object, such as the height, radius, length and width.

Cylinder:



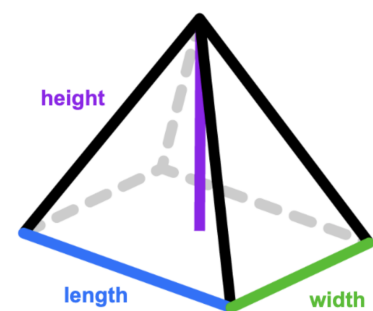
$$\text{Volume} = 3.14 \times \text{radius} \times \text{radius} \times \text{height}$$

Cone:



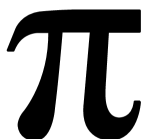
$$\text{Volume} = (3.14 \times \text{radius} \times \text{radius} \times \text{height}) \div 3$$

Rectangular Pyramid:



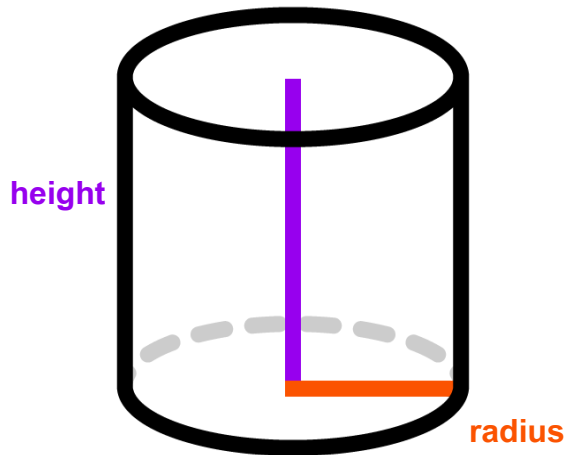
$$\text{Volume} = (\text{length} \times \text{width} \times \text{height}) \div 3$$

Find the volume of real-world objects: Each unit, have students focus on finding the volume of either a cylinder, cone or pyramid. Have students use a real-world object or drawing of a real-world object. Have students use measurement tools to take the appropriate measurements needed to find the volume of the object and record them on the Standards Connection Activity page. Finally, have the students use the measurements to find the volume of the cylinder, cone or pyramid.



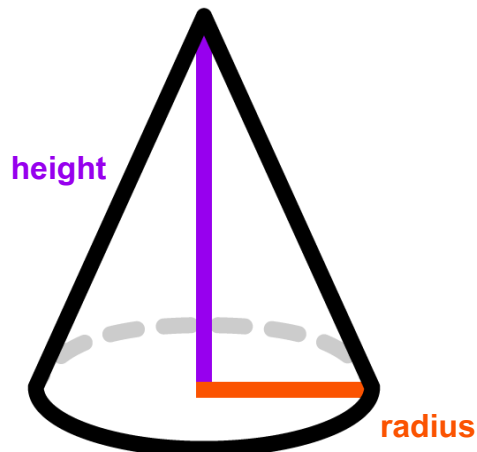
Why are we multiplying by 3.14? This is the rounded version of pi. Pi is the ratio of a circle's circumference to its diameter. Pi is symbolized by (π). Pi is found by dividing the circumference by the diameter of any circle. No matter how big or small the circle is, its circumference divided by its diameter will always equal pi.

Volume Formulas



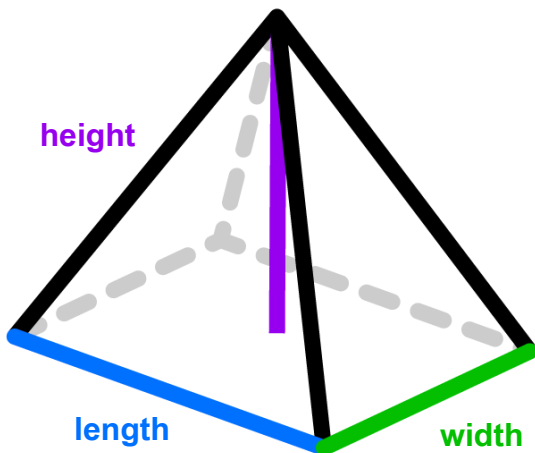
Cylinder:

$$\text{Volume} = 3.14 \times \text{radius} \times \text{radius} \times \text{height}$$



Cone:

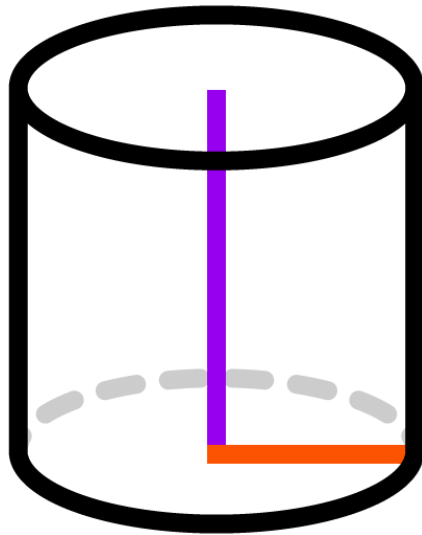
$$\text{Volume} = (3.14 \times \text{radius} \times \text{radius} \times \text{height}) \div 3$$



Rectangular Pyramid:

$$\text{Volume} = (\text{length} \times \text{width} \times \text{height}) \div 3$$

height = _____ units



radius = _____ units

The volume of a cylinder equals:

$$\text{Volume} = 3.14 \times \text{radius} \times \text{radius} \times \text{height}$$

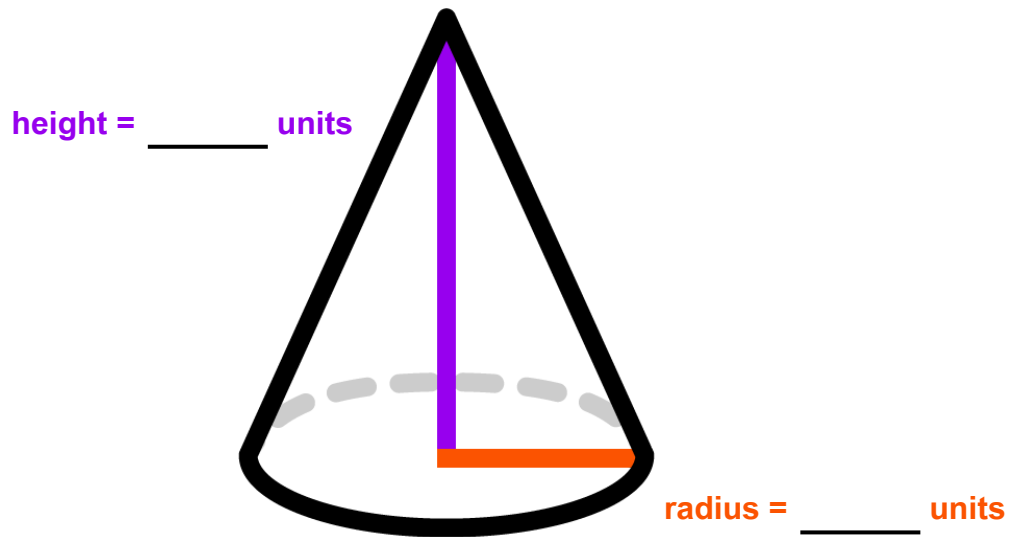
The **radius** of the cylinder is _____ units.

The **height** of the cylinder is _____ units.

Solve the equation to find the volume of the cylinder.

$$\frac{3.14}{\text{pi}} \times \text{radius} \times \text{radius} \times \text{height} = \text{_____ units cubed}$$

The volume of the cylinder is _____ units cubed.



The volume of a cone equals:

$$\text{Volume} = (3.14 \times \text{radius} \times \text{radius} \times \text{height}) \div 3$$

The **radius** of the cone is _____ units.

The **height** of the cone is _____ units.

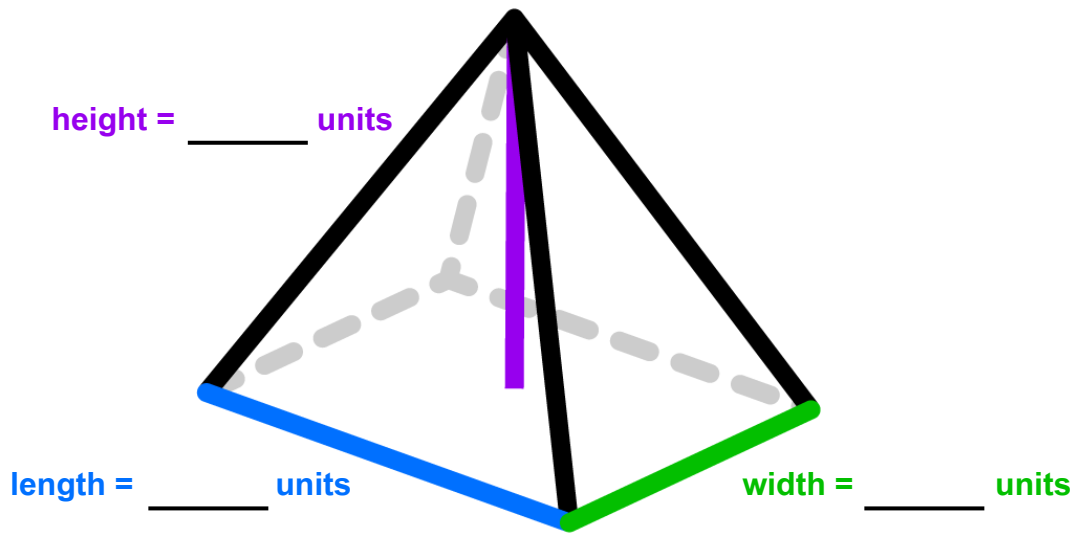
Solve the equation to find the volume of the cone.

$$\frac{3.14}{\text{pi}} \times \text{radius} \text{ units} \times \text{radius} \text{ units} \times \text{height} \text{ units} = \text{_____ units cubed}$$

Divide the answer by 3.

$$\text{_____} \div 3 = \text{_____ units cubed}$$

The volume of the cone is _____ units cubed.



The volume of a square or rectangular pyramid equals:

$$\text{Volume} = (\text{length} \times \text{width} \times \text{height}) \div 3$$

The **length** of the pyramid is _____ units.

The **width** of the pyramid is _____ units.

The **height** of the pyramid is _____ units.

Solve the equation to find the volume of the pyramid.

$$\underline{\hspace{2cm}} \text{ units} \times \underline{\hspace{2cm}} \text{ units} \times \underline{\hspace{2cm}} \text{ units} = \underline{\hspace{2cm}} \text{ units cubed}$$

length **width** **height**

Divide the answer by 3.

$$\underline{\hspace{2cm}} \div 3 = \underline{\hspace{2cm}} \text{ units cubed}$$

The volume of the pyramid is _____ units cubed.

Instructional Targets

Math Standards for Algebra — Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems. Model and solve problems involving multiplication or division.
- **Interpret the Structure of an Expression:** Identify the different parts of an expression that represents a real-world situation and explain their meaning.
- **Write Expressions in Equivalent Forms to Solve Problems:** Write and simplify an expression that represents a real-world situation.

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.

Differentiated Tasks

Level 3 Students will...

- In the context of a real-world scenario, calculate addition and subtraction problems.
- In the context of a real-world scenario, model multiplication and division with objects and numbers that show equal groups.
- Identify and explain the parts of an expression.
- In the context of a real-world scenario, write and simplify an expression.
- In the context of a real-world scenario, use a combination of operations to solve an equation.
- Solve a real-world problem using equations involving one variable.

Level 2 Students will...

- In the context of a real-world scenario, model addition and subtraction of two sets of objects.
- Count equal numbers of objects in selected groups or an array.
- Identify the parts of an expression.
- In the context of a real-world scenario, select numbers to write and simplify an expression.
- In the context of a real-world scenario, use operations and models to solve an equation.
- Solve real-world problems using equations involving one variable and models.

Level 1 Students will...

- Count a set of objects in an addition or a subtraction problem through an active participation response (e.g. voice output device, eye gaze choice board).
- Count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a part of an expression from a narrowed field or errorless choice(s).
- In the context of a real-world scenario, select numbers to write an expression from a narrowed field or errorless choice(s).
- In the context of a real-world scenario, select numbers from a narrowed field or errorless choice(s).
- Select numbers from a narrowed field or errorless choice(s) to solve a real-world problem involving one variable.



Topic Connection

Throughout this unit, students learn about their rights and their responsibility to participate in civic activities. These scenarios discuss students volunteering during a student government election. As you read through the scenarios, discuss with students the right to vote and the responsibility to be informed when voting, in order to help the school and community become a better place.



Topic Words

government	right
responsibility	vote



Math Words

add	equal	more*	simplify
altogether	equation	multiply	solve
count	expression	negative	subtract
divide	less*	positive	variable

Benchmark Assessments

- Math Problem Solving: Adding and Subtract
- Math Problem Solving: Multiply and Divide
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric





Lesson at a Glance

	Activity 1.1-1.2	Activity 2.1-2.6	Activity 3.1-3.2	Activity 4.1-4.2						
<p>Instructional Activities</p>	Writing and Simplifying Expressions 1 (addition and subtraction)	Writing and Solving Equations 1 (addition and subtraction)	Writing and Simplifying Expressions 2 (multiplication and division)	Writing and Solving Equations 2 (multiplication and division)						
<p>? See how these activities fit into the Suggested Unit Pacing.</p>										
<p>ULS Materials and Resources</p>	<p>Clues Guide 1 Write and Simplify Addition Expressions 1a-1b</p> <p>Clues Guide 2 Write and Simplify Subtraction Expressions 1a-1b</p> <p>Clues Guide 1 and 2</p> <p>Manipulatives </p>	<p>Clues Guide 3 Write & Solve Addition Equations 1a-1b</p> <p>Clues Guide 4 Write & Solve Addition Equations 2a-2b</p> <p>Clues Guide 5 Write & Solve Addition Equations 3a-3b</p> <p>Clues Guide 6 Write & Solve Subtraction Equations 1a-1b</p> <p>Clues Guide 7 Write & Solve Subtraction Equations 2a-2b</p> <p>Clues Guide 8 Write & Solve Subtraction Equations 3a-3b</p> <p>Manipulatives </p> <p>Standards Connection A </p>	<p>Clues Guide 9 Write & Simplify Multiplication Expressions 1a-1b</p> <p>Clues Guide 10 Write & Simplify Division Expressions 1a-1b</p> <p>Manipulatives </p> <p>Fill-In Cards </p>	<p>Clues Guide 11 Write & Solve Multiplication Equations 1a-1b</p> <p>Clues Guide 12 Write & Solve Division Equations 1a-1b</p> <p>Manipulatives </p> <p>Standards Connection B</p> <p>Fill-In Cards </p>						
<p>Math Supports: Math Story Problems include interactive manipulatives. Use additional tools, such as those listed below, real objects or printable manipulatives to support student learning as needed.</p>										
<p>Instructional Tools: Number Journal Instructional Tools: Math Pack/ Numbers Instructional Guides: Mathematics L³ Skills: Math Skills</p>			<p>n2y Math Manipulatives Kit</p> <table border="0"> <tr> <td>Circle Counters</td> <td>MathLine®</td> </tr> <tr> <td>Foam Tiles</td> <td>Foldable MathLine®</td> </tr> <tr> <td>Magnet Numbers</td> <td>Sorting Bowls</td> </tr> </table>		Circle Counters	MathLine®	Foam Tiles	Foldable MathLine®	Magnet Numbers	Sorting Bowls
Circle Counters	MathLine®									
Foam Tiles	Foldable MathLine®									
Magnet Numbers	Sorting Bowls									
<p>Additional Materials</p>										

Instructional Targets

Math Standards for Algebra — Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems.
- **Interpret the Structure of an Expression:** Identify the different parts of an expression which represents a real-world situation and explain their meaning.
- **Write Expressions in Equivalent Forms to Solve Problems:** Write and simplify an expression that represents a real-world situation.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question. For example ask, "What does the word, 'altogether' mean in a word problem—add or subtract?" Discuss students' responses. • Review and discuss the key words used in addition and subtraction problems, relating the words to their signs. Use Clues Guides 1 and 2 located at the beginning of each lesson to provide a visual. • Discuss the use of a variable to represent an unknown number in the problem. • Tell students that they will be writing and simplifying math expressions with addition and subtraction. Say, "Today, your job is to write and simplify math expressions." • Review the learning goals with students: Levels 2-3: I will write and simplify math expressions. Level 1: I will count objects.
Model	<p>Choose Algebra Problems for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.</p> <ul style="list-style-type: none"> • Call attention to a math expression. Point out that numbers in the expression are represented by the letters A and B. <p>Level 3: Model the steps of writing a math expression. Emphasize the location of the information. For example point to the "Write the expression" portion of the first problem and say, "I need to fill in a number for A." Then point to the A located in the first part of the scenario and say, "Here is an A." Read the sentence next to the A. Locate the number in the sentence and fill in the number for A in the expression. Continue this process for B. Since B is unknown, write 'B' in the second part of the expression. Explain that if a number is unknown, we use the variable in the expression to represent the unknown number. Then simplify the expression. Read the second part of the scenario below the expression. Model filling in the number for A and the now known number for B. Complete the operation to simplify the expression and find the answer. Model using Math Supports as needed.</p> <p>Level 2: Model finding the information, writing the math expression and filling in the unknown variable. Then use Manipulatives to illustrate the scenario and solve the problem.</p> <p>Level 1: Read the scenario in the first problem and stop at the first number. Model counting the Manipulatives for the first number in the scenario and choosing the correct variable for the unknown. Then select the correct numeral for the number of Manipulatives counted and variable for the unknown. Repeat for each number in the scenario, as well as the answer to the scenario.</p>
Provide Practice	<p>Provide students with the appropriate Algebra Problems, Clues Guides 1 and 2 and Math Supports as needed.</p> <p>Level 3: Have students read, act out, write and simplify the Algebra Problem expressions.</p> <p>Level 2: Read and act out an Algebra Problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student simplify the problem and then complete the expression.</p> <p>Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s). Assist the student in using his or her selection to complete the math expression. Interactive numbers or other Math Supports should be used as needed.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing selected math expressions with students. Point out how the numbers in the expressions represent the numbers in the problems.



Check Understanding

- **Level 3:** Can the student read, write and simplify a math expression (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and simplify a math expression?
- **Level 1:** Can the student participate in counting objects and choosing a number to complete an expression?

Instructional Targets

Math Standards for Algebra — Seeing Structure in Expressions

- **Building Blocks to Algebra:** Understand and use +, - and = to solve addition and subtraction problems.

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.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question. For example ask, "What do the words, 'How many are left?' mean in a word problem—add or subtract?" Discuss students' responses. • Review and discuss the key words used in addition and subtraction problems, relating the words to their signs. Use Clues Guides 3, 4, 5, 6, 7 and 8 located at the beginning of each lesson to provide a visual. • Discuss the use of a variable to represent an unknown number in the problem. • Tell students that they will be writing and solving math equations with addition and subtraction. Say, "Today, your job is to write and solve math equations." • Review the learning goals with students: Levels 2-3: I will write and solve math equations. Level 1: I will count objects.
Model	<p>Choose Algebra Problems for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.</p> <ul style="list-style-type: none"> • Call attention to a math equation. Point out that numbers in the equation are represented by the letters A, B and C. <p>Level 3: Model the steps of writing a math equation. Emphasize the location of the information. For example point to the "Write the equation" portion of the first problem and say, "I need to fill in a number for A." Then point to the A located in the first part of the scenario and say, "Here is an A." Read the sentence next to the A. Locate the number in the sentence and fill in the number for A in the equation. Continue this process until the math equation is written. Then solve the problem following the Clues Guide. Check the answer by replacing the variable in the original equation with the answer. Model using Math Supports as needed.</p> <p>Level 2: Model finding the information and writing the math equation. Then use Manipulatives to illustrate the scenario. Use the Manipulatives to solve the problem and check the answer.</p> <p>Level 1: Read the scenario in the first problem and stop at the first number. Model counting the Manipulatives for the first number in the scenario. Then select the correct numeral for the number of Manipulatives counted. Repeat for each number in the scenario, as well as the answer to the scenario.</p> <p>To extend the lesson, model basic properties with numbers in Algebra Problems using the Standards Connections A.</p>
Provide Practice	<p>Provide students with the appropriate Algebra Problems, Clues Guides 3, 4, 5, 6, 7, 8 and Math Supports as needed.</p> <p>Level 3: Have students read, act out, write and solve the Algebra Problem equations.</p> <p>Level 2: Read and act out an Algebra Problem. Have student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student solve the problem and then complete the equation.</p> <p>Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s). Assist the student in using his or her selection to complete the math equation. Interactive numbers or other Math Supports should be used as needed.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing selected math equations with students. Point out how the numbers in the equations represent the numbers in the problems.



Check Understanding



Level 3: Can the student read, write and solve a math equation (using individual modifications)?

Level 2: Can the student use objects/manipulatives to represent and solve a math equation?

Level 1: Can the student participate in counting objects and choosing a number to complete an equation?

Instructional Targets

Math Standards for Algebra — Seeing Structure in Expressions

- **Building Blocks to Algebra:** Model and solve problems involving multiplication or division.
- **Interpret the Structure of an Expression:** Identify the different parts of an expression which represent a real-world situation and explain their meaning.
- **Write Expressions in Equivalent Forms to Solve Problems:** Write and simplify an expression which represents a real-world situation.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question. For example ask, "What does the word, 'altogether' mean in a word problem—add, multiply or both?" Discuss students' responses. • Review and discuss the key words used in multiplication and division problems, relating the words to their signs. Use Clues Guides 9 and 10 located at the beginning of each lesson to provide a visual. • Discuss the use of a variable to represent an unknown number in the problem. • Tell students that they will be writing and simplifying math expressions with multiplication and division. Say, "Today, your job is to write and simplify math expressions." • Review the learning goals with students: Levels 2-3: I will write and simplify math expressions. Level 1: I will count objects.
Model	<p>Choose Algebra Problems for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.</p> <ul style="list-style-type: none"> • Call attention to a math expression. Point out that numbers in the expression are represented by the letters A and B. <p>Level 3: Model the steps of writing a math expression. Emphasize the location of the information. For example point to the "Write the expression" portion of the first problem and say, "I need to fill in a number for A." Then point to the A located in the first part of the scenario and say, "Here is an A." Read the sentence next to the A. The number for A is unknown, so we use 'A' as the variable to write in the expression. Write the variable 'A' in the expression. Continue this process for B. Since B has a number, locate the number in the sentence and fill in the number for B. Then simplify the expression. Read the second part of the scenario below the expression. Model filling in the now known number for A and the number for B. Complete the operation to simplify the expression and find the answer. Model using Math Supports as needed.</p> <p>Level 2: Model finding the information, writing the math expression and filling in the unknown variable. Then use Manipulatives to illustrate the scenario and solve the Algebra Problem.</p> <p>Level 1: Read the scenario in the first problem and stop at the first number. Model counting the Manipulatives for the first number in the scenario and choosing the correct variable for the unknown. Then select the correct numeral for the number of Manipulatives counted and variable for the unknown. Repeat for each number in the scenario, as well as the answer to the scenario.</p>
Provide Practice	<p>Provide students with the appropriate Algebra Problems, Clues Guides 9 and 10 and Math Supports as needed.</p> <p>Level 3: Have students read, act out, write and simplify the Algebra Problem expressions.</p> <p>Level 2: Read and act out an Algebra Problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student simplify the problem and then complete the expression.</p> <p>Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s). Assist the student in using his or her selection to complete the math expression. Interactive numbers or other Math Supports should be used as needed.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing selected math expressions with students. Point out how the numbers in the expressions represent the numbers in the problems.



Check Understanding

- **Level 3:** Can the student read, write and simplify a math expression (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and simplify a math expression?
- **Level 1:** Can the student participate in counting objects and choosing a number to complete an expression?



Instructional Targets

Math Standards for Algebra — Seeing Structure in Expressions

- **Building Blocks to Algebra:** Model and solve problems involving multiplication or division.

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.



Instructional Routine



Introduce

- Introduce this activity by asking a focus question. For example ask, "What do the words, 'How many are in each?' mean in a word problem—divide or subtract?" Discuss students' responses.
- Review and discuss the key words used in multiplication and division problems, relating the words to their signs. Use Clues Guides 11 and 12 located at the beginning of each lesson to provide a visual.
- Discuss the use of a variable to represent an unknown number in the problem.
- Tell students that they will be writing and solving math equations with multiplication and division. Say, "Today, your job is to write and solve math equations."
- Review the learning goals with students: **Levels 2-3: I will write and solve math equations.**
Level 1: I will count objects.

Model

- Choose Algebra Problems for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.
- Call attention to a math equation. Point out that numbers in the equation are represented by the letters A, B and C.
- Level 3:** Model the steps of writing a math equation. Emphasize the location of the information. For example point to the "Write the equation" portion of the first problem and say, "I need to fill in a number for A." Then point to the A located in the first part of the scenario and say, "Here is an A." Read the sentence next to the A. Locate the number in the sentence and fill in the number for A in the equation. Continue this process until the math equation is written. Then solve the problem following the Clues Guide. Check the answer by replacing the variable in the original equation with the answer. Model using Math Supports as needed.
- Level 2:** Model finding the information and writing the math equations. Then use Manipulatives to illustrate the scenario. Use the Manipulatives to solve the problem and check the answer.
- Level 1:** Read the scenario in the first problem and stop at the first number. Model counting the Manipulatives for the first number in the scenario. Then select the correct numeral for the number of Manipulatives counted. Repeat for each number in the scenario, as well as the answer to the scenario.
- To extend the lesson, model basic properties with numbers in Algebra Problems using the Standards Connections B.

Provide Practice

- Provide students with the appropriate Algebra Problems, Clues Guides 11 and 12 and Math Supports as needed.**
- Level 3:** Have students read, act out, write and solve the Algebra Problem equations.
- Level 2:** Read and act out an Algebra Problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student solve the problem and then complete the equation.
- Level 1:** Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s). Assist the student in using his or her selection to complete the math equation. Interactive numbers or other Math Supports should be used as needed.

Review

- Revisit the learning goal by reviewing selected math equations with students. Point out how the numbers in the equations represent the numbers in the problems.



Check Understanding ?

- **Level 3:** Can the student read, write and solve a math equation (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math equation?
- **Level 1:** Can the student participate in counting objects and choosing a number to complete an equation?

 **Instructional Target**

Math Standards for Number and Quantity: The Complex Number System

- **Perform arithmetic operations with complex numbers.**

Use the commutative, associative and distributive properties to add, subtract and multiply whole numbers.

 **Differentiated Tasks**

Level 3 Students will...

- In the context of a real-world scenario, students will use the commutative, associative, or distributive properties to add, subtract or multiply whole numbers.

Level 2 Students will...

- In the context of a real-world scenario, model addition, subtraction or multiplication of sets of objects.

Level 1 Students will...

- Count a set of objects in an addition, subtraction or multiplication problem through an active participation response (e.g., voice output device, eye gaze choice objects).

The understanding of the properties of numbers is a strategy for solving math sentences. Type in a number sentence on the left side of the equal sign, and have students select numbers to make the math sentence true.

+ Basic Properties of Numbers		
Property	Explanation	Addition
Commutative	Order doesn't matter	$a + b = b + a$ ex: $1 + 2 = 2 + 1$ $3 = 3$
Associative	Grouping doesn't matter	$(a + b) + c = a + (b + c)$ ex: $(2 + 3) + 4 = 2 + (3 + 4)$ $5 + 4 = 2 + 7$ $9 = 9$

Commutative Property

When adding two numbers, the order in which you add them does not matter. Changing the order of the numbers will not change the sum.

Associative Property

Explain to students that parentheses tell us what operation we have to do first. However, when there are only addition operations within a number sentence, the grouping of the numbers will not matter. Either way you add them together, you will get the same sum.

+ Basic Properties of Numbers		
Property	Explanation	Addition
Commutative	Order doesn't matter	$a + b = b + a$ ex: $1 + 2 = 2 + 1$ $3 = 3$
Associative	Grouping doesn't matter	$(a + b) + c = a + (b + c)$ ex: $(2 + 3) + 4 = 2 + (3 + 4)$ $5 + 4 = 2 + 7$ $9 = 9$



+ Basic Properties of Numbers						
Commutative Property of Addition						
Order doesn't matter				$a + b = b + a$ ex: $1 + 2 = 2 + 1$ $3 = 3$		
a	+	b	=	b	+	a
	+		=		+	
			=			
Is the equation true?				Yes		No

+ Basic Properties of Numbers														
Associative Property of Addition														
Grouping doesn't matter				$(a + b) + c = a + (b + c)$ ex: $(2 + 3) + 4 = 2 + (3 + 4)$ $5 + 4 = 2 + 7$ $9 = 9$										
(a	+	b)	+	c	=	a	+	(b	+	c)
(+)	+		=		+	(+)
			+		=		+							
				=										
Is the equation true?				Yes		No								

 **Instructional Target**

Math Standards for Number and Quantity: The Complex Number System

- **Perform arithmetic operations with complex numbers.**

Use the commutative, associative and distributive properties to add, subtract and multiply whole numbers.

 **Differentiated Tasks**

Level 3 Students will...

- In the context of a real-world scenario, students will use the commutative, associative, or distributive properties to add, subtract or multiply whole numbers.

Level 2 Students will...

- In the context of a real-world scenario, model addition, subtraction or multiplication of sets of objects.

Level 1 Students will...

- Count a set of objects in an addition, subtraction or multiplication problem through an active participation response (e.g., voice output device, eye gaze choice objects).

The understanding of the properties of numbers is a strategy for solving math sentences. Type in a number sentence on the left side of the equal sign, and have students select numbers to make the math sentence true.

X Basic Properties of Numbers		
Property	Explanation	Multiplication
Commutative	Order doesn't matter	$a \times b = b \times a$ ex: $2 \times 3 = 3 \times 2$ $6 = 6$
Associative	Grouping doesn't matter	$(a \times b) \times c = a \times (b \times c)$ ex: $(2 \times 3) \times 4 = 2 \times (3 \times 4)$ $6 \times 4 = 2 \times 12$ $24 = 24$
Distributive	Adding the addends, then multiplying the sum by the factor is the same as multiplying each addend by the factor then adding them together.	$a \times (b + c) = (a \times b) + (a \times c)$ ex: $2 \times (3 + 1) = (2 \times 3) + (2 \times 1)$ $2 \times 4 = 6 + 2$ $8 = 8$

Commutative Property

When multiplying two numbers, the order in which you multiply them does not matter. Changing the order of the numbers will not change the product.

Associative Property

Explain to students that parentheses tell us what operation we have to do first. However, when there are only multiplication operations within a number sentence, the grouping of the numbers will not matter. Either way you multiply them together, you will get the same product.

Distributive Property

Explain to students that distribute means to share out. In multiplication, the factor can be shared over each addend, by multiplying each addend by the factor, then adding the products to find the answer. This will produce the same answer as adding the two addends first within the parentheses and then multiplying the sum by the factor.

X Basic Properties of Numbers		
Property	Explanation	Multiplication
Commutative	Order doesn't matter	$a \times b = b \times a$ ex: $2 \times 3 = 3 \times 2$ $6 = 6$
Associative	Grouping doesn't matter	$(a \times b) \times c = a \times (b \times c)$ ex: $(2 \times 3) \times 4 = 2 \times (3 \times 4)$ $6 \times 4 = 2 \times 12$ $24 = 24$
Distributive	Adding the addends, then multiplying the sum by the factor is the same as multiplying each addend by the factor then adding them together.	$a \times (b + c) = (a \times b) + (a \times c)$ ex: $2 \times (3 + 1) = (2 \times 3) + (2 \times 1)$ $2 \times 4 = 6 + 2$ $8 = 8$

X							Basic Properties of Numbers							
Commutative Property of Multiplication														
Order doesn't matter							$a \times b = b \times a$ ex: $2 \times 3 = 3 \times 2$ $6 = 6$							
a			x	b			=	b			x	a		
			x				=				x			
							=							
Is the equation true?							Yes				No			

X							Basic Properties of Numbers												
Associative Property of Multiplication																			
Grouping doesn't matter							$(a \times b) \times c = a \times (b \times c)$ ex: $(2 \times 3) \times 4 = 2 \times (3 \times 4)$ $6 \times 4 = 2 \times 12$ $24 = 24$												
(a		x	b)	x	c		=	a	x	(b		x)	c)
(x)	x)		=	a	x	(x)	(x))	
			x			=	a	x			x								
							=												
Is the equation true?							Yes				No								

Basic Properties of Numbers																		
Distributive Property																		
Adding the addends, then multiplying the sum by the factor is the same as multiplying each addend by the factor then adding them together.					$a \times (b + c) = (a \times b) + (a \times c)$ $\text{ex: } 2 \times (3 + 1) = (2 \times 3) + (2 \times 1)$ $2 \times 4 = 6 + 2$ $8 = 8$													
a	x	(b	+	c)	=	(a	x	b)	+	(a	x	c)
	x	(+)	=	(x)	+	(x)
	x					=					+							
							=											
Is the equation true?							Yes				No							



 **Instructional Targets**

Math Standards for Algebra — Creating Equations

- **Building Blocks to Creating Equations:** Graph positive and negative numbers in a real-world scenario.
- **Create equations that describe numbers or relationships:** Represent a real-world situation with an equation or inequality.
- **Graph Equations on Coordinate Axes:** Graph coordinate points of an equation.

Math Standards for Algebra — Reasoning with Equations and Inequalities

- **Solve equations and inequalities in one variable:** Use equations to solve real-world problems when a part is unknown. Use inequalities to solve real-world problems in which a part is unknown.
- **Represent and Solve Equations and Inequalities Graphically:** Interpret the meaning of a point on the graph of a line.

Math Standards for Algebra — Arithmetic with Polynomials and Rational Expressions

- **Perform Arithmetic Operations on Polynomials:** Add and subtract polynomials.

Math Standards for Functions: Interpreting and Building Functions

- **Interpret functions that arise in applications in terms of the context:** Use functions to solve real-world problems.
- **Understand the Concept of a Function and Use Function Notation:** Describe the rate of change of a function using words and numbers.
- **Build a function that models a relationship between two quantities:** Create a function that represents the relationship between two quantities. Construct a graph that represents a defined change in a function.

Math Standards for Life Skills for Ratio and Proportional Relationships

- **Life Skills for Ratio and Proportional Relationships:** Identify and write a ratio to compare part-to-part and part-to-whole relationships.

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

- **Interpret linear models:** Describe a rate of change based on a line on a graph.
- **Summarize, represent and interpret data on a single count or measurement value:** Interpret data from a graph.

Level 3 Students will...

- Independently identify points in all four quadrants of the coordinate plane.
- Write and solve an equation with a variable.
- Plot points on a graph to represent an equation.
- Solve a real-world problem using equations involving one variable.
- Solve a real-world problem using inequalities involving one variable.
- Identify and explain the point on a graph of a line.
- Independently solve equations involving adding and subtracting polynomials in the context of real-world problems.
- Solve a real-world problem using a function.
- Identify and explain the rate of change of a function.
- In the context of a real-world scenario, complete a function table to represent the relationship between two quantities.
- Plot points on a graph to represent the rate of change of a function.
- Identify and write a ratio to describe part-to-part and part-to-whole relationships in the context of a real-world scenario.
- Identify and explain the rate of change of a line graph.
- Compare data from tables and graphs to report specific information.

Level 2 Students will...

- Locate points in all four quadrants of the coordinate plane, with support.
- Select pictures and numbers to model an equation with a variable.
- With support, plot points on a graph using coordinate points of an equation.
- Solve a real-world problem using equations involving one variable and models.
- Solve a real-world problem using inequalities involving one variable and models.
- Identify and explain the point on a graph of a line.
- Solve equations involving adding and subtracting polynomials in the context of real-world problems with support.
- Solve a real-world problem using a function and models.
- Identify the rate of change of a function.
- In the context of a real-world scenario, complete a function table with support.
- With support, students will plot points on a graph using coordinate points.
- Model part-to-part and part-to-whole relationships in the context of a real-world scenario.
- Identify the rate of change of a line graph with support.
- Identify specific data from a table or graph.

Level 1 Students will...

- Select points in a quadrant of the coordinate plane from a narrowed field or errorless choice(s).
- Select a picture or number to model an equation with a variable from a narrowed field or errorless choice(s).
- Select plotted points on a graph of an equation from a narrowed field or errorless choice(s).
- Select numbers from a narrowed field and errorless choice(s) to solve a real-world problem involving one variable.
- Select numbers from a narrowed field and errorless choice(s) to solve a real-world problem involving one variable.
- Select the point on a graph of a line from a narrowed field or errorless choice(s).
- Solve equations involving adding and subtracting polynomials in the context of real-world problems with support.
- Select numbers from a narrowed field or errorless choice(s) to solve real-world problems.
- Select a rate of change of a function from a narrowed field or errorless choice(s).
- In the context of a real-world scenario, select numbers from a narrowed field or errorless choice(s) to fill in a function table.
- Select plotted points on a graph from a narrowed field or errorless choice(s).
- Match objects represented in part-to-part and part-to-whole relationships in the context of a real-world scenario.
- Select a rate of change of a line graph with support.
- Report data that is presented in a table or graph.



Topic Connection

Throughout this unit, students learn about their rights and their responsibility to participate in civic activities. These scenarios discuss students volunteering during a student government election. As you read through the scenarios, discuss with students the right to vote and the responsibility to be informed when voting, in order to help the school and community become a better place.



Topic Words

- government
- responsibility
- right
- vote



Math Words

- add
- altogether
- bar graph
- count
- divide
- equal
- equation
- expression
- function
- inequality
- less*
- line graph
- more*
- multiply
- negative
- plot
- polynomial
- positive
- ratio
- simplify
- solve
- subtract
- variable

* Power Words

Benchmark Assessments

- Math Problem Solving: Adding and Subtract
- Math Problem Solving: Multiply and Divide
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric





Lesson at a Glance

	Activity 1.1 - 1.3	Activity 2.1 - 2.3	Activity 3.1 - 3.2	Activity 4.1 - 4.3	Activity 5.1 - 5.2
<p>Instructional Activities</p>	Writing and Solving Equations 3 (addition, subtraction, multiplication, division and polynomials)	Analyzing Graphs (Bar Graphs, Line Graphs and Plotting on a 4-Quadrant Graph)	Writing, Solving and Graphing Equations and Inequalities	Writing and Graphing Functions	Writing Ratios: Part-to-Part Part-to-Total
<p> See how these activities fit into the Suggested Unit Pacing.</p>					
<p>ULS Materials and Resources</p>	<p>Write Equations 1 Write and Solve Equations 1a-1b Write Equations 2 Write and Solve Equations 2a-2b Clues Guide 13 Write and Solve Polynomial Equations 1a-1b</p> <p>Manipulatives </p> <p>Fill-In Cards </p>	<p>Analyzing Bar Graphs Plotting Coordinate Points on a Four-Quadrant Graph 1 & 2 Analyzing Line Graphs</p> <p>Manipulatives </p> <p>Fill-In Cards </p>	<p>Write, Solve and Graph Equations 1a-1b Write, Solve and Graph Equations 1a-3b</p> <p>Manipulatives </p> <p>Fill-In Cards </p>	<p>Write Solve and Graph Functions 1a-3b</p> <p>Manipulatives </p> <p>Fill-In Cards </p>	<p>Clues Guide 14 Ratios: Part-to-Part 1-2 Clues Guide 15 Ratios: Part-to-Total 1-2 Manipulatives </p> <p>Fill-In Cards </p>
<p>Math Supports: Math Story Problems include interactive manipulatives. Use additional tools, such as those listed below, real objects or printable manipulatives to support student learning as needed.</p> <p>Instructional Tools: Number Journal Math Pack/ Numbers Mathematics L³ Skills: Math Skills</p> <p>n2y Math Manipulatives Kit Circle Counters MathLine® Foam Tiles Foldable MathLine® Magnet Numbers Sorting Bowls</p>					
<p>Additional Materials</p>					

 **Instructional Targets**

Math Standards for Algebra — Creating Equations

- **Create equations that describe numbers or relationships:** Represent a real-world situation with an equation or inequality.

Math Standards for Algebra — Reasoning with Equations and Inequalities

- **Solve equations and inequalities in one variable:** Use equations to solve real-world problems when a part is unknown.

Math Standards for Algebra — Arithmetic with Polynomials and Rational Expressions

- **Perform Arithmetic Operations on Polynomials:** Add and subtract polynomials.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question. For example, ask, "What does a variable represent—a known number or an unknown number?" Discuss students' responses. • Review and discuss the different variables that can be used besides A, B and C. Discuss the steps in solving an equation and how to know which item to represent with the variable. Discuss the term polynomial and explain that some problems will have more than two terms. Use Clues Guide 13 as a visual. Refer back to Clues Guide 5 when working with polynomial Algebra Problems that have R as the unknown. Refer back to other Clues Guides as they relate to the operations and unknown variables in the scenarios. • Tell students that they will be writing and solving math equations and some will have more than two terms. Say, "Today, your job is to write and solve math equations." • Review the learning goals with students: Levels 2-3: I will write and solve math equations. Level 1: I will count objects.
Model	<p>Choose Algebra Problems for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate. Use Manipulatives to illustrate scenarios, solve problems and check answers as needed.</p> <p>Call attention to a math equation. Point out that students will have to fill in the variables and signs of the operation used in these problems.</p> <ul style="list-style-type: none"> • Model the steps of writing and solving a math equation. Emphasize the location of the information. For example, in "Write and Solve Equations 1a," point to the write-in spaces for the operation signs and say, "I need to fill in the operation. Since the problem asks, 'How many altogether?' I will need to add." Continue this process until the equation is written. • Solve the problem following Clues Guides 3, 4, 5, 6, 7, 11 or 12. Then check the answer by replacing the variable in the original equation with the answer. Model using Math Supports as needed. <p>Call attention to a polynomial equation. Point out that numbers in the equation are represented by letters other than A, B and C.</p> <ul style="list-style-type: none"> • Model the steps of writing and solving a polynomial equation. Emphasize that the variables used are the initials of the students' names, except for C, which still represents the total. For example, in "Write and Solve Polynomial Equations 1a," point to the first line next to Randy and say, "I need to write the variable R." (Point to the line as you type in R.) Do this for each variable. Read the sentence next to the R. Find the number in the sentence and place it in the equation. Continue this process until the polynomial equation is written. • Solve the problem following Clues Guide 13. Then check the answer by replacing the variable in the original equation with the answer. Model using Math Supports as needed.
Provide Practice	<p>Provide students with the appropriate Algebra Problems, Clues Guides 3, 4, 5, 6, 7, 11, 12 and 13, and Math Supports as needed.</p> <p>Level 3: Have students read, act out, write and solve the Algebra Problem equations.</p> <p>Level 2: Read and act out an Algebra Problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student solve the problem and then complete the equation.</p> <p>Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s). Assist the student in using his or her selection to complete the math equation. Interactive numbers or other Math Supports should be used as needed.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing selected math equations with students. Point out how the numbers in the equations represent the numbers in the problems.



Check Understanding ?

- **Level 3:** Can the student read, write and solve a math equation (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math equation?
- **Level 1:** Can the student participate in counting objects and choosing a number to complete an equation?

 **Instructional Targets**

Math Standards for Algebra — Creating Equations

- **Building Blocks to Creating Equations:** Graph positive and negative numbers in a real-world scenario.
- **Create equations that describe numbers or relationships:** Represent a real-world situation with an equation or inequality.
- **Graph Equations on Coordinate Axes:** Graph coordinate points of an equation.

Math Standards for Algebra — Reasoning with Equations and Inequalities

- **Solve equations and inequalities in one variable:** Use equations to solve real-world problems when a part is unknown.
- **Represent and Solve Equations and Inequalities Graphically:** Interpret the meaning of a point on the graph of a line.
- **Summarize, represent and interpret data on a single count or measurement variable:** Interpret data from a graph.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about graphs. For example ask, "What kind of graph can we use to show the results of a survey—a bar graph, a line graph or both?" Discuss students' responses. • Review and discuss that graphs can be used to show information in many different ways. It is important to be able to read and understand information on a graph. • Tell students that they will be writing and solving math equations from information on graphs and plotting points on a 4-quadrant graph. For example, say, "Your job is to write and solve equations based on information from a graph and plot points on a 4-quadrant graph." • Review the learning goals with students: Levels 2-3: I will write and solve equations and plot points on a coordinate graph. Level 1: I will count objects and select points on a graph.
Model	<p>Display each graph and read the scenarios. Discuss the information on the graphs.</p> <ul style="list-style-type: none"> • Explain the steps needed to answer the questions below the graph. • Display the first problem. Read the problem and emphasize the information needed to write the equation. • Call attention to the math equations below each scenario. Explain how to find what each variable represents. • Use the graph to determine the number of each. Encourage students to count and identify the numeral of the counted number. Place the numbers in the equation. • Using Manipulatives count and solve for the unknown variable. Encourage students to count with you and help identify the target numeral. <p>Display the Four-Quadrant Graph. Discuss the information on the graph.</p> <ul style="list-style-type: none"> • Explain the process for graphing points on a coordinate graph. Point out the numbers on the x and the y axes as you trace each line to the intersecting point. Work backwards to find the coordinates for the buildings and place the numbers in the coordinate location.
Provide Practice	<p>Provide students with the appropriate Algebra Problems, Clues Guides and Math Supports as needed.</p> <p>Level 3: Have the student read, act out, write and solve the equations, and plot points on a coordinate graph.</p> <p>Level 2: Read and act out an Algebra Problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student solve the problem and then complete the equation and select points on a graph.</p> <p>Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s). Assist the student in using his or her selection to complete the equation. Interactive numbers or other Math Supports should be used as needed.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing selected equations with students. Point out how the numbers in the equations represent the numbers in the problems. Revisit plotting coordinate points. Point out that the first number in the pair is on the horizontal axis and the second number is on the vertical axis.



Check Understanding ?

- ✳ **Level 3:** Can the student read, write and solve an equation, and plot points on a coordinate graph (using individual modifications)?
- ✳ **Level 2:** Can the student use objects/manipulatives to represent and solve an equation and select points on a graph?
- ✳ **Level 1:** Can the student participate in counting objects and choosing a number to complete an equation and points on a graph?



Instructional Target

Math Standards for Algebra — Creating Equations

- **Building Blocks to Creating Equations:** Graph positive and negative numbers in a real-world scenario.
- **Create equations that describe numbers or relationships:** Represent a real-world situation with an equation or inequality.

Math Standards for Algebra — Reasoning with Equations and Inequalities

- **Solve equations and inequalities in one variable:** Use equations to solve real-world problems when a part is unknown. Use inequalities to solve real-world problems in which a part is unknown.
- **Represent and Solve Equations and Inequalities Graphically:** Interpret the meaning of a point on the graph of a line.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about number lines. For example, ask, "On a number line, what number would be between 0 and 5—3, 4 or both?" Discuss students' responses. • Discuss that 3 is greater than 0, but less than 5, so it is between. Use both signs ($>$ and $<$) to symbolize this. Review and discuss that number lines can be used to solve equations and inequalities. Remind students that an unknown number can be represented with many different letters. • Tell students that they will be writing math equations and inequalities and using a number line to solve and graph the answer. For example, say, "Your job is to write, solve and graph equations and inequalities." • Review the learning goals with students: Levels 2-3: I will write, solve and graph equations and inequalities on a number line. Level 1: I will count objects and select points on a number line.
Model	<p>Choose Algebra Problems for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.</p> <ul style="list-style-type: none"> • Call attention to a math equation and inequality. Point out that numbers in the equations are represented by 'n'. <p>Model the steps of writing a math equation. Emphasize the location of the information and that n is rewritten because it represents the unknown value. Model how to graph the point. Then model the steps for writing a math inequality. For example in "Write, Solve and Graph Inequalities 1a," point to the blank under n and say, "I need to fill in this space with an 'n' because it is the unknown." Then fill the next blank space with the number specified in the top line of the scenario. Locate the this number on the number line and place the open-point ray with the open point over the number. The arrow is pointing in the less than direction. Discuss with students that any number in that direction would make the inequality true. Then check the answer by placing each guess on the number line and in the inequality. Model using Math Supports as needed.</p> <p>Read the algebra scenario and stop at the first number. Model counting the manipulatives for the first number in the scenario. Then select the correct numeral for the number of manipulatives counted. Repeat for each number in the scenario, as well as each answer to the scenario.</p>
Provide Practice	<p>Provide students with the appropriate Algebra Problems and Math Supports as needed.</p> <p>Level 3: Have the student read, act out, write, solve and graph the equations and inequalities.</p> <p>Level 2: Read and act out an Algebra Problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student solve the problem and then complete the equation and inequality and select points on a number line.</p> <p>Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s). Assist the student in using his or her selection to complete the equation or inequality and select points. Interactive numbers or other Math Supports should be used as needed.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing selected equations and inequalities with students.



Check Understanding ?

- **Level 3:** Can the student write, solve and graph an equation and inequality on a number line (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve an equation and select points on a number line?
- **Level 1:** Can the student participate in counting objects and choosing a number to complete an equation and points on a number line?

 **Instructional Target**

Math Standards for Algebra — Creating Equations

- **Graph Equations on Coordinate Axes:** Graph coordinate points of an equation.

Math Standards for Algebra — Reasoning with Equations and Inequalities

- **Represent and Solve Equations and Inequalities Graphically:** Interpret the meaning of a point on the graph of a line.

Math Standards for Functions: Interpreting and Building Functions

- **Interpret functions that arise in applications in terms of the context:** Use functions to solve real-world problems. Describe the rate of change of a function using words and numbers.
- **Build a function that models a relationship between two quantities:** Create a function that represents the relationship between two quantities. Construct a graph that represents a defined change in a function.

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

- **Interpret linear models:** Describe a rate of change based on a line on a graph.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about coordinate points. For example, ask, "How many numbers do you need to graph a point on a coordinate graph—1 or 2?" Discuss students' responses. • Discuss that a number is needed on each axes. One number tells how many spaces to move either left or right, and the other tells how many to move up or down. These are called coordinate pairs. Remind students that an unknown number can be represented with many different letters. Explain that we will be using x and y for functions. The x represents the horizontal line and the y represents the vertical line. • Tell students that they will be filling in a table that will give them several coordinate pairs to graph and form a line. For example, say, "Your job is to solve a real-world problem with a function table." • Review the learning goals with students: Levels 2-3: I will solve a problem using a function table. Level 1: I will count objects and select points of a function.
Model	<p>Choose function scenarios for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.</p> <ul style="list-style-type: none"> • Call attention to the first function table and graph. Point out that the problem can be written as a function and graph. • Point to the "Rule" and read it to the students. Then point to the "Points" and tell them that once they complete the entire set of coordinates, they will use these to graph the function. • Point to the 1st x column and model the steps of completing the function table. Emphasize the pattern that is forming. For example, point to the numbers in the 1st x column, read out the numbers and say, "Each time, the number increases by ____." Model filling in the numbers in the blank spaces. • Point to the x column under "Rule" and model filling in the blank spaces with numbers. • Point to the y column under "Rule" and model filling in the blank spaces. Model completing the "Rule" with each x to find each y. • Point to the 2nd y column and tell students to fill in the blank spaces in this column with the number they got for y under "Rule". • Point to the "Point" and tell students that we have to fill in the y for every x so we know the coordinate points to complete the graph below. • Model answering the questions, graphing the coordinate points, drawing the line and predicting the answer to the last question based on the pattern. Model using Math Supports as needed. • Use Manipulatives to illustrate the scenario, solve the problem and check the answer as needed. Read the scenarios and Model counting with Manipulatives as needed.
Provide Practice	<p>Provide students with the appropriate function scenarios and Math Supports as needed.</p> <p>Level 3: Have the student read, act out, write, solve a problem using a function table.</p> <p>Level 2: Read and act out an Algebra problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. With assistance, have the student complete the table and solve the problem.</p> <p>Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s). Assist the student in using his or her selection to complete the function table. Interactive numbers or other Math Supports should be used as needed.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing selected functions problems with students.



Check Understanding 

- ✳ **Level 3:** Can the student write, and solve a function table (using individual modifications)?
- ✳ **Level 2:** Can the student use objects/manipulatives to represent and complete a function table?
- ✳ **Level 1:** Can the student participate in counting objects and choosing a number to complete a function table?



Instructional Target

Math Standards for Life Skills for Ratio and Proportional Relationships

- **Life Skills for Ratio and Proportional Relationships:** Identify and write a ratio to compare part-to-part and part-to-whole relationships.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about ratios and relationships. For example, ask, "How many wheels does every bicycle have—1 or 2?" Discuss students' responses. • Discuss that a bicycle and the number of wheels it has represents a part-to-part ratio. For every 1 bicycle, there are 2 wheels. This is a ratio of 1 bicycle to 2 wheels. A ratio compares two numbers and describes a pattern. If there are two bicycles, then there are 4 wheels. Each time another bicycle is added, 2 more wheels are added. Refer to Clues Guide 14 to further explain part-to-part ratios. • Explain that there is another type of ratio called a part-to-total ratio. A part-to-total ratio compares part of the total to the overall total. Tell students that for every pack of markers, there is 1 red marker. In every pack there are 8 markers. The part-to-total ratio of red markers to total markers is 1 to 8. Refer to Clues Guide 15 to further explain part-to-total ratios. • Tell students that they will modeling, writing and matching ratios to describe a real-life relationship. For example, say, "Your job is to model and write a ratio to describe a relationship." • Review the learning goals with students: Levels 3-2: I will model and write a ratio to describe a relationship. Level 1: I will match objects that represent a relationship.
Model	<p>Choose ratio scenarios for modeling and practice based on students' needs and abilities.</p> <ul style="list-style-type: none"> • Read the part-to-part ratio scenario. Think aloud while modeling the steps of selecting the appropriate number of manipulatives for each part of the ratio. Then model writing the number for each part of the ratio. • Read the part-to-total ratio scenario. Think aloud while modeling the steps of selecting the appropriate number of manipulatives for the part and the total of the ratio. Then model writing the number for the part and the total of the ratio. • Model using Clues Guides 14 and 15 and math supports as needed.
Provide Practice	<p>Provide students with Clues Guides 14 and 15, appropriate real-world Math Stories, Manipulatives/lesson objects and the Math Supports as needed.</p> <p>Level 3: Have the student identify and write a ratio to describe a part-to-part and part-to-total relationship.</p> <p>Level 2: Have the student model a ratio to describe a part-to-part and part-to-total relationship.</p> <p>Level 1: Have the student match objects represented in part-to-part and part-to-total relationships. Have the student use his or her active participation mode to select the number counted from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing selected ratio problems with students.



Check Understanding ?

- **Level 3:** Can the student identify and write a ratio to describe a part-to-part and part-to-total relationship (using individual modifications)?
- **Level 2:** Can the student model a ratio to describe a part-to-part and part-to-total relationship?
- **Level 1:** Can the student participate in counting objects and matching objects represented in a relationship?

 **Instructional Targets**

Social Studies Standards for U.S. History

- **U.S. History:** Identify the cause or result of a historical event or period of time.

Social Studies Standards for World History

- **World History:** Identify the cause or result of a historical event or period of time.

Reading Standards for Informational Text

- **Range and Level of Text Complexity:** Read and use grade level and age-appropriate informational materials, including periodicals, articles, social studies and technical texts that are adapted to student reading level.
- **Craft and Structure:** Identify and describe the intent or the purpose of a text (inform, persuade, etc.). Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the author's purpose or point of view in a text. Evaluate ways authors support their claim and if their claim is fact or opinion.

 **Differentiated Tasks**

Level 3 Students will...

- Describe the cause and result of a historical event or period of time and any effects that the event or time still has on life today.
- Independently read informational materials, including social studies and technical texts that have been adapted to student reading level.
- Identify the author's intent or purpose and words, phrases or features that support it.
- Locate sentences in a text or find steps of a procedure that supports the author's purpose or point of view.
- Identify an author's argument and describe how evidence supports an argument.

Level 2 Students will...

- Identify the causes and effects of a historical event.
- Read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.
- With support, identify the intent of the text as to inform, to persuade or to entertain.
- Locate a sentence that identifies the author's purpose or point of view with support.
- Select a sentence that supports an author's claim.

Level 1 Students will...

- Identify a particular event in history as something that happened in the past.
- Actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.
- With support, identify the intent of the text from a narrowed field or errorless choice(s).
- Given a narrowed field or errorless choice(s), select a picture representing a sentence or a step of a procedure that identifies the author's purpose or point of view.
- Select a sentence that supports an author's claim from a narrowed field or errorless choice(s).

 **Topic Connection**

Throughout this unit, students learn about the rights and responsibilities we have as citizens of the United States. This lesson explores how agencies help people in the community in different ways.



Topic Words



History Words

agency protect safe

after long ago time
 before past
 historical event sequence

* Power Words



Lesson at a Glance

Activity 1

Activity 2



Instructional Activities

Find the Text Features

Introduce Trading Cards



See how these activities fit into the **Suggested Unit Pacing**.



ULS Materials and Resources

Article: "Public Agencies Can Help!"
(Advanced, Higher, Regular)

Communication Board

Text Features Chart
(Level 3, Level 2, Level 1)

Fill-In Cards and Fill-In Picture/Word Cards 

Trading Card Posters (Same as Trading Cards)

Trading Cards 

Police Department

Fire Department

Library

United States Postal Service

National or State Parks

National Weather Service



Additional Materials



 **Instructional Targets**

Reading Standards for Informational Text

- **Range and Level of Text Complexity:** Read and use grade level and age-appropriate informational materials, including periodicals, articles, social studies and technical texts that are adapted to student reading level.
- **Craft and Structure:** Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the author's purpose or point of view in a text. Identify and describe the intent or the purpose of a text (inform, persuade, etc.). Evaluate ways authors support their claim and if their claim is fact or opinion.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about agencies. For example, ask, "What can we do to learn new information about public agencies—read an article or take a hike?" Discuss students' responses. • Explain to students that public agencies provide services to people living in a community. The public agencies help to make the community a better place to live. • Tell students they will be reading an informational text about different public agencies and how they help people in the community. Tell students that their job is to identify why the article was written. • Review the learning goal with students: I will identify why the article was written.
Model	<p>Display the 'Public Agencies Can Help!' article. The article is presented in advanced, higher and regular formats. Choose the appropriate text format based on student's individual skills and abilities.</p> <ul style="list-style-type: none"> • Display the Text Features Chart. The chart is provided in three levels (Level 3, Level 2 and Level 1). Display the level that meets the needs of the majority of students. Read and explain the information in the chart. For example, say, "The purpose is the reason why the article is written. An article can be written to give information or to persuade someone by giving an opinion." • Model identifying the text features as you read the article. For example say, "I see 'community' is underlined. This tells me that this is an important detail." • Model how to complete the Text Features Chart by referring to the article text. For example, say, "The article gives me information about public agencies and the services they provide. This tells me that the purpose of this article is to give information."
Provide Practice	<p>Provide students with the 'Public Agencies Can Help!' article and the Text Features Chart.</p> <p>Level 3: Have the student identify the purpose of the 'Public Agencies Can Help!' article and identify, locate and describe a sentence that supports the purpose by completing the Text Features Chart.</p> <p>Level 2: With support, have the student identify the purpose of the 'Public Agencies Can Help!' article and identify and locate a sentence that supports the purpose by completing the Text Features Chart. Picture supports such as the Communication Board or article illustrations may be used.</p> <p>Level 1: Have the student identify a picture that represents the purpose of the 'Public Agencies Can Help!' article and select a text feature that supports the purpose by participating in reading the article and selecting answers from a narrowed field or errorless choice(s) to complete the Text Features Chart.</p>
Review	<ul style="list-style-type: none"> • Review the student learning goal by discussing the reasons why informational text is written: to give information or to persuade someone.

 **Check Understanding** 

- **Level 3:** Can the student independently identify the purpose of the 'Public Agencies Can Help' article and identify, locate and describe a sentence that supports the purpose?
- **Level 2:** Can the student use appropriate supports to identify the purpose of the 'Public Agencies Can Help' article and identify and locate a sentence that supports the purpose?
- **Level 1:** Can the student actively participate in selecting a picture that represents the purpose of the 'Public Agencies Can Help' article and selecting a text feature that supports the purpose?



Instructional Targets

Social Studies Standards for U.S. History

- **U.S. History:** Identify the cause or result of a historical event or period of time.

Social Studies Standards for World History

- **World History:** Identify the cause or result of a historical event or period of time.

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.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about history. For example, ask, "What do we call events that happened yesterday—the past or the future?" Discuss students' responses. • Explain that there are local, state and federal governments. Discuss how the government has different agencies to provide services to people. • Display the larger Trading Card Posters in the classroom and use them to introduce and discuss public agencies. • Tell students that their job is to learn about public agencies and how they help people. • Review student learning goal: I will tell others about public agencies and how they help people.
Model	<ul style="list-style-type: none"> • Display the first Trading Card. • Read the name of the public agency. Present the information on the card to students. • Discuss with students the role of the public agency and how they help people have a better life. • Point out any interesting information about the public agency.
Provide Practice	<p>Provide students with Trading Cards.</p> <p>Level 3: Have student read information on three Trading Cards. Encourage student to share how each public agency helps people today.</p> <p>Level 2: Have student read information on two Trading Cards using support. Ask student to identify one effect that the public agency has on life today. Provide answer options as needed.</p> <p>Level 1: Have student participate in reading information on one Trading Card using supports. Have student use active response mode to select one public agency from a narrowed field or an errorless choice.</p> <p>Consider options for collecting and trading cards.</p>
Review	<ul style="list-style-type: none"> • Review the student learning goal by reviewing the information on the Trading Cards and their effects on life today. • Encourage students to further discuss other public agencies and how they make their life better.



Check Understanding ?

- **Level 3:** Can the student independently read information on a Trading Card? Can the student describe how public agencies help people today?
- **Level 2:** Can the student use appropriate supports to read information on a Trading Card? Can the student identify one effect public agencies have on life today? Answer options can be provided.
- **Level 1:** Can the student actively participate in supported reading of information? Can the student select a public agency that helps people from a narrowed field or an errorless choice?

Instructional Targets

Standards for 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 communicate effectively in a variety of contexts and tasks.

Standards for Writing

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

Standards for Language

- **Conventions of Standard English:** Apply correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.
- **Production and Distribution of Writing:** Use technology, including the internet, to compose a paragraph.

Differentiated Tasks

Level 3 Students will...

- Communicate on a topic specific to the purpose and audience.
- Select and use multimedia components to enhance a presentation.
- Communicate by using formal or informal language specific to the task or topic.
- Create one or more paragraphs expressing an analysis of a topic or text with supporting reasons and clear evidence.
- Create one or more paragraphs, including a topic sentence with supporting facts, details and a concluding sentence.
- Demonstrate conventions of written language, including appropriate capitalization and ending punctuation.
- Demonstrate use of common spelling conventions in written language.
- Select and use digital tools, including the internet, to generate a paragraph.

Level 2 Students will...

- Communicate on a topic specific to the purpose and audience, using picture supports.
- With support, add multimedia components to a presentation.
- Effectively communicate in a variety of contexts and tasks.
- Select pictures with text to express an opinion with supporting reasons.
- Select pictures with text to create a written document containing factual sentences on a topic.
- Identify beginning capital letters and ending punctuation in a written sentence.
- Spell familiar words with letter-sound matches.
- With support, use digital tools, including the internet, to generate multiple sentences.

Level 1 Students will...

- Communicate basic information on a topic or experience using communication technology and picture supports.
- Participate in creating multimedia components to support a presentation.
- Communicate by using supported modes of expression.
- Given a narrowed field or errorless choice(s) of pictures, make a selection of pictures to communicate an opinion.
- Given a narrowed field or errorless choice(s) of pictures, make a selection to communicate facts on a given topic.
- Locate capital letters and ending punctuation in a sentence.
- With support, students will choose a correctly spelled word (may be errorless choice).
- With support and adaptive tools, use digital tools to create a sentence.



Topic Connection

Throughout this unit, students learn about the Bill of Rights and rights we have as citizens of the United States. In this lesson, students will generate a report on the Bill of Rights and other rights we have.



Topic Words



choose	protect	right
citizen	responsibility	safe



Literacy Words

audience	fact	present
communicate	oral report	topic
edit	practice	visual aid

* Power Words






Benchmark Assessments

- Writing: Writing Probe
- Emerging Skills: Early Emerging Writing Rubric





Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
 Instructional Activities	Write Report	Add Multimedia Components	Edit Report and Practice	Give Oral Report
 See how these activities fit into the Suggested Unit Pacing .				
 ULS Materials and Resources	Sample Reports: <i>Bill of Rights, Our Rights</i> Oral Report Planner Oral Report Template (Level 3, Level 2, Level 1) Picture/Word Cards  Bill of Rights Constitution responsibility right citizen choose vote leader	Completed Oral Report Template Sample Reports: <i>Bill of Rights</i> <i>Our Rights</i>	Completed Oral Report Template Sample Reports: <i>Bill of Rights</i> <i>Our Rights</i>	Completed Oral Report Template Standards Connection A Standards Connection B
SymbolStix PRIME				
 Additional Materials				

 **Instructional Target**

Standards for Writing

- **Text Types and Purposes:** Generate paragraphs to analyze a topic, including supporting facts and evidence. Generate informative paragraphs, including a topic sentence, supporting facts or details and a concluding sentence.
- **Production and Distribution of Writing:** Use technology, including the internet, to compose a paragraph.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about writing a report. For example, ask, "What can we write to tell others about the Bill of Rights—a report or a schedule?" • Discuss with students that a report is a telling of facts about a topic. An oral report means that the writer speaks and reads the report out loud to an audience. • Explain to students that they will be preparing an oral report on the Bill of Rights and Our Rights. • Tell students they will brainstorm different ideas for the oral report. • Review the learning goal with students: I will choose a topic and write an oral report.
Model	<ul style="list-style-type: none"> • Choose a sample report to display. Review and discuss how information on the report was selected. • Model brainstorming by asking questions. Ask, "What are some facts people should know about this topic?" or "What could we tell others about this topic in 2-3 sentences?" Use the Oral Report Planner to capture information about the topic. • Determine which is the most pertinent and factual information and select 2-3 pieces of information to be used in the report. Ask, "Why is this topic interesting?" and record answers in the Oral Report Planner. • Display the Oral Report Template. Three levels of the template are provided: Level 3 (text only), Level 2 (single symbol-supported) and Level 1 (symbol-supported). Choose one of the topics and display the Oral Report Template in the level that meets a majority of the students' needs. • Demonstrate how to take answers from the Oral Report Planner and create complete sentences. • Fill in the provided template with complete sentences.
Provide Practice	<p>Provide students with the appropriate Oral Report Template, Picture/Word Cards, Standards Connection and any alternative forms of writing needed.</p> <p>Level 3: Have the student brainstorm and write a paragraph with a topic sentence, supporting facts, details and a concluding sentence.</p> <p>Level 2: Have the student brainstorm and use pictures and/or other supports to write sentences about a topic with support.</p> <p>Level 1: Have the student choose pictures to communicate/dictate information about a topic from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review the learning goal by discussing the process of choosing and writing on a topic. • Review oral reports and ensure there is sufficient and correct details.



Check Understanding 

-  **Level 3:** Can the student write a paragraph with a topic sentence, supporting facts, details and a concluding sentence?
-  **Level 2:** Can the student formulate sentences about a topic using picture supports?
-  **Level 1:** Can the student choose pictures to communicate/dictate information about a topic?



Instructional Target

Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Integrate media to enhance a presentation.



Instructional Routine



or



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about multimedia. For example, ask, "What can we do to make our oral report more interesting—add pictures or do nothing?" • Discuss how visual aids/pictures play an important role in keeping the audience's attention, as well as providing additional information on the topic. • Tell students that they will be adding visual aids or pictures to the oral reports. • Review the learning goal with students: I will choose and create a visual aid using technology.
Model	<ul style="list-style-type: none"> • Display a Sample Report. Ask, "What kind of pictures or information would make a good visual aid to go along with this report? What would make this report more interesting for the audience?" • Create a list of possible ideas. Review the ideas and explain why some may work better than others. • Review sources in which to gather various forms of multimedia, such as the internet, books, magazines, photographs, SymbolStix PRIME or even short videos. • Explain the various formats to display the information, including posters and multimedia formats such as presentation software or websites. • Using the Sample Report, select one format and model the creation of the presentation incorporating gathered multimedia.
Provide Practice	<p>Level 3: Have the student choose a display format for his or her oral report. Have the student find pictures or appropriate visual aids. Have the student create his or her visual display.</p> <p>Level 2: Have the student choose a display format for his or her oral report. With support, have the student choose visual aids and create their oral report.</p> <p>Level 1: Have the student choose a display format for his or her oral report. Have the student choose visual aids from a narrowed field or errorless choice(s) and participate in the creation of their visual display.</p> <p>Note: Encourage students to use a variety of multimedia formats to create a visual aid.</p>
Review	<ul style="list-style-type: none"> • Review the learning goal by discussing students' visual aids. • Discuss selected visual aids with students. Are the visual aids appropriate? Do they improve the oral report?



Check Understanding ?

- **Level 3:** Can the student select a display format? Can the student locate visual aids? Can the student create a multimedia display?
- **Level 2:** Can the student select a display format? Can the student choose visual aids? Can the student create a multimedia display with support?
- **Level 1:** Can the student choose a display format? Can the student choose a visual aid from a narrowed field or errorless choice(s)? Can the student participate in the creation of a multimedia display?



Instructional Target

Standards for Language

- **Conventions of Standard English:** Apply correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.



Instructional Routine



Introduce	<ul style="list-style-type: none"> ● Introduce the activity by asking a focus question about editing. For example, ask, "What should every sentence start with—a capital letter or a question mark?" ● Review key vocabulary: present, communicate, edit, practice and audience. ● Remind students that an oral report is given or presented to an audience. ● Explain that in order to be presented, the report needs to be edited and practiced. The report needs to be free of mistakes so it is easy to read. ● Tell students that once editing is complete, they will give an oral report. ● Review the learning goal with students: I will edit my writing and practice reading my report.
Model	<ul style="list-style-type: none"> ● Display a Sample Report with some errors (missing periods, incomplete sentences). ● Discuss the importance of punctuation. ● Review the Sample Report and make corrections. ● Display the following punctuation marks: period, comma, question mark, exclamation point. Ask, "What does a period tell the reader to do?" Repeat this question with a comma, a question mark and an exclamation point. ● Explain to students that once the report is error free, it is time to practice presenting the report. ● Model giving the presentation.
Provide Practice	<p>Provide the student with his or her completed Oral Report Template, including any multimedia used and any communication aids needed.</p> <p>Level 3: Have the student edit the report for capitalization, punctuation, spelling and complete sentences. Have the student practice giving his or her report.</p> <p>Level 2: Have the student identify capital letters and ending punctuation. Have the student spell familiar words with letter-sound matches. Have the student practice giving his or her report.</p> <p>Level 1: Have the student participate in the editing process by identifying capital letters, punctuation and correctly spelled words. Have the student practice communicating basic information on the topic using his or her communication mode, picture supports and any other supports needed.</p>
Review	<ul style="list-style-type: none"> ● Review the learning goal by asking students to discuss the process. ● Review the students' oral reports. ● Check for errors in punctuation. ● Have the student read the oral report for practice.



Check Understanding ?

- 🔗 **Level 3:** Can the student edit their oral report (writing)? Can the student practice giving an oral report?
- 🔗 **Level 2:** Can the student identify capital letters and punctuation in a report? Can the student spell familiar words in a report? Can the student practice giving an oral report with support?
- 🔗 **Level 1:** Can the student locate capital letters, ending punctuation and correctly spelled words with support? Can the student practice communicating basic information using their active communication mode?



Instructional Targets

Standards for 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 communicate effectively in a variety of contexts and tasks.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about presenting. For example, ask, "What should you do when presenting a report—speak clearly or speak quickly?" Discuss students' responses. • Review with students that an oral report is a report with facts presented to a person or a group. • Tell students that they will be giving their oral report and listening to other students' reports. • Remind students that they will also be using their visual aids. • Review the learning goal with students: I will give an oral report.
Model	<ul style="list-style-type: none"> • Model presenting an oral report with use of visual aids. • Demonstrate good and bad characteristics of presenting (volume, speed, body movement, etc.).
Provide Practice	<p>Level 3: Have the student present an oral report by reading and using his or her visual aid.</p> <p>Level 2: Have the student present an oral report using a picture-supported written report and visual aids.</p> <p>Level 1: Have the student communicate basic information about a topic using their communication mode and picture supports.</p>
Review	<ul style="list-style-type: none"> • Review the learning goal by asking students to describe their oral report experience. • After all presentations are done, review what any students may have learned from an oral report. • Ask students what they liked best about the act of presenting, and what they need to work on.
Extend	<ul style="list-style-type: none"> • To extend this lesson, choose Standards Connection A or B. Use Standards Connection A to identify and research a new topic. Students will find and list resources and create an organized paragraph with information gathered from research. Use Standards Connection B to identify the speaker's purpose when giving an oral report.



Check Understanding ?

- **Level 3:** Can the student present an oral report? Can the student use the prepared visual aid?
- **Level 2:** Can the student communicate information about a topic? Can the student use a visual aid?
- **Level 1:** Can the student communicate basic information about a topic using their preferred communication mode? Can the student use technology and picture supports to participate in giving an oral report?

 **Instructional Targets**

Standards of Writing

- **Research to Build Knowledge:** Research and gather information from (adapted) literary or informational materials to answer a question or solve a problem. Generate a written text to summarize information from multiple sources; cite sources.


 **Differentiated Tasks**


Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Research and gather information from multiple print and digital sources to answer a question or solve a problem. • Generate a report of one or more paragraphs to summarize information and list sources. 	<ul style="list-style-type: none"> • Collect information from print or digital sources to answer a question or solve a problem. • Generate multiple sentences to summarize information. 	<ul style="list-style-type: none"> • Select a picture from a narrowed field or errorless choice(s) to contribute to a shared research. • Select a picture from a narrowed field or errorless choice(s) to contribute to a shared writing task.


Use the Standards Connection to help students identify a research topic of interest, list resources and generate an organized paragraph with researched information. The book reports and the unit chapter can help students choose a topic.


Refer students to this age-appropriate search engine: <https://www.kiddle.co/>


Lesson 27 - Oral Report
Standards Connection A
27
Standards Connection A


 **What do you want to learn more about?**


 **The resources I used were:**

 **I used:**


internet 


books 


movie 


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HIGH SCHOOL, Unit 21
Lesson 27

Lesson 27 - Oral Report
Standards Connection A
27
Standards Connection A

 **Topic:** _____

 **Details:**

 **Conclusion:**

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HIGH SCHOOL, Unit 21
Lesson 27

 **Instructional Target**

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Identify a speaker's purpose and main ideas.

 **Differentiated Tasks**


Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none">• Summarize information from a speaker's topic.	<ul style="list-style-type: none">• Give a description of information, using picture supports from a speaker's topic.	<ul style="list-style-type: none">• Respond to questions related to a speaker's topic, using picture supports and communication technologies.


The Standards for Speaking and Listening are a means of building critical expressive and receptive communication skills. This extended activity provides an opportunity for students to practice active listening. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences.


Have students use this chart to summarize information about the report.


Lesson 27 - Oral Report
Standards Connection B


27
Standards Connection B


 What is the title of the report?

 What is the topic of the report?

 What did you learn from the report?

 What was the best part of the report?

 What more do you want to learn about this topic?

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HIGH SCHOOL, Unit#
Lesson 27



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.



Differentiated Tasks

Level 3 Students will...

- Follow steps of a scientific process related to grades 9-12 science topics.

Level 2 Students will...

- With support, follow steps of a scientific process related to grades 9-12 science topics.

Level 1 Students will...

- Actively participate in a scientific process related to grades 9-12 science topics.



Topic Connection

Throughout this unit, students are studying the rights of U.S. citizens and government agencies that help protect those rights. We all have the right to clean drinking water. Often this is the responsibility of a government agency to make sure the water is clean enough to drink. In this lesson, students will learn how water can be cleaned before it goes to citizens for drinking.

NOTE: Although this experiment is used to show students how drinking water may be cleaned and prepared, please do not allow students to drink the water.



Topic Words



citizen responsibility
government right



Science Words

ask* experiment observe
conclusion guess* question*
data hypothesis scientific process

* Power Words





Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
 Instructional Activities	Introduce the Experiment	Make a Guess / Hypothesis	Conduct the Experiment	Review and Share Findings
See how these activities fit into the Suggested Unit Pacing .				
 ULS Materials and Resources	Picture/Word Cards clean dirty	Experiment Steps 1 and 2	Experiment Steps 3 and 4 Picture/Word Cards bottles, labeled rocks utility knife cotton balls coffee filters measuring cup activated charcoal dirty water sand stopwatch gravel Disappearing Dirt	Experiment Steps 4 and 5 Fill-In Word Cards
Instructional Tools: Scientific Inquiry Processes				
 Additional Materials	microscope multiple jars of dirty water 1 bottle clean water items to make own dirty water sticks leaves 1 jar water		Experiment Materials 3 (2-L) bottles labeled 1, 2 and 3 with caps utility knife 3 coffee filters activated charcoal sand gravel rocks cotton balls measuring cup 3 C dirty water (make your own) stopwatch	



Instructional Targets

Standards for Scientific Inquiry

- Identify questions to guide scientific investigations.
- Communicate and support findings.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question. For example, ask, "How does water get dirty?" Discuss students' responses. • Tell students they will be exploring different samples of water to determine if they are clean or dirty. Discuss that government agencies clean water to make sure it is safe for citizens to drink. Explain to students that their job is to discover what water is clean or dirty. • Review the learning goal with students: I will observe and discover which water is clean or dirty.
Model	<ul style="list-style-type: none"> • Explain to students that water can be dirty because of items we can see. Show some examples of water that has debris in it. Explain to students that you can see the dirt. Then show students some water that is mostly clear, but may have bacteria. Use a microscope to show students things they may not be able to see. • Discuss with students that we can also guess if water is clean or dirty based on where it comes from. For example, tap water or bottled water is likely clean. Lake or river water is likely dirty. • Ask students, "How do we know if water is dirty?" Discuss students' responses.
Provide Practice	<p><i>Provide students with premade jars of dirty water, and clean water in a water bottle. Also give them sticks, leaves, etc. to make their own dirty water.</i></p> <p>Level 3: Have the student determine if the water is clean or dirty based on what they can see with their own eyes, using a microscope or where the water is from. Encourage students to ask questions and share observations with peers.</p> <p>Level 2: With support, have the student determine if the water is clean or dirty based on what they can see with their own eyes, using a microscope or where the water is from. Encourage students to ask questions and share observations with peers.</p> <p>Level 1: With support, have the student determine if the water is clean or dirty based on what they can see with their own eyes, using a microscope or where the water is from. Encourage students to ask questions and share observations using their active participation mode.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal. Ask questions such as, "What makes water dirty? How did you know the water was clean or dirty?" • Talk with students about their observations. Ask questions such as, "This water has leaves in it. Is this water clean or dirty?" • Tell students that next they will begin an experiment to find out ways to clean water.



Check Understanding ?

Level 3: Can the student make and share an observation?

Level 2: Can the student make an observation? Can the student share an observation?

Level 1: Can the student participate in making a supported observation? How? Can the student communicate about a supported observation? How?



Instructional Target

Standards for Scientific Inquiry

- Identify questions to guide scientific investigations.



Instructional Routine



Introduce	<ul style="list-style-type: none"> Introduce the activity by asking a focus question about water explored in Activity 1. For example, ask, "How did you know the water was dirty?" Discuss students' responses. Continue discussion by reading the "What We Know" statements on the experiment page. Have students compare these statements to what they learned in Activity 1. Tell the students that they will now begin an experiment. For example, say, "Your job is to ask a question and make a guess/hypothesis." Review the learning goal with students: I will ask a question and make a guess/hypothesis.
Model	<ul style="list-style-type: none"> Display the Science Experiment Steps 1 and 2. Read Step 1. Emphasize that right now you can only make a guess or hypothesis about the answers to these questions. Point out that the final answers will come from doing the experiment. Read Step 2 and model making a guess/hypothesis. For this experiment, students will make two guesses. First, they will guess which substance will make the water cleanest. Next, they will guess which substance will take the longest to filter the water. Students do not have to guess the same substance for both. For example, say, "I know that the water is dirty because it has sticks in it. I think putting it through a filter made with big objects will help get the sticks out. I think putting it through a filter with cotton balls will take the longest because they will soak up the water." Continue modeling to show the students how to record the guess/hypothesis. Optional: Review the items needed for the science experiment and make a shopping list for these items. Have students shop for the needed items during a community-based outing.
Provide Practice	<p>Level 3: Have the student make a guess/hypothesis by writing or dictating what they think will happen.</p> <p>Level 2: Have the student make a guess by choosing one of the "I Think" statements.</p> <p>Level 1: Have the student make a guess by making a selection from the "I Think" statements (may be narrowed field or errorless choice).</p>
Review	<ul style="list-style-type: none"> Talk with students about the scientific process. Point out that today, they completed the first two steps of the process—they asked a question and they made a guess. Tell students that next they will conduct the experiment and gather data.



Check Understanding ?



Level 3: Can the student make a guess/hypothesis by writing or dictating?



Level 2: Can the student make a guess/hypothesis from a set of choices?



Level 1: Can the student make a guess/hypothesis from a choice (may be narrowed field or errorless)?



Instructional Targets

Standards for Scientific Inquiry

- Conduct simple scientific investigations.
- Use tools to gather data and information.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question. For example, ask, "How can we help water become clean—pour it in a bowl or pour it through a filter?" Discuss students' responses. • Review the guesses/hypotheses students made in Activity 2. Then introduce the materials needed for the experiment. Picture/Word Cards are provided to support vocabulary development. • Tell students they will now complete Steps 3 and 4 of the scientific process—they will conduct an experiment and gather data. For example, say, "Your job is to now conduct an experiment and gather and record data (information). • Review the learning goals with students: I will conduct an experiment. I will gather and record data.
Model	<ul style="list-style-type: none"> • Display the experiment page. Model reading and following the steps to complete the experiment. • When you come to step 5, make sure to put the items in the order listed. First activated charcoal, then sand and last gravel. • Show students how to start the timer when you pour the water in. Then model how to stop the timer when the water has gone all the way through the filter. Model how to record the time on the record sheet. • Note: Remind students again that the water is not yet safe to drink. They are just doing the first steps of the process to clean water.
Provide Practice	<p>Level 3: Have the student follow the directions to conduct the experiment and gather and record data.</p> <p>Level 2: With support, have the student follow the directions to conduct the experiment and gather and record data.</p> <p>Level 1: Have the student work with a partner to conduct the experiment and gather and record data. The student may actively participate in the experiment by selecting bottle 1, 2 or 3.</p>
Review	<ul style="list-style-type: none"> • Review the steps to the experiment and discuss what happened. • Point out that today, students completed Steps 3 and 4 of the scientific process—they conducted an experiment and they gathered data. Explain that the next step is to review and discuss the data they gathered.



Check Understanding ?

- Level 3:** Can the student independently follow steps to complete an experiment? Can the student independently gather and record data?
- Level 2:** Can the student follow steps to complete an experiment with support? Can the student gather and record data with support?
- Level 1:** Can the student actively participate in an experiment? How? Can the student actively participate in gathering and recording data? How?



Instructional Targets

Standards for Scientific Inquiry

- Analyze and interpret data.
- Communicate and support findings.



Instructional Routine



Introduce	<ul style="list-style-type: none"> Introduce the activity by asking a focus question. For example, ask, "Which method helped clean the water the best?" Prompt students to recall the experiment. For example, say, "We cleaned water using 3 different kinds of filters. Your job is to look at your chart and decide if the guess/hypothesis you made was correct." Review the learning goals with students: I will look at my data. I will decide if my guess was correct.
Model	<ul style="list-style-type: none"> Display a completed Step 4: Organize Data form. Model interpreting the data by analyzing the chart. Check to see if any of the students had results that differ. Display Step 5: Find the Conclusion and demonstrate how to use the data to answer the (concluding) questions. Review your guess with students. For example, say, "I guessed that rocks would clean the water best, but the sand mixture actually cleaned the water best." Determine if your guess was correct. Discuss why your guess was correct or incorrect.
Provide Practice	<p>Level 3: Have the student review their completed Step 4: Organize Data form and answer questions to complete Step 5. Have students share their findings.</p> <p>Level 2: With support, have the student review their completed Step 4: Organize Data form and answer questions to complete Step 5. Have students share their findings with support as needed.</p> <p>Level 1: With support, have the student review the completed Step 4: Organize Data form. Have the student complete Step 5 by using their active participation mode.</p>
Review	<ul style="list-style-type: none"> Revisit the learning goals by discussing what happened in the experiment and by having students share their findings. Use the discussion information at the end of the experiment to discuss student learning. Explain that students have now completed all five of the steps in the scientific process. Review the steps.



Check Understanding ?

- Level 3:** Can the student independently analyze data to determine if their guess is correct? Can the student share and support their finding?
- Level 2:** Can the student use data to determine if their guess is correct with support? Can the student share their findings with support?
- Level 1:** Can the student actively participate in analyzing data with support? Can the student use their active communication mode to share their findings?

 **Instructional Targets**

Social Studies Standards for History

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

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.

 **Differentiated Tasks**

Level 3 Students will...

- Use multiple sources to create a description of a historical event or period of time.
- Independently read informational materials, including social studies and technical texts that have been adapted to student reading level.

Level 2 Students will...

- Use various sources to create a sequence of events in history.
- Read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.

Level 1 Students will...

- Select pictures to sequence a series of events in history.
- Actively participate in supported reading or informational materials, including social studies and technical texts that have been adapted to student ability level.

 **Topic Connection**

Throughout this unit, students learn about the United States Constitution, including the Bill of Rights. Students learn the rights they have, including the right to keep things safe, the right to vote and the right to meet, speak and ask. In this lesson, students will examine events from United States history that gave citizens the right to vote.



Topic Words



citizen right vote



History Words

A.D.	before*	historical events	past
after*	date	history	sequence
B.C.	earliest	order	timeline

* Power Words



Lesson at a Glance

Activity 1

Activity 2



Instructional Activities

Reading a Timeline

Sequencing Events



See how these activities fit into the **Suggested Unit Pacing**.



ULS Materials and Resources

Timeline

Sequencing Templates
(Level 3, Level 2, Level 1)

Timeline Cards



Additional Materials





Instructional Target

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.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about historical sequencing. For example, ask, "What can we use to know what happened in the past, and in what order it happened—a phone book or a timeline?" Discuss students' responses. Explain that a timeline shows events in the order in which they happen. The earliest date appears at the beginning (first) of the timeline and the most recent date appears at the end of the timeline (last). • Tell students they will read a timeline illustrating how citizens in the United States got the right to vote. • Review the learning goal with students: I will read a timeline.
Model	<ul style="list-style-type: none"> • Display the Timeline. • Read the first date on the Timeline. Explain that the date tells when an event happened. Model tracking the Timeline event. Read and discuss the event. • Continue reading the other events. Comment on the sequence of events using words such as before and after. If necessary, explain the difference between A.D. and B.C. • Model how to further research one of the events or topics using the internet or a print resource. For example, say, "I wonder what other rights were added to the Constitution. I will use the internet to look it up." Attempt to find an event with a date that would add to the timeline.
Provide Practice	<p>Level 3: Have the student independently read parts of the timeline.</p> <p>Level 2: Have the student use the picture supports to read parts of the timeline.</p> <p>Level 1: Have the student actively participate in reading parts of the timeline using a preferred communication mode.</p>
Review	<ul style="list-style-type: none"> • Review the Timeline with students. • Discuss what people could learn about the past based on those dates. • Explain to students that it is important to know about dates in our history because we can learn from them.



Check Understanding ?

- **Level 3:** Can the student independently read parts of the timeline?
- **Level 2:** Can the student read parts of the timeline using picture supports?
- **Level 1:** Can the student participate in reading a timeline? How?



Instructional Target

Social Studies Standards for History

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

Social Studies Standards for History

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



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about historical sequencing. For example, ask, "When we look at the timeline, what do we use to tell what happened first—the dates or the colors?" Discuss students' responses. • Review and reread the Timeline from Activity 1. • Remind students that a timeline shows events in the order in which they happened. Explain that the students' job will be to complete the timeline to put it in order. For example, say, "Today, your job is to complete the timeline by putting events in order." • Review learning goal with students: I will put events in order.
Model	<ul style="list-style-type: none"> • Display a Sequencing Template. Templates are provided in three levels; choose the level that is most fitting for the majority of your students' needs. • Demonstrate how to put the events into the proper sequence by looking at the provided dates. For example, say, "Events on a timeline go in order from the earliest date to the most recent date. I'm going to look for the earliest date." Identify the first date, read the event and model placing the event on the timeline. • Repeat with one or two more events / dates.
Provide Practice	<p>Provide each student with the appropriate Sequencing Template based on their skills and abilities.</p> <p>Level 3: Have the student put the dates and events in order to create a timeline.</p> <p>Level 2: Have the student put the dates on the timeline to show the sequence of events.</p> <p>Level 1: Have the student participate in sequencing events by selecting a picture from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Review the completed timeline with students and discuss what people could learn about the past based on those dates. • Explain to students that it is important to know about dates in our history because we can learn from them.



Check Understanding ?

- **Level 3:** Can the student put the dates and events in order?
- **Level 2:** Can the student put the dates in order?
- **Level 1:** Can the student select pictures to sequence an event using their active communication mode?



Instructional Target

Standards for Writing

- **Range of Writing:** Participate routinely in supported writing activities, using conventional formats.
- **Text Types and Purposes:** Generate narrative paragraphs, including a logical sequence of events, descriptive details and reflective conclusion.



Differentiated Tasks

Level 3 Students will...

- Write routinely for a range of discipline-specific tasks, purposes and audiences.
- Create one or more paragraphs containing narrative elements, including a sequence of events and a reflective conclusion.

Level 2 Students will...

- Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.
- With support, select pictures with text to create a logical sequence of events that tell a story.

Level 1 Students will...

- Actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.
- Given a narrowed field or errorless choice(s) of pictures, make a selection to tell a story sequence.



Topic Connection

Throughout this unit, students are learning about the rights and responsibilities given to citizens of the United States through the Constitution. In this lesson, students will write about the rights and responsibilities given to them in the Bill of Rights.



Topic Words



Literacy Words

choose responsibility safe
citizen right vote

capitalization journal revise
entry prompt sentence
illustrate punctuation write*

* Power Words

Benchmark Assessments

- Writing: Writing Probe
- Emerging Skills: Early Emerging Writing Rubric





Lesson at a Glance

Activity 1

Activity 2



Instructional Activities

Journal Entry 1:
Whole Group Entry

Journal Entry 2:
Making Choices

Journal Entry 3:
My Responsibilities

Journal Entry 4:
Constitution Day



See how these activities fit into the [Suggested Unit Pacing](#).



ULS Materials and Resources

Journal Cover 

Writing Template

Illustration Page 

[Standards Connection](#)
(Lesson 16)

Writing Templates
(Level 3, Level 2, Level 1)

Fill-In Word Cards 

Fill-In Picture/Word Cards 

Illustration Page 

[Standards Connection](#)
(Lesson 16)

[SymbolStix PRIME](#)

L³ Skills: [Language Arts Skills](#)



Additional Materials



Instructional Target

Standards for Writing

- **Range of Writing:** Participate routinely in supported writing activities, using conventional formats.
- **Text Types and Purposes:** Generate narrative paragraphs, including a logical sequence of events, descriptive details and reflective conclusion.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question, such as, "What is a place to write thoughts and memories called—a journal or a magazine?" Remind students that journals are a way to write and save personal thoughts and memories. • Explain to students that they will work together to complete a journal entry about the day's events. • Review the learning goal with students: I will help write a journal entry about today's events.
Model	<ul style="list-style-type: none"> • Display the Writing Template and model writing the date. Then read the prompt aloud. • Model brainstorming ways to complete the prompt by asking, "What event(s) can we write about?" Model writing one or two sentences about the event(s). Model writing a conclusion. • After writing, model rereading and checking the sentences for capitalization, end punctuation, a sequence of events and conclusion.
Provide Practice	<p><i>Incorporate use of appropriate writing alternatives, such as dictation, adaptive keyboards and eye gaze, to fit students' needs and abilities. Visual supports may include story illustrations, unit symbols or symbols from SymbolStix PRIME.</i></p> <p>Level 3: Have the student contribute to the journal entry by writing words or sentences about a sequence of events with a conclusion.</p> <p>Level 2: Have the student contribute to the journal entry by writing words or sentences about a sequence of events with a conclusion with support.</p> <p>Level 1: Have the student use his or her active participation mode to contribute to the journal entry. For example, have the student suggest an event to include by making a selection from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reading the completed journal entry aloud. • Check or have students check for correct capitalization and punctuation. A checklist for revising journal entries is provided in the Standards Connection.



Check Understanding ?

- **Level 3:** Can the student contribute to a journal entry by writing words or sentences about a sequence of events with a conclusion?
- **Level 2:** Can the student contribute to a journal entry by writing words or sentences about a sequence of events with a conclusion with support?
- **Level 1:** Can the student participate in shared writing activities by making a selection from a narrowed field or errorless choice(s)?

 **Instructional Target**

Standards for Writing

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






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question related to the journal topic. For example, before writing about making choices, ask, "Which rights do we get from the Bill of Rights—the right to make choices or the right to sleep?" • Remind students that journals are a way to write and save personal thoughts and memories. Say, "Today, your job is to write about _____." • Review the learning goal with students: I will write about _____. my right to make choices my responsibilities Constitution Day
Model	<ul style="list-style-type: none"> • Choose and display a Writing Template and read the prompt(s) aloud. • Model brainstorming ways to answer the prompt(s). • Write or complete one or two sentences, then model checking for capitalization and end punctuation.
Provide Practice	<p><i>Provide appropriate writing alternatives, such as adaptive keyboards, eye gaze and dictation, to fit students' needs and abilities.</i></p> <p>Level 3: Provide the student with Writing Template, Level 3 or Level 2. Have the student write in response to the prompt. Encourage the student to use correct capitalization and end punctuation.</p> <p>Level 2: Provide the student with Writing Template, Level 3 or Level 2, and Fill-In Word Cards. Have the student write in response to the prompt by completing the sentences. Students may write words or use the Fill-In Word Cards to complete the sentences. Have the student add ending punctuation, providing assistance as needed.</p> <p>Level 1: Provide the student with Writing Template, Level 1 and Fill-In Picture/Word Cards. Have the student select from a narrowed field or errorless choice(s) to complete each sentence.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by inviting students to read their journal entries aloud. • Writing Conference: Use the Standards Connection to meet with students to review and revise journal entries for conventions.



Check Understanding 

-  **Level 3:** Can the student write in response to a prompt? Can the student use correct capitalization and end punctuation?
-  **Level 2:** Can the student write in response to a prompt by completing sentences? Can the student add missing end punctuation with assistance?
-  **Level 1:** Can the student write in response to a prompt by selecting a word or phrase from a narrowed field or errorless choice(s)?