

K – 12 Unit Topics				
2023 – 2024	ELEM (K – 2)	INT (3 – 5)	MIDDLE (6 – 8)	HS (9 – 12)
Unit 1	I Can Follow the Rules (Government) Introduces rules at home and in school.	We Have Rules and Laws (Government) Identifies rules and laws and why we must follow them.	Rules and Laws Keep Us Safe (Government) Explores rules and laws and the people who make them.	Living With Rules and Laws (Government) Explains why rules and laws are important and how they impact our daily lives.
Unit 2	Move It! (Physical Science) Looks at the way things move.	Make It Move (Physical Science) Explores force and motion.	Objects on the Move (Physical Science) Explores the motion of objects by looking at variables such as speed, distance and height.	Fast and Slow, Objects Go (Physical Science) Looks at objects in motion in terms of distance, speed, position, acceleration and time.
Unit 3	People Long Ago (History) Explores why people from the past moved from place to place.	Moving and Exploring (History/Geography) Explores different reasons people move and explore.	Things Have Changed (History) Compares physical and human-made features of the past with those of today.	Ancient Communities (History) Investigates how communities and cultures have changed over time.
Unit 4	The Gift of Giving (Transition) Explores opportunities for civic participation during the holiday season by learning about ways to help the local community.	The Gift of Giving (Transition) Explores opportunities for civic participation during the holiday season by learning about ways to help the local community.	The Gift of Giving (Transition) Explores opportunities for civic participation during the holiday season by learning about ways to help the local community.	The Gift of Giving (Transition) Explores opportunities for civic participation during the holiday season by learning about ways to help the local community.
Unit 5	I Can Be Healthy (Health / Life Science) Explores the body and what it needs to be healthy.	Keeping My Body Healthy (Health / Life Science) Explores parts of the body and ways to keep different body parts healthy.	My Body, My Health (Health / Life Science) Explores body systems and basic health practices that help keep your body healthy and strong.	Healthy Hygiene, Healthy Me (Health / Life Science) Explores body systems and reviews health and grooming skills needed for a lifetime.
Unit 6	I Live in a Community (History) Explores history and traditions of community, state and country.	Cultures Influence Communities (History) Explores different cultures and how they come together to form communities, states and nations.	Building a New Country (History) Focuses on the events that led to the formation of the United States.	Fighting for Freedom (History) Explores the reasons for the Declaration of Independence and the American Revolution.
Unit 7	Tell Me About the Weather (Earth and Space Science) Looks at common weather patterns and the four seasons.	Our Changing Weather (Earth and Space Science) Explores the relationship between seasons and weather.	All Kinds of Weather (Earth and Space Science) Explores Earth and its atmosphere, water and weather.	Studying Weather (Earth and Space Science) Explores scientific ways to measure, predict and report weather.
Unit 8	Changing Our Land (Geography) Explores ways people change the environment.	Changes Help, Change Hurt (Geography) Investigates positive and negative changes people make to the environment.	Changing Our Environment (Geography) Investigates positive and negative changes people make to the environment.	Changes All Around Us (Geography) Looks at the advantages and disadvantages of changes people make to the environment, including impact on natural resources.
Unit 9	Plants Can Grow (Life Science) Explores plants and how they grow.	See How They Grow (Life Science) Focuses on life cycles and how living things, especially plants, survive.	Plants in Gardens and Fields (Life Science) Investigates plants as food, as well as a plant's ability to make its own food through photosynthesis.	Plant Life (Life Science) Investigates the process of photosynthesis.
Unit 10	Go, Team, Go! (Transition) Focuses on team work, cooperation, following rules and doing their best while learning about the Olympics and Special Olympics.	Go, Team, Go! (Transition) Focuses on team work, cooperation, following rules and doing their best while learning about the Olympics and Special Olympics.	Go, Team, Go! (Transition) Focuses on team work, cooperation, following rules and doing their best while learning about the Olympics and Special Olympics.	Go, Team, Go! (Transition) Focuses on team work, cooperation, following rules and doing their best while learning about the Olympics and Special Olympics.

K – 12 Unit Topics				
2024 – 2025	ELEM (K – 2)	INT (3 – 5)	MIDDLE (6 – 8)	HS (9 – 12)
Unit 11	This Is My School (Government) Introduces authority figures and rules at school.	We Have Leaders (Government) Introduces the basic role of authority figures at the school, local, state and national levels.	Our Leaders; Our World (Government) Examines leaders at the world, national, state and local levels.	Leaders in Our Lives (Government) Identifies the roles of federal, state and community leaders and their impact in our lives.
Unit 12	Animals in Their Homes (Life Science) Explores common animals and where they live.	Living in an Ecosystem (Life Science) Introduces plants and animals in various ecosystems and how they survive.	What Is an Ecosystem? (Life Science) Explores biomes and the animals that live in each.	Knowing Our Ecosystems (Life Science) Discusses ecosystems and biomes and the dangers they face.
Unit 13	Finding Our Way (Geography) Introduces simple maps and other uses.	On the Move (Geography) Explores maps, landforms and different types of transportation.	Across the Miles (Geography) Explores how and why people travel.	What Does It Come From? (Geography) Identifies how trade affects transportation, technology and global change.
Unit 14	Holiday Unit [TBD]	Holiday Unit [TBD]	Holiday Unit [TBD]	Holiday Unit [TBD]
Unit 15	See It, Feel It, Describe It (Physical Science) Explores matter and the ways matter can change as well as using senses to observe and describe materials.	It's Just a Phase (Physical Science) Explores the physical changes of matter.	What a Change! (Physical Science) Explores states of matter and how materials change states.	What's the Matter? (Physical Science) Investigates various physical and chemical changes in matter.
Unit 16	Time for Peace (History) Explores people who worked for peace.	Cultures of Change (History) Explores how cultures have changed over time with a focus on the people who helped bring change.	American Peacekeepers (History) Introduces important Americans and how they have contributed to peace in our country.	Leaders for Peace and Equality (History) Examines central figures throughout history who played a role in promoting peace and fighting discrimination.
Unit 17	The Hot, Hot Sun (Physical Science) Explores energy from the Sun and how it affects different objects.	Energy Around Us (Physical Science) Explores different forms of energy and how electricity makes things work.	Buzzing With Energy (Physical Science) Provides a basic study of energy and technology in daily life.	Energy Is Everywhere (Physical Science) Identifies and explains various types of energy.
Unit 18	Can I Buy It? (Economics) Introduces wants and needs, and buying and selling.	Make It, Sell It, Buy It! (Economics) Explores wants and needs, producers and consumers, and production of goods.	Right on the Money (Economics) Explores how to get the most out of your money by making smart purchases.	But I Want It! (Economics) Investigates how a budget impacts meeting wants and needs.
Unit 19	Fast and Slow, Earth Changes (Earth and Space Science) Provides a basic introduction to Earth's events and the changes they bring.	Making It Last (Earth and Space Science) Focuses on renewable and non-renewable resources and how we can conserve them.	Caring for Our Earth (Earth and Space Science) Focuses on ways to reduce, reuse and recycle our resources.	Our Changing Earth (Earth and Space Science) Investigates Earth and the many changes it undergoes.
Unit 20	Summer Unit [TBD]	Summer Unit [TBD]	Summer Unit [TBD]	Summer Unit [TBD]

K – 12 Unit Topics				
2022 – 2023	ELEM (K – 2)	INT (3 – 5)	MIDDLE (6 – 8)	HS (9 – 12)
Unit 21	We All Work Together (Government) Explores rights and responsibilities of being part of a group with a focus on groups within the school setting.	We Have Rights (Government) Identifies rights guaranteed by the Constitution and how they impact our daily lives.	My Country, My Rights! (Government) Explores the freedoms of U.S. citizens and how exercising those freedoms impacts others.	It's My Right! (Government) Looks at key historical documents such as the Constitution and the Bill of Rights, and how those documents impact our daily lives.
Unit 22	Elementary Science Fair (Scientific Inquiry) Introduces scientific inquiry and what it is like to participate in a science fair.	Intermediate Science Fair (Scientific Inquiry) Teaches the scientific inquiry process through participation in a science fair.	Middle School Science Fair (Scientific Inquiry) Teaches the scientific inquiry process through participation in a science fair.	High School Science Fair (Scientific Inquiry) Teaches the scientific inquiry process through participation in a science fair.
Unit 23	Look Up in the Sky (Earth and Space Science) Explores objects found in the sky, including the Sun and the Moon.	Here Comes the Sun (Earth and Space Science) Describes the Sun and its relationship to Earth.	Our Place in Space (Earth and Space Science) Explores the relationship of Earth to the Moon, the Sun and the planets.	Around the Solar System (Earth and Space Science) Explores relationships and motion within the solar system.
Unit 24	It's a Tradition (History) Explores traditions and celebrations of various cultures in the U.S.	It's a Tradition (History) Explores traditions and celebrations of various cultures in the U.S.	It's a Tradition (History) Explores traditions and celebrations of various cultures in the U.S.	It's a Tradition (History) Explores traditions and celebrations of various cultures in the U.S.
Unit 25	My Country: Yesterday and Today (History) Compares the past and the present.	Times Have Changed (History) Looks at life and how it has changed over time.	We Need Change (History) Explores conflict and how it has changed the U.S.	From Conflict to Change (History) Explores conflict and change in U.S. and World history.
Unit 26	Natural or Human-Made? (Geography) Explores natural and human-made features found on a map.	Resources by Region (Geography) Uses maps to explore geographical and human-made features and where they're located.	What Makes This Place Special? (Geography) Uses maps to explore geographical and human-made features of various regions.	Where in the World? (Geography) Identifies past and present features of a region and how that region compares to other regions.
Unit 27	Exploring Light and Sound (Physical Science) Introduces light and sound.	Light and Sound on the Move (Physical Science) Explores sources of light and sound and movement of light and sound through different types of matter.	Making Waves: Light and Sound (Physical Science) Explores how light and sound waves interact with various materials.	Changes to Light and Sound (Physical Science) Investigates how changes in frequency, wavelength or speed impact light and sound waves.
Unit 28	Earning Money (Economics) Explores money, why people need it and how people earn it.	Earn Before You Spend (Economics) Investigates different ways to earn and spend money.	I Can Earn Money (Economics) Looks at income and banking services.	All in a Day's Work (Economics) Investigates the relationship among income, work skills, attitudes and opportunities.
Unit 29	How Are They Alike? (Life Science) Explores how parent animals and their young are alike and different.	They Look Alike! (Life Science) Explores how and why offspring of plants or animals resemble their parents.	Why Are My Eyes Brown? (Life Science) Explores traits and how they are inherited from parents.	What Makes You, You? (Life Science) Looks at how traits and characteristics are passed on through DNA.
Unit 30	By the Sea (Life Science/Geography) Focuses on plants and animals that live in the ocean, as well as how people use the ocean for recreation and leisure activities.	By the Sea (Life Science/Geography) Focuses on plants and animals that live in the ocean, as well as how people use the ocean for recreation and leisure activities.	By the Sea (Life Science/Geography) Focuses on plants and animals that live in the ocean, as well as how people use the ocean for recreation and leisure activities.	By the Sea (Life Science/Geography) Focuses on plants and animals that live in the ocean, as well as how people use the ocean for recreation and leisure activities.

Instructional Targets

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}, glossaries) to determine the pronunciation of words. Use reference materials (dictionaries {printed/online}, thesauruses) to determine a synonym for a word. Use words acquired through academic and domain-specific sources when speaking and writing. Use context clues (e.g., more details, restated word or the overall meaning of the sentence or paragraph) to determine the meaning of unknown and multiple meaning words.

Differentiated Tasks

Level 3 Students will...

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

Level 2 Students will...

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

Level 1 Students will...

- Indicate a picture of a word that is in a dictionary by making a selection from a narrowed field or errorless choice(s).
- Given a word's pronunciation, select a picture or word from a narrowed field or errorless choice(s).
- Given a narrowed field or errorless choice(s), select a picture or word whose meaning is similar to that of another word.
- Make a selection to indicate the picture of a key vocabulary word within a text or to complete a sentence.
- Select a named picture related to the meaning of the word from a narrowed field or errorless choice(s).



Topic Connection

In this unit, students are exploring the motion of objects by looking at variables such as speed, distance and height. In this lesson, students will use High-Frequency Words and vocabulary words to practice skills which support reading and writing, including identifying and using words in text, using reference materials to define words, and using context clues to find the meaning of words.



High-Frequency Word Lists

List 1: can*, down*, like*, the*, up*, when*

List 2: ball*, far*, fast*, high* thing*, use*

List 3: ground*, hard, jump*, line*, move*, pull



Topic Words

distance	fast*	gravity	pull	slow*
down*	force	move*	push*	up*

* Power Words

Benchmark Assessments

- Initial Letters
- Word Recognition List 1
- Word Recognition List 2
- Word Recognition List 3
- Letter ID - Upper Case
- Letter ID - Lower Case
- Letter Match

Unit Checkpoint Assessments

- Level 3 - 2, Word Recognition



Lesson 15 - Word Study Objects in Motion

15



Lesson at a Glance

Activity 1.1-1.3		Activity 2.1-2.3		Activity 3.1-3.4		Activity 4	Activity 5
High-Frequency Words		Review High-Frequency Words		Defining Vocabulary		Play Vocabulary Game	Using Context Clues



Instructional Activities



See how these activities fit into the Suggested Unit Pacing.



ULS Materials and Resources

High Frequency Word Maps (Level 3, Level 1 & 2) High-Frequency Word Cards List 1.1: can, down, like, the, up, when List 1.2: ball, far, fast, high, thing, use List 1.3: ground, hard, jump, line, move, pull	Sentence Completion Cards (Level 3, Level 1 & 2) High-Frequency Word Cards List 2.1: can, down, like, the, up, when List 2.2: ball, far, fast, high, thing, use List 2.3: ground, hard, jump, line, move, pull	Vocabulary Word Maps (Level 3, Level 1 & 2) Glossary Word Definition Cards Group 3.1: move, fast, slow, up Group 3.2: gravity, pull, down Group 3.3: distance, push, force	Game Board Word Definition Cards distance down fast force gravity move pull push slow up Picture/Word Strips Game Piece Manipulatives	Using Context Clues Anchor Chart Types of Context Clues Anchor Chart Context Clues (Level 3, Level 2, Level 1) Fill-In Cards
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SymbolStix PRIME

Instructional Guides: Vocabulary

Instructional Tools: Dolch/Fry Word Lists

Instructional Guides: Word Study

L³ Skills: Language Arts Skills

Word Journal Cover and Tabs



Additional Materials

Classroom/Student Word Journal



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MIDDLE SCHOOL Unit 2
Lesson 15



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

- 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—can 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

- Use a High-Frequency Word in a sentence. Emphasize the word in the sentence. For example, "The candidates can answer questions." When possible, write the sentence and underline the High-Frequency Word. Define the word. For example, 'can' means to be able to do something.
- Display the High-Frequency Word Card for the word. Say and spell the word. For example, display 'can' and say, "This word is 'can', c-a-n, can." 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 'c' and say, "This is the letter 'c'. The sound for 'c' is /k/."
- 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

Provide students with the High Frequency Word Maps.

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.

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.

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).

Review

- 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



or



Introduce

Spend approximately 10 minutes per day reviewing High-Frequency Words.

- Introduce the activity by asking a focus question about the High-Frequency Words. For example, ask, "Which word did we learn this week—'can' or 'yesterday'?" 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

- Display and review a word from List 1, List 2 or List 3 in the Word Journal. For example, display the word card for 'the'. Say, "This is the word 'the', t-h-e, 'the'." 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

Provide students with the Sentence Completion Cards.

Level 3: Have the student independently use High-Frequency Words to complete a sentence.

Level 2: Have the student select text or pictures of High-Frequency Words to complete a sentence with support.

Level 1: Have the student select a High-Frequency Word from a narrowed field or errorless choice(s) to make a sentence.

Review

- Continue reviewing previously taught High-Frequency Words through a word wall or student word journals.
- 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

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}, glossaries) to determine the pronunciation of words. Use reference materials (dictionaries {printed/online}, thesauruses) to determine a synonym for a word.



Instructional Routine



Introduce	- 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	- 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 'distance'. The glossary says distance means the space between two places." 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 'fast'. I need to find a definition for fast. I can look in the glossary for a definition. Fast means moving quickly."
Provide Practice	Provide students with the Vocabulary Word Maps and the Glossary or other reference materials. 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. 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. Level 1: 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 by making a selection from a narrowed field or errorless choice(s).
Review	- 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

Standards for Language

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



Instructional Routine



or



Introduce

- Introduce the activity by asking a focus question about the unit vocabulary words. For example, ask, "What is the force on Earth that pulls things down to the ground?" Discuss students' responses.
- Review the unit vocabulary words and their meaning.
- 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 and describe (define) each word you land on during the game."
- Review the learning goal with students: **I will name and tell others what a word means.**

Model

- Model rolling the dice and moving your game piece the designated number of spaces.
- Name the vocabulary word you have landed on and provide its meaning.
- Model discussion to determine if the meaning provided is correct. If determined to be correct, mark the word off of your Picture/Word Strip.

Provide Practice

Provide alternative for dice as needed for individual student access.

Level 3: Have the student name and provide the meaning of the selected vocabulary word. If correctly identified, have student locate the word and mark it off their Picture/Word Strip. Provide alternative forms of writing and support as needed.

Level 2: Have students match the targeted vocabulary word to the definition. If correctly identified, have student locate the word and mark it off their Picture/Word Strip. Provide alternative forms of writing and support as needed.

Level 1: Have student identify the vocabulary word from a narrowed field or errorless choice(s). Have the student participate in matching the targeted word to their Picture/Word Strip. Providing support, have the student participate in marking off of their Picture/Word Strip.

If desired, indicate the winner of the game as the first person to mark all of the vocabulary words on their Picture/Word Strip or continue playing until all students have marked all words.

Review

- 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 a sentence.



Check Understanding ?

✂️ **Level 3:** Can the student determine meaning of a word?

✂️ **Level 2:** Can the student match a word to its meaning?

✂️ **Level 1:** Can the student select a representative of a named word from a narrowed field or errorless choice(s)?





Instructional Targets

Standards for Language

- **Vocabulary Acquisition and Use:** Use context clues (e.g., more details, restated word or the overall meaning of the sentence or paragraph) to determine the meaning of unknown and multiple meaning words.



Instructional Routine



or



Introduce

- Introduce the activity by asking a focus question about words. For example, ask, "How can we find the meaning of a word we don't know while we are reading—skip the word or look in the text?"
- Talk with students about how all text has clues that can help you understand the meaning of words you may not know. These clues are called context clues. Context clues can be found in the text around the word.
- Tell students that today they will be using context clues to find the meaning of words. Say, "Today, your job is to use clues in the text to find the meaning of a word."
- Review the learning goal with students: **I will use context clues to find the meaning of a word.**

Model

- Display the Using Context Clues Anchor Chart. Point to the underlined word and then the highlighted words or phrases. Explain to students that the highlighted words can help us understand what the underlined word means. Read and model each step with the page of text.
- Display the Types of Context Clues Anchor Chart. Review each type of context clue and example sentence. In each example, think aloud about how to use the clue to find the meaning of the word. Point out that clues can be found in sentences before or after the word.
- Display the Context Clues. Three levels have been provided (Level 3, Level 2, Level 1). Use the level that best meets your students' needs. Use the Marker Tool to model underlining the word and highlight the context clues in the passage. For Level 3, students will find the context clues with visual prompts and use the Marker Tool to underline the word and highlight the context clues. For Level 2 and Level 1, the word and context clues will be identified on the page.
- Model how to use the context clues in the text to find the meaning of the word. For example, say, "I need to find the meaning of the word 'motion.' The sentence says, 'He knows motion is when an object moves from one place to another.' That is a clue that helps me know the meaning of the word 'motion' is 'what something is doing when it moves from one place to another.'" For Level 3 and Level 2 have students select the correct definition. For Level 1 have students select a picture that relates to the meaning of the word.

Provide Practice

Provide students with the Context Clues, Using Context Clues Anchor Chart and the Types of Context Clues Anchor Chart.

Level 3: Have the student independently identify the meaning of a word using context clues in a given text.

Level 2: Have the student identify the meaning of a word using context clues in a given text with support.

Level 1: Have the student identify a picture related to the meaning of a word by making a selection from a narrowed field or errorless choice(s).

Review

- Review the word, context clues and the correct meaning of the word. Talk with students about how they used context clues to decide the meaning of the word.
- While reading, unit materials or other texts, point out words that students may not know the definition of, and help them locate context clues and find the meaning of the word.
- Remind students to use this strategy while reading on their own.



Check Understanding ?

Level 3: Can the student independently identify the meaning of a word using context clues in a given text?

Level 2: Can the student identify the meaning of a word using context clues in a given text with support?

Level 1: Can the student identify a picture related to the word by making a selection from a narrowed field or errorless choice(s)?



can



Write the word.

Picture of the word.



Use the word in a sentence.

down



Write the word.

Picture of the word.



Use the word in a sentence.

like



Write the word.

Picture of the word.



Use the word in a sentence.

the



Write the word.

Picture of the word.



Use the word in a sentence.

up



Write the word.

Picture of the word.



Use the word in a sentence.

when



Write the word.

Picture of the word.



Use the word in a sentence.

ball



Write the word.

Picture of the word.



Use the word in a sentence.

far



Write the word.

Picture of the word.



Use the word in a sentence.

fast



Write the word.

Picture of the word.



Use the word in a sentence.

high



Write the word.

Picture of the word.



Use the word in a sentence.

thing



Write the word.

Picture of the word.



Use the word in a sentence.

use



Write the word.

Picture of the word.



Use the word in a sentence.

ground



Write the word.

Picture of the word.



Use the word in a sentence.

hard



Write the word.

Picture of the word.



Use the word in a sentence.

jump



Write the word.

Picture of the word.



Use the word in a sentence.

line



Write the word.

Picture of the word.



Use the word in a sentence.

move



Write the word.

Picture of the word.



Use the word in a sentence.

pull



Write the word.

Picture of the word.



Use the word in a sentence.

can



Select the word.



Picture of the word.



Find the word in a sentence.

You can push a stroller.

down



Select the word.



Picture of the word.



Find the word in a sentence.

The ball goes down into the basket !

like



Select the word.



Picture of the word.



Find the word in a sentence.

I **like** to move my body.

the



Select the word.



Picture of the word.



Find the word in a sentence.

Watch me push **the** swing soft.

up



Select the word.



Picture of the word.



Find the word in a sentence.

The ball goes **up** to the basket.

when



Select the word.



Picture of the word.



Find the word in a sentence.

A dog can pull you **when** you go for a walk.

ball



Select the word.

Picture of the word.

Find the word in a sentence.

The **ball** goes into the goal.

far



Select the word.

Picture of the word.

Find the word in a sentence.

A **force** can move an object **far** away.

fast



Select the word.



Picture of the word.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of the word 'bush'.

Find the word in a sentence.

The swing moves fast.

Find the word in a sentence.

The swing moves fast.

high



Select the word.



Picture of the word.



Find the word in a sentence.

A ball can go up high.

Find the word in a sentence.

A ball can go up high.

thing



Select the word.

Picture of the word.

Find the word in a sentence.

Another **thing** uses a magnet too.

use



Select the word.

Picture of the word.

Find the word in a sentence.

He **needs to use** more force.

ground



Select the word.

Picture of the word.

Find the word in a sentence.

He slips and falls to the ground.

hard



Select the word.

Picture of the word.

Find the word in a sentence.

She uses force to hit the ball hard.

jump



Select the word.



Picture of the word.



Find the word in a sentence.

I can jump up high.

line



Select the word.



Picture of the word.



Find the word in a sentence.

The students wait at the line to start the race.

move



Select the word.

Picture of the word.

Find the word in a sentence.

A ball can move slow or fast.

pull



Select the word.

Picture of the word.

Find the word in a sentence.

You can pull a wagon behind you.

What word completes the sentence?

You _____ push a door.

school

can

thing

What word completes the sentence?

Gravity pulls people _____ too!

be

she

down

What word completes the sentence?

I _____ to move.

like

says

ball

What word completes the sentence?

He pushes _____ wheels to move forward.

keep

make

the

What word completes the sentence?

Mrs. Perez tosses a ball _____ in the air.

up

ground

can

What word completes the sentence?

You push a ball _____ you throw it.

the

when

for

What word completes the sentence?

Mark kicks the _____ and runs to get it.

ball

jump

make

What word completes the sentence?

Calvin is standing _____ away.

far

pull

us

What word completes the sentence?

JR uses force to move his wheelchair _____.

can

be

fast

What word completes the sentence?

Mark's kick moves the ball far and _____.

use

high

about

What word completes the sentence?

It is how far or how close one _____ is to another.

high

help

thing

What word completes the sentence?

The ball will go faster if you _____ more force.

use

up

school

What word completes the sentence?

Gravity pulled the apple to the _____.

move

ground

when

What word completes the sentence?

Mark kicks the ball _____.

hard

help

are

What word completes the sentence?

He uses force to _____ up high.

thing

here

jump

What word completes the sentence?

He pushes his wheels to cross the finish _____.

line

use

can

What word completes the sentence?

JR will _____ in the race.

when

move

ground

What word completes the sentence?

A force can _____ the magnets apart.

down

thing

pull

What word completes the sentence?

You _____ push a door.



school

can



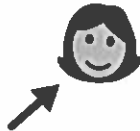
thing

What word completes the sentence?

Gravity pulls people _____ too!



be



she



down

What word completes the sentence?

I _____ to move.



like



says



ball

What word completes the sentence?

He pushes _____ wheels to move forward.



keep



make

the

What word completes the sentence?

Mrs. Perez tosses a ball _____ in the air.



up



ground

can

What word completes the sentence?

You push a ball _____ you throw it.

the



when

for

What word completes the sentence?

Mark kicks the _____ and runs to get it.



ball



jump



make

What word completes the sentence?

Calvin is standing _____ away.



far



pull



us

What word completes the sentence?

JR uses force to move his wheelchair _____.

can



be



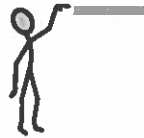
fast

What word completes the sentence?

Mark's kick moves the ball far and _____.



use



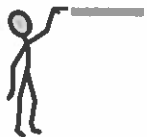
high



about

What word completes the sentence?

It is how far or how close one _____ is to another.



high



help



thing

What word completes the sentence?

The ball will go faster if you _____ more force.



use



up



school

What word completes the sentence?

Gravity pulled the apple to the _____.



move



ground



when

What word completes the sentence?

Mark kicks the ball _____.



hard



help



are

What word completes the sentence?

He uses force to _____ up high.



thing



here



jump

What word completes the sentence?

He pushes his wheels to cross the finish _____.



line



use

can

What word completes the sentence?

JR will _____ in the race.



when



move



ground

What word completes the sentence?

A force can _____ the magnets apart.



down



thing



pull

Definition	Part of Speech
Synonym (Similar Word)	Sentence

move

How do you say move?

☐

)))

☐

)))

Where did you look?

dictionary

online

glossary

Definition	Part of Speech
Synonym (Similar Word)	fast Sentence

How do you say fast?

☐



☐



Where did you look?

dictionary

online

glossary

Definition	Part of Speech
Synonym (Similar Word)	Sentence

slow

How do you say slow?



Where did you look?

dictionary

online

glossary

Definition	Part of Speech
Synonym (Similar Word)	Sentence

up

How do you say up?

☐

)))

☐

)))

Where did you look?

dictionary

online

glossary

Definition	Part of Speech
Synonym (Similar Word)	Sentence

gravity

How do you say gravity?

☐ 

☐ 

Where did you look?

dictionary

online

glossary

Definition	Part of Speech
Synonym (Similar Word)	Sentence

pull

How do you say pull?

☐



☐



Where did you look?

dictionary

online

glossary

Definition	Part of Speech
Synonym (Similar Word)	Sentence

down

How do you say down?

☐



☐



Where did you look?

dictionary

online

glossary

Definition	Part of Speech
Synonym (Similar Word)	Sentence

distance

How do you say distance?

☐


☐


Where did you look?

dictionary

online

glossary

Definition	Part of Speech
Synonym (Similar Word)	Sentence

push

How do you say push?

☐



☐



Where did you look?

dictionary

online

glossary

Definition	Part of Speech
Synonym (Similar Word)	Sentence

force

How do you say force?

☐



☐

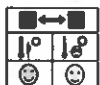


Where did you look?

dictionary

online

glossary

 Definition	 Part of Speech
 Synonym (Similar Word)	move  Sentence I can move my body in many ways.

 **How do you say move?**



 **Where did you look?**



dictionary



online



glossary

def-i-ni-tion (m) 1. Definition	 Part of Speech
 Synonym (Similar Word)	fast Sentence A ball can move fast.



How do you say fast?



Where did you look?



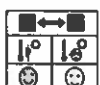
dictionary



online



glossary

 Definition	 Part of Speech
 Synonym (Similar Word)	slow  Sentence When I push soft, the swing moves slow.

 **How do you say slow?**

☐
☒

☐
☒

 **Where did you look?**



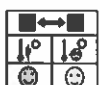
dictionary



online



glossary

 Definition	 Part of Speech
 Synonym (Similar Word)	 Sentence I can jump up high.

up



How do you say up?



Where did you look?



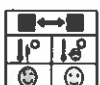
dictionary



online



glossary

 Definition	 Part of Speech
 Synonym (Similar Word)	 Sentence Earth's gravity pulls people down too!

gravity



How do you say gravity?



Where did you look?



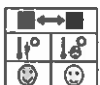
dictionary



online



glossary

def-i-ni-tion(s) 1. Definition	 Part of Speech
 Synonym (Similar Word)	pull ==. Sentence You can pull a wagon behind you.



How do you say pull?



Where did you look?



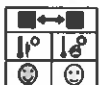
dictionary



online



glossary

def-i-ni-tion (m) Definition	 Part of Speech
down	
 Synonym (Similar Word)	 Sentence A ball can fall down low.



How do you say down?



Where did you look?



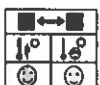
dictionary



online



glossary

 Definition	 Part of Speech
 Synonym (Similar Word)	distance  Sentence John must pass the ball a far distance.



How do you say distance?



Where did you look?



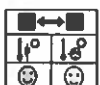
dictionary



online



glossary

def-i-ni-tion (n) 1. Definition	 Part of Speech
 Synonym (Similar Word)	 Sentence You can push someone on a swing.

push



How do you say push?



Where did you look?



dictionary

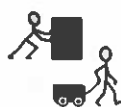


online



glossary

def-i-ni-tion (n) 1. Definition	 Part of Speech
 Synonym (Similar Word)	force Sentence JR uses force to move his wheelchair fast.



How do you say force?



Where did you look?



dictionary



online



glossary

Glossary

distance: (dis-tuhns)  *noun*

the space between two places

down: (doun)  *adjective*

lower or toward the ground

fast: (fahst)  *adjective*

moving quickly

force: (fohrs)  *noun*

a power that makes something move

gravity: (grav-i-tee)  *noun*

the force on Earth that pulls things down to the ground

move: (moov)  *verb*

to go from place to place

pull: (pool)  *verb*

to move an object toward you

push: (poosh)  *verb*

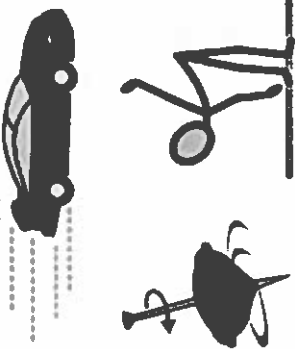
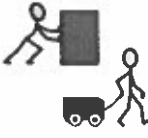
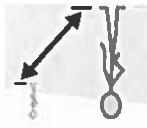
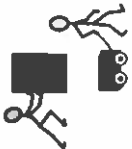
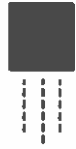
to move an object away from you

slow: (sloh)  *adjective*

not moving quickly

up: (uhp)  *adjective*

higher or toward the sky

 push	 pull	 move	 gravity	 force	 fast	 down	 distance
 slow	Objects in Motion 						 force
 dn							 fast
 distance							 down
 up							 distance
 fast	 force	 gravity	 move	 pull	 push	 slow	 up

Using Context Clues

When you read a word and you don't know what it means...

Underline
the word.

Highlight
words or phrases
that might help
you find
the meaning.

10



Mr. Aka, Lani and Kimo go to the coral

reef exhibit. There are many different types

of fish. A fish is an animal that lives in the water and

has gills to breathe. Signs on the wall tell about the

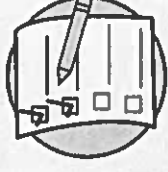
living things in the exhibit. "Over 20,000 species of

fish live in the ocean," reads Mr. Aka. Kimo looks at

a picture on the wall with different types of fish. He

sees a clown fish, an angel fish and a red snapper.

How can Mr. Aka, Lani and Kimo learn about the living things in the exhibits?



Steps to using context clues to find a word's meaning:



Look for clues in sentences before and after the unknown word.



Look for clue words. Some clue words to look for are: like, or, as, are, is, called.



Look for clues in pictures.



Look at word parts for clues (roots, suffixes, prefixes).



What part of speech is the unknown word? (noun, verb, descriptor).



Replace the unknown word with another word you think may fit and see if it makes sense.

Types of Context Clues

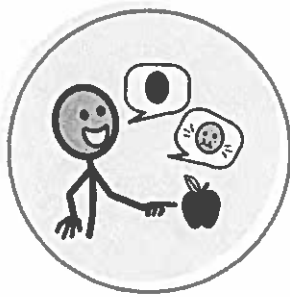
Readers can use clues to find the meaning of unknown words.



Definition

**The definition
is in the
sentence you
are reading.**

A forecast is
what the weather
will be like.



Restatement

**The meaning
of the unknown
word is given
using more
familiar words.**

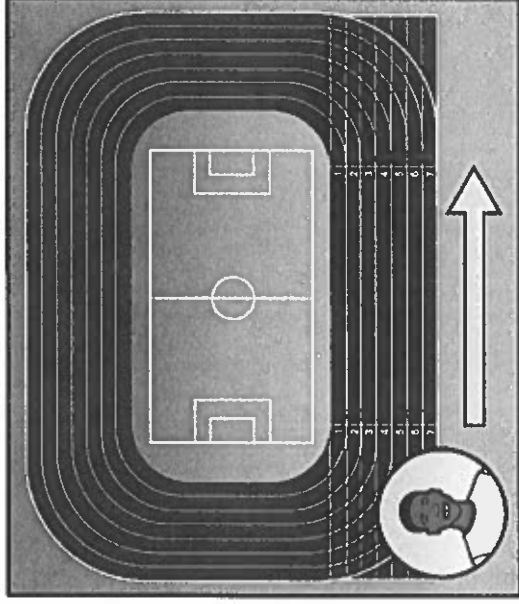
The snake was
giant or big in
size.



Example

**An example of
the unknown
word is given.**

A beverage,
such as water
or tea, will be
served soon.



JR thinks about what Mrs. Perez said about motion. He knows motion is when an object moves from one place to another. JR will be in a race. He will move from the start line to the finish line.

What is motion?

Look for definition context clues.

motion

Underline the word motion and highlight the context clues.

Choose the meaning of the word based on the context clues.

- ☐ how fast something moves
- ☐ the leader of a school
- ☐ what something is doing when it moves from one place to another

Mark looks at his soccer ball on the ground. The soccer ball will stay where it is unless a force moves it. Mark kicks

the ball hard. It moves fast. It moves far away and high into the air. Mark's kick



was a force that moved the ball a far distance. Gravity is the force that pulls the ball back down to the ground.

What pulls the ball back to the ground?

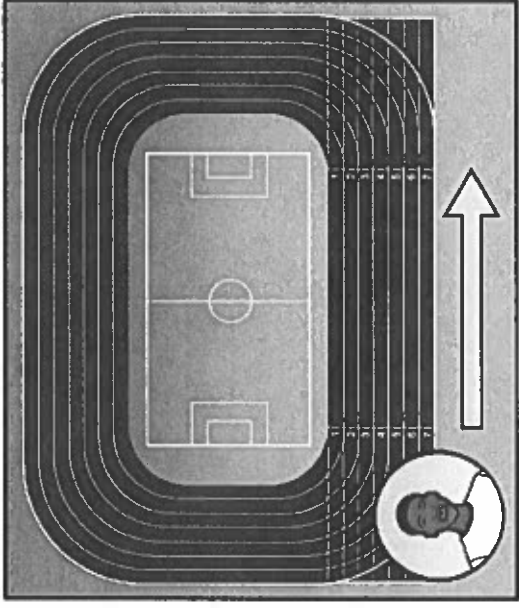
**Look for example
context clues.**

force

Underline the word force and highlight the context clues.

Choose the meaning of the word based on the context clues.

- ☐ thing we can't live without
- ☐ a power that makes something move
- ☐ to fix something



JR thinks about what Mrs. Perez said about motion. He knows motion is when an object moves from one place to another. JR will be in a race. He will move from the start line to the finish line.

What is motion?

Look for definition context clues.

motion

Look at the highlighted context clues to help you select the meaning of the word motion.

- ☐ how fast something moves
- ☐ the leader of a school
- ☐ what something is doing when it moves from one place to another

Mark looks at his soccer ball on the ground. The soccer ball will stay where it is unless a force moves it. Mark kicks the ball hard. It moves fast. It moves far away and high into the air. Mark's kick



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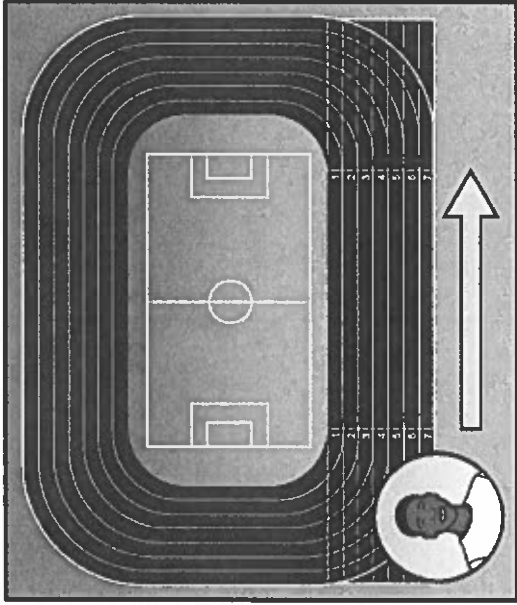
What pulls the ball back to the ground?

**Look for example
context clues.**

force

Look at the highlighted context clues to help you select the meaning of the word force.

- ☐ thing we can't live without
- ☐ a power that makes something move
- ☐ to fix something



JR thinks about what Mrs. Perez

said about motion. He knows motion

is when an object moves from one

place to another. JR will be in a race.

He will move from the start line to the finish line.

What is motion?

**Look for definition
context clues.**

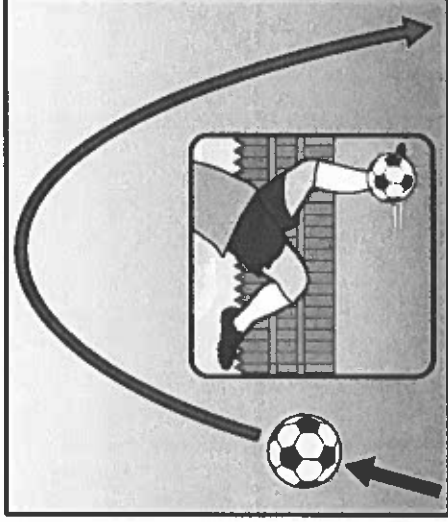
motion

Meaning:
what something is doing
when it moves from one
place to another

Choose a picture that
shows the meaning
of the word motion:



Mark looks at his soccer ball on the ground. The soccer ball will stay where it is unless a force moves it. Mark kicks the ball hard. It moves fast. It moves far away and high into the air. Mark's kick



was a force that moved the ball a far distance. Gravity is the force that pulls the ball back down to the ground.

What pulls the ball back to the ground?

Look for example context clues.

force

Meaning:
a power that makes something move

Choose a picture that shows the meaning of the word force:





distance	down	fast	force	gravity	move	pull	push	slow	up
distance	down	fast	force	gravity	move	pull	push	slow	up
distance	down	fast	force	gravity	move	pull	push	slow	up
distance	down	fast	force	gravity	move	pull	push	slow	up
distance	down	fast	force	gravity	move	pull	push	slow	up
distance	down	fast	force	gravity	move	pull	push	slow	up



can

down

like

the

up

when

ball

far

fast

high



thing

use

ground

hard

jump

line

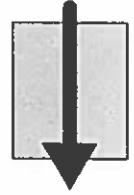
move

pull



can

down

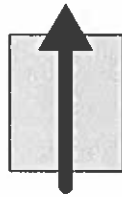


like



the

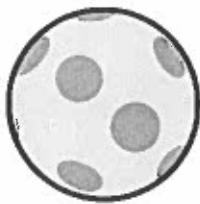
up



when



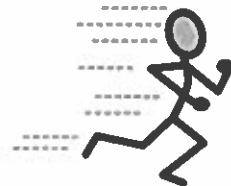
ball



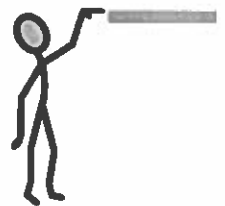
far



fast



high





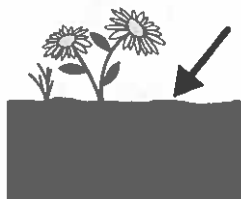
thing



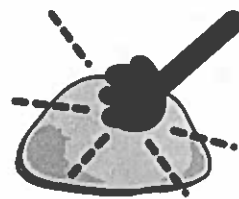
use



ground



hard



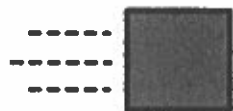
jump



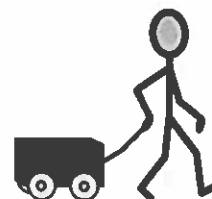
line



move

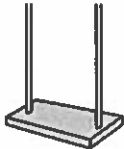


pull





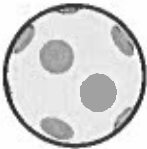
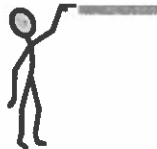
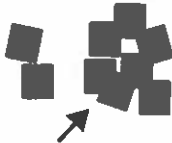
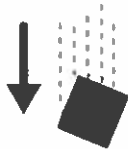
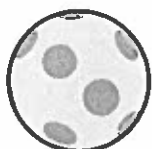
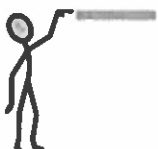
High Frequency Word Map - Level 3:

	can	
		
		
the		
		
		
		
		
		



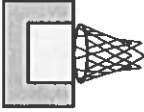
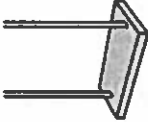
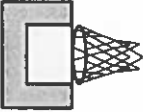
For hands-on instruction, print, cut out and laminate.

High Frequency Word Map - Level 3:

		
		
		
		
		
can		
		
		
		

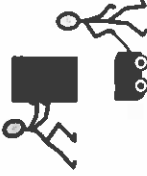
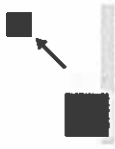
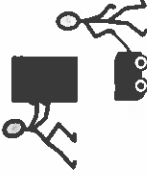
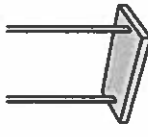
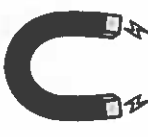


High Frequency Word Map - Level 1 & 2:

can	stroller	push		can	
basket	down	ball			
body	like	move			
the	soft	swing	the		
basket	ball	up			
dog	when	walk			



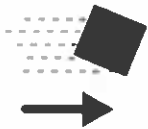
High Frequency Word Map - Level 1 & 2:

into	goal	ball				
far	force	move				
moves	fast	swing				
high	ball	go				
magnet	uses	thing				
more	use	force				



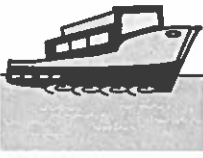
FOR HANDS-ON INSTRUCTION, PRINT, CUT OUT AND LAMINATE.

High Frequency Word Map - Level 1 & 2:

ground	slips	falls		
hit	ball	hard		
jump	can	high	can	
race	line	students		
ball	slow	move		
pull	wagon	behind		



Vocabulary Word Map - Level 3:

		
noun	verb	descriptor
furry	stop	go

		
noun	verb	descriptor
quick	pencil	slow

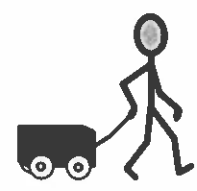
		
noun	verb	descriptor
fast	unhurried	eat



Vocabulary Word Map - Level 3:

		
noun	verb	descriptor
sing	down	high

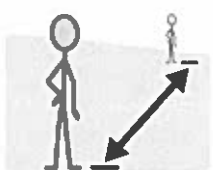
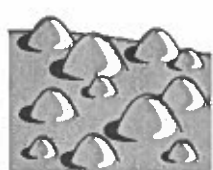
		
noun	verb	descriptor
weight	float	sleep

		
noun	verb	descriptor
tree	tug	push



Vocabulary Word Map - Level 3:

		
noun	verb	descriptor
low	up	car

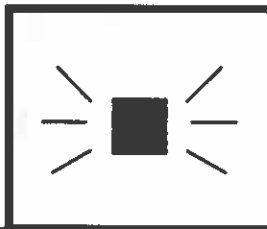
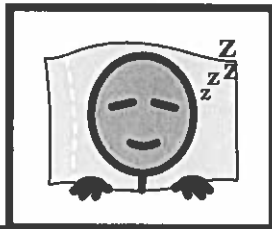
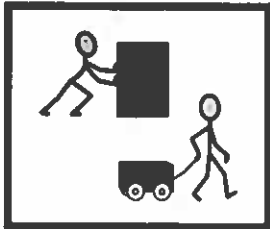
		
noun	verb	descriptor
fly	wet	space

		
noun	verb	descriptor
bump	pull	spoon



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

Vocabulary Word Map - Level 3:



noun

verb

descriptor

weak

strength

drink

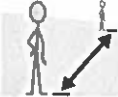
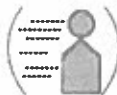


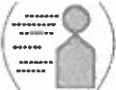
Vocabulary Word Map - Level 1 & 2:

higher or toward the sky		to go from place to place
noun	verb	descriptor
furry	stop	
go		
moving quickly		the force on Earth that pulls things down to the ground
noun	verb	descriptor
quick		pencil
slow		



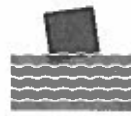
Vocabulary Word Map - Level 1 & 2:

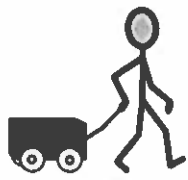
								
	the space between two places			not moving quickly				
	noun			verb			descriptor	
	fast			unhurried				
	eat							

			
	higher or toward the sky		 moving quickly
	noun		verb
			descriptor
	sing		 down
	high		



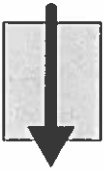
Vocabulary Word Map - Level 1 & 2:

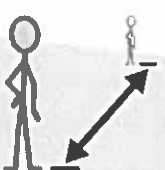
		
 the force on Earth that pulls things down to the ground	 to move an object away from you	
 noun	 verb	 descriptor
 weight	 float	
 sleep		

		
 moving quickly	 to move an object toward you	
 noun	 verb	 descriptor
 tree	 tug	
 push		



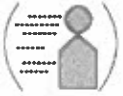
Vocabulary Word Map - Level 1 & 2:

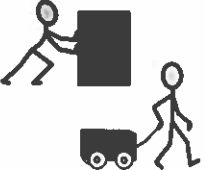
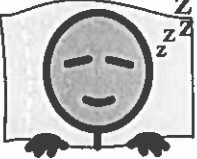
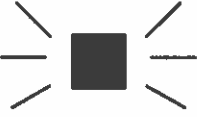
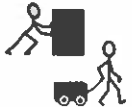
		
 lower or toward the ground	 to go from place to place	
 noun	 verb	 descriptor
 low	 up	
 car		

		
 the space between two places	 a power that makes something move	
 noun	 verb	 descriptor
 fly	 wet	
 space		



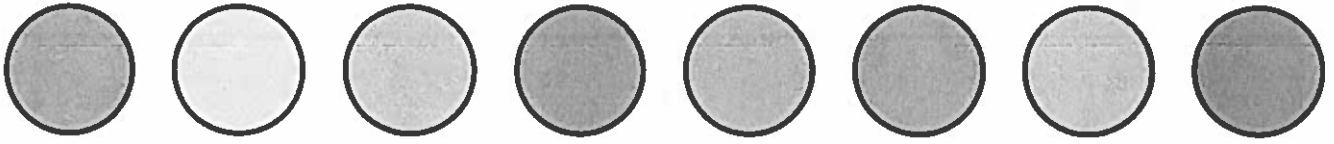
Vocabulary Word Map - Level 1 & 2:

			
 not moving quickly		 to move an object away from you	
 noun	 verb	 descriptor	
 bump		 pull	
 spoon			

			
 a power that makes something move		 lower or toward the ground	
 noun	 verb	 descriptor	
 weak		 strength	
 drink			



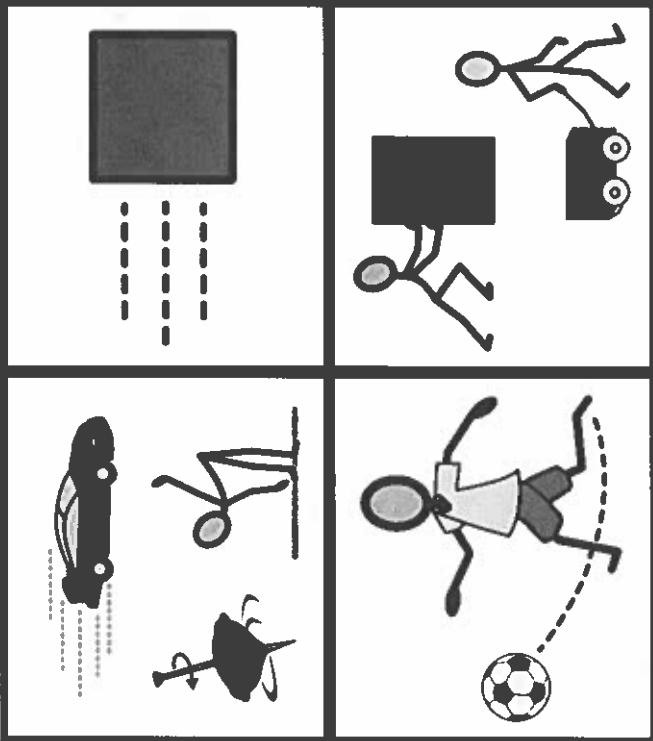
For hands-on instruction, print, cut out and laminate.





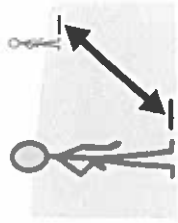
Cut along this line to separate the cards.

Context Clues - Level 1

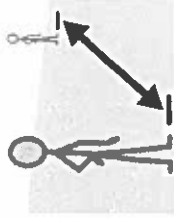




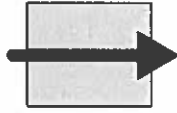
Use tracing for introduction, practice, and cutting reinforcement.



distance



the space between
two places



down



lower or toward
the ground



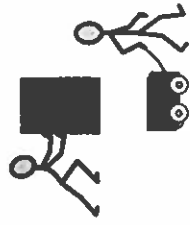
fast



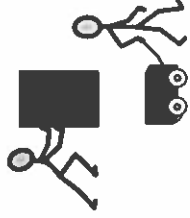
moving quickly



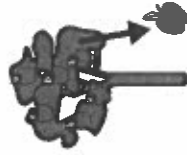
Use scissors on horizontal, vertical, and diagonal lines.



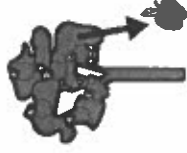
force



a power that makes
something move



gravity



the force on Earth
that pulls things down
to the ground



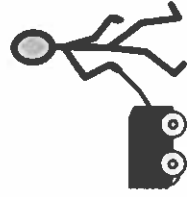
move



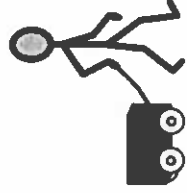
to go from place
to place



Use this page for instructions, print, cut out and laminate.



pull



to move an object
toward you



push



to move an object
away from you



slow

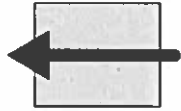


not moving quickly



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up



**higher or toward the
sky**

Instructional Targets

Reading Standards for Informational Text

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

Math Standards for Measurement

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

Math Standards for the Number System

Building Blocks to the Number System: Match symbolic representations ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc.) to fractional parts.

- **Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.** : Using a model, divide a whole number into fractional units ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$) and count the fractional parts of a whole (3 parts of 4, 6 parts of 10, etc.).

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Engage in grade level and age-appropriate discussions, including ability to:
 - follow rules of discussion
 - ask questions related to the topic; respond to others' questions; make comments; share ideas.

Adaptive Functional

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

Differentiated Tasks

Level 3 Students will...

- Describe a sequence of events in a text or the steps of a procedure.
- Independently use measurement tools in daily living skill activities.
- Apply use of fractional representations of $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{5}$ and $\frac{1}{10}$ in the context of real-world problems and scenarios.
- Use objects or a model to divide a whole into fractional parts (e.g., a candy bar ÷ by 4 people is $\frac{1}{4}$)
- Share information, ask and answer questions and make comments during a group discussion.
- Identify food items and/or meals to create a balanced diet.
- Identify and use appropriate tools and/or ingredients to safely prepare basic meal items.

Level 2 Students will...

- Use picture supports to identify a sequence of events from a text or the steps of a procedure.
- Identify and use measurement tools appropriate for a supported daily living task.
- Recognize appropriate use of $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ in the context of real-world problems and scenarios.
- Model groups to divide a whole into fractional units.
- Use picture supports to share information, ask and answer questions and make comments during group discussions.
- Use picture supports to identify food items and/or meals to create a balanced diet.
- Use picture supports to select tools and ingredients to prepare basic meal items.

Level 1 Students will...

- Select a picture to identify an event in a text or a step in a procedure from a narrowed field or errorless choice(s).
- Select measurement tools for a daily living task.
- Select fractional units as part of a real-world problem or scenario.
- Count fractional parts of a whole using an active participation response.
- Participate in conversational exchanges, using communication technology and picture supports.
- Given a narrowed field or errorless choice(s), select foods and/or meals to create a balanced diet.
- Recognize tools and/or ingredients to actively participate in preparation of basic meal items from a narrowed field or errorless choice(s).



Topic Connection

Throughout this unit, students are exploring the way things move, including the force of gravity. The scientist Isaac Newton began thinking about force when he saw an apple fall from a tree. In this lesson, students will make Apple Butter Bars to remember the contributions Newton and the falling apple made toward science.



Topic Words

down*

gravity



Recipe Words

add

cook

measure

stir

bake

cup

more

tablespoon

beat

less

pour

teaspoon

* Power Words





Lesson at a Glance

Activity 1



Instructional Activities

Introduce the Recipe

Activity 2

Prepare to Cook

Activity 3

Cook and Eat

Activity 4

Review the Recipe



See how these activities fit into the Suggested Unit Pacing.



ULS Materials and Resources

Recipe

Picture/Word Cards
old fashioned oats spoon
flour baking pan
sugar spatula
brown sugar knife
salt Apple Butter Bars
ground cinnamon
butter
apple butter
large bowl

Recipe

Recipe Sequencing Activity
Recipe Sequencing Cards



Recipe

Picture/Word Cards
old fashioned oats spoon
flour baking pan
sugar spatula
brown sugar knife
salt Apple Butter Bars
ground cinnamon
butter
apple butter
large bowl

Recipe Review

Picture/Word Cards
old fashioned oats spoon
flour baking pan
sugar spatula
brown sugar knife
salt Apple Butter Bars
ground cinnamon
butter
apple butter
large bowl

Core Task 2.4

Core Materials Tasks 4.0, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

Instructional Guides: Mathematics

Instructional Tools: Math Pack / Cooking



Additional Materials

Food Items (serves 8)

2 C old fashioned oats
1 C flour
¾ C sugar
¼ C brown sugar
¼ t salt
1 t ground cinnamon
¾ C butter, softened
1 C apple butter

Cooking Tools

large bowl
spoon
8-in x 8-in baking pan, sprayed with cooking spray
spatula
knife

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





Instructional Target

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Engage in grade level and age-appropriate discussions, including ability to:
 - follow rules of discussion
 - ask questions related to the topic; respond to others' questions; make comments; share ideas.



Instructional Routine



Introduce

- Introduce the 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 Apple Butter Bars. Isaac Newton learn about the force of gravity while sitting under an apple tree. The apple made him think about why objects fall down to the ground.
- Explain to students that after reading the ingredients and recipe, they will prepare a shopping list to get the ingredients needed to make the Apple Butter Bars. For example, say, "We will be reviewing a recipe for Apple Butter Bars. Your job is to listen to the steps of the recipe."
- Review the student learning goal: **I will learn how to make Apple Butter Bars.**

Model

- Display the recipe. Point to the list of ingredients and say, "This part of the recipe tells us what we need to make Apple Butter Bars." Read the list of ingredients aloud.
- Next, point out the numbered steps. Explain, "This part of the recipe tells us how to make Apple Butter Bars." 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

- Level 3:** Have the student participate in identifying the ingredients needed. Have the student create a shopping list of ingredients.
- 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.
- 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.

Review

- Review the shopping list, ensuring all ingredients and tools are accounted for.
- Discuss with students ways that items may be obtained. This may include a community outing, shopping online, or using items that you already have on hand.



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



Introduce

- Introduce the 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 Apple Butter Bars. 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 or the Recipe Sequencing Cards.
- Ask questions such as, "What will we do first? What will we do last? What do we need to do to the pan before we put the mixture in it?"
- Model placing a few of the steps in order in the Recipe Sequencing Activity or with the Recipe Sequencing Cards.

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. For example, ask students, "What would happen if we did the steps out of order?"



Check Understanding ?

Level 3: Can the student 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 Measurement

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

Math Standards for the Number System

Building Blocks to the Number System: Match symbolic representations ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc.) to fractional parts.

Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.: Using a model, divide a whole number into fractional units ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$) and count the fractional parts of a whole (3 parts of 4, 6 parts of 10, etc.).

Adaptive Functional

Home Living: Safely prepare basic foods using appropriate kitchen tools.



Instructional Routine



or



Introduce	- Introduce the activity by asking a focus question about the recipe. For example, ask, "The recipe calls for 2 cups of old fashioned oats. What do we have to do to make sure we have 2 cups of old fashioned oats—add or measure?" Discuss students' responses. - Explain to students that measuring ingredients needs to be done 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 Apple Butter Bars. 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 Task 5.0, Mealtime Job List to assign responsibilities during this activity.
Model	- Review Core Task 5.8, 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."
Provide Practice	Display Core Task 5.8. Provide students with the Recipe. Note: Core Tasks 5.1 - 5.7 & 5.9 can be used. Level 3: Have the student make the recipe using measuring tools and supports as needed. 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 old fashioned oats. Point out how the measurements are the same (match). 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 a cup of flour and ask the student to find the matching cup of flour from a narrowed field or errorless choice(s).
Review	- Complete the recipe. Have students compare their Apple Butter Bars. Do any of the bars look alike? Different? Are all the bars the same size and shape? - Eat the Apple Butter Bars!
Extend	There are a variety of Standards Connections available to extend this lesson. Use Standards Connection A to compare measurements. Use Standards Connection B to practice doubling a recipe by adding fractional amounts. Use Standards Connection C to practice cutting a recipe in half by dividing amounts.



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:** Engage in grade level and age-appropriate discussions, including the ability to:
 - follow rules of discussion
 - ask questions related to the topic; respond to others' questions; make comments; share ideas

Adaptive Functional

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



Instructional Routine



Introduce

- Introduce the activity by asking a focus question about the recipe. For example, ask, "What recipe did we cook—Apple Butter Bars or chicken pot pie?" 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 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

- Display the Recipe Review.
- Model how to fill out the review. Share your personal opinion about the recipe with everyone.
- Explain to the 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

Display Core Task 2.4 and provide each student with a Recipe Review and any alternative forms of writing needed.

Level 3: Have the student share an opinion about the completed recipe. Have the student identify if the recipe was healthy or not.

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.

Level 1: Have the student use assisted technology and picture supports to share an opinion. Have the student respond to a food choice.

Review

- 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? Can the student respond to a food choice?



Instructional Target

Math Standards for the Number System

- Building Blocks to The Number System:** Recognize and compare numbers showing the symbols $>$, $<$ or $=$. Match symbolic representations ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc.) to fractional parts.

Differentiated Tasks

Level 3 Students will...

- Compare two numbers and use symbols to indicate $>$, $<$ or $=$.
- Apply use of fractional representations of $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{6}$ in the context of real-world problems and scenarios.

Level 2 Students will...

- Compare two groups of objects and determine which group's value is greater, lesser or equal.
- Recognize appropriate use of $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ in the context of real-world problems and scenarios.

Level 1 Students will...

- Compare two groups of objects and select the bigger or smaller group when given a narrowed field or errorless choice(s).
- Select fractional units as part of a real-world problem or scenario.

Comparing Measurements and Amounts

This lesson allows students to compare measurements and explore amounts while combining units of measure. Using a variety of measuring tools, containers and dry beans or rice, measure and compare different volumes. Use Standards Connection A and the symbols for $>$, $<$ or $=$ to compare the volumes of various measuring tools. For example, compare how many tablespoons it takes to fill a cup and how many teaspoons it takes to fill a cup.

Lesson 20 - Measure It!
Standards Connection A
20
Standards Connection A





How many _____ does it take to fill a _____ ? _____

How many _____ does it take to fill a _____ ? _____


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MIDDLE SCHOOL, Unit 2
Lesson 20



How many _____

does it take to fill a _____

?

How many _____

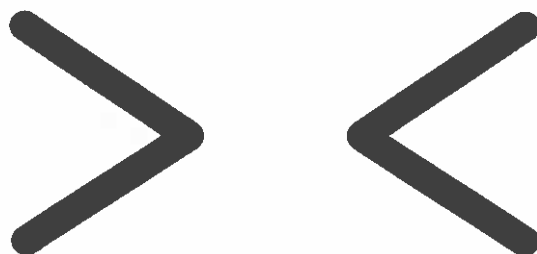
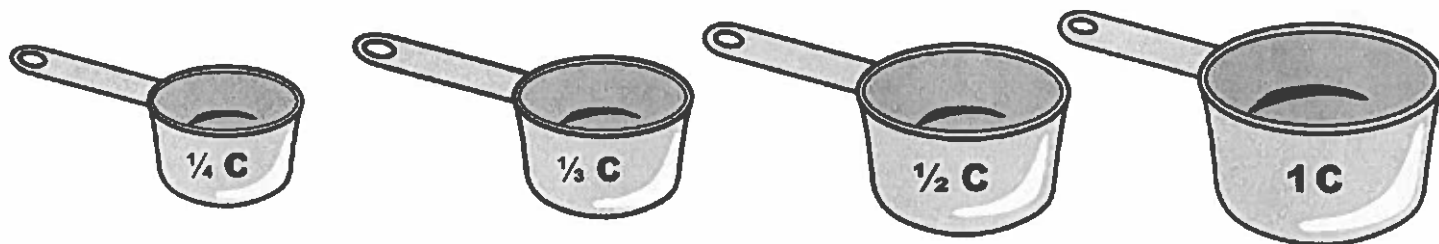
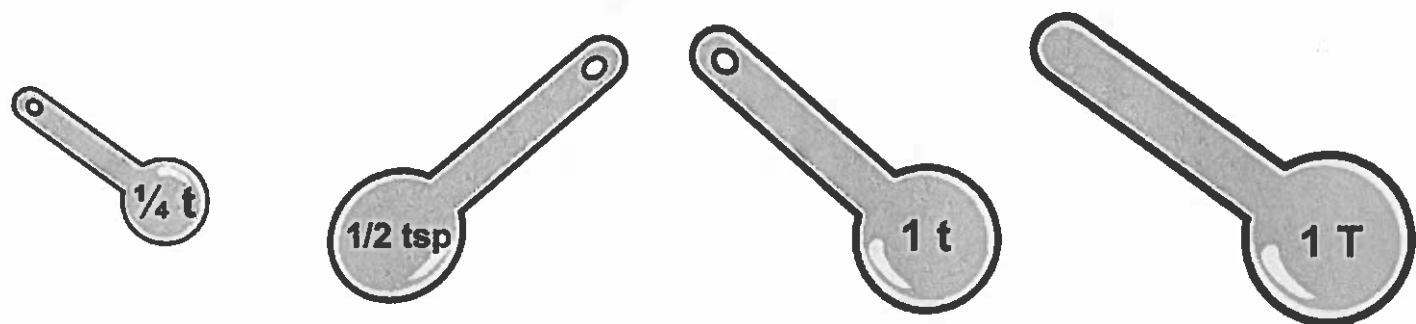
does it take to fill a _____

?





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



Instructional Target

Math Standards for the Number System

- **Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers:** Add and subtract fractions with like denominators ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, & $\frac{1}{10}$) with sums less than or equal to one.

Differentiated Tasks

Level 3 Students will...

- Use objects or a model to add or subtract two fractional units (e.g., $\frac{1}{4}$ cup + $\frac{1}{4}$ cup is the same as $\frac{1}{2}$ cup).

Level 2 Students will...

- Model addition or subtraction of two fractional units with support.

Level 1 Students will...

- Match fractional parts of an object to model the solution to an addition or subtraction problem through an active participation response.

Doubling a Recipe

Recipes can be changed to make more or less of the item. This activity provides students practice in doubling a recipe. Use Standards Connection B to practice adding (doubling) amounts of ingredients in a recipe. When possible, use real measurement tools to practice measuring out the amounts.

Lesson 20 - Measure It!
Standards Connection B
20
Standards Connection B

Double the Recipe

Use the guide to double the recipe for this lesson. Use real measurement tools to show what doubling the ingredients looks like. Add two ingredient units of the same amount to double the recipe.

What is the ingredient?	What is the measurement in the recipe? (C, T, I)	+	Add the same measurement amount. (C, T, I)	=	2x How much will this be when it is doubled? (C, T, I)
		+		=	
		+		=	
		+		=	
		+		=	
		+		=	

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MIDDLE SCHOOL, Unit 2
Lesson 20





Instructional Target

Math Standards for the Number System

- **Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers:** Using a model, divide a whole number into fractional units ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{10}$) and count the fractional parts of a whole (3 parts of 4, 6 parts of 10, etc.).



Differentiated Tasks

Level 3 Students will...

- Use objects or a model to divide a whole into fractional parts(e.g., a candy bar $\div$ by 4 people is $\frac{1}{4}$).

Level 2 Students will...

- Model groups to divide a whole into fractional units.

Level 1 Students will...

- Count fractional parts of a whole using an active participation response.

Cutting a Recipe in Half

Recipes can be changed to make more or less of the item. This activity provides students practice in cutting a recipe in half. Use Standards Connection C to practice dividing amounts of ingredients in a recipe in half. When possible, use real measurement tools to practice measuring out the amounts.

Lesson 20 - Measure It!
Standards Connection C
20
Standards Connection C

Cut the Recipe in Half

Use this guide to cut the lesson's recipe in half. Use real measurement tools to show what half of the ingredients will look like. Dividing an ingredient unit by 2 will leave the recipe with one new, smaller unit.

What is the ingredient?	What is the measurement in the recipe? (C, T, t)	$\div$ Divide this by 2.	=	$\frac{1}{2}$ How much will half of this measure be? (C, T, t)
		$\div 2$	=	
		$\div 2$	=	
		$\div 2$	=	
		$\div 2$	=	
		$\div 2$	=	

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MIDDLE SCHOOL, Unit 2
Lesson 20

RECIPE



Apple Butter Bars



DESSERT



Serves 8

NEED

2 C old fashioned oats



1 C flour



$\frac{3}{4}$ C sugar



$\frac{1}{4}$ C brown sugar



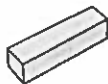
$\frac{1}{4}$ t salt



1 t ground cinnamon



$\frac{3}{4}$ C butter,
softened



1 C apple butter



large bowl



spoon



8-in x 8-in baking pan,
sprayed with cooking spray



spatula



knife



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

1. Preheat oven to 350 degrees.



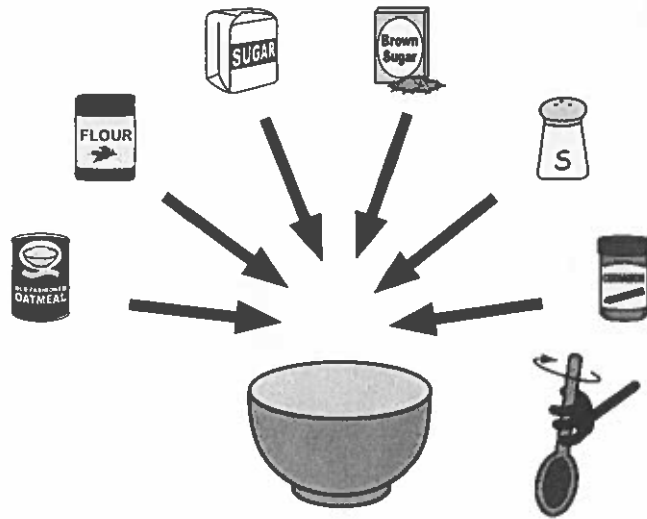
350°



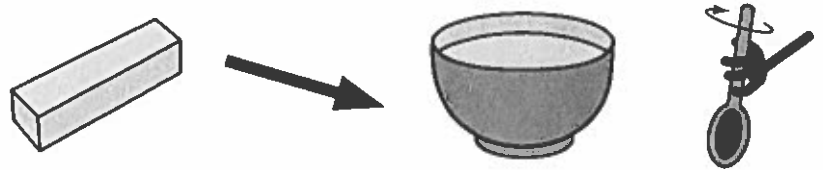
Apple Butter Bars



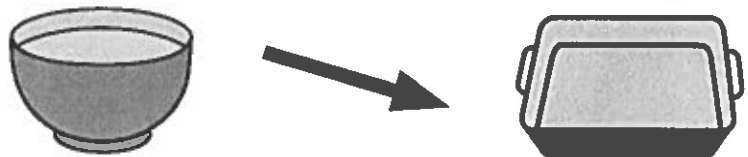
2. Put oats, flour, sugar, brown sugar, salt and cinnamon into bowl. Stir.



3. Put butter into bowl. Stir until crumbly.



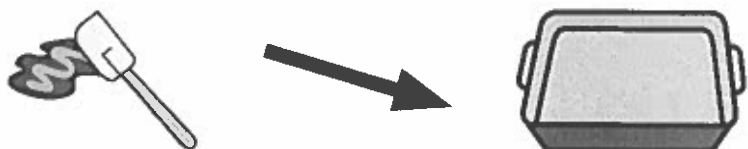
4. Put half of mixture into pan.



5. Press down gently to make even layer.



6. Spread apple butter onto mixture in pan.





Apple Butter Bars

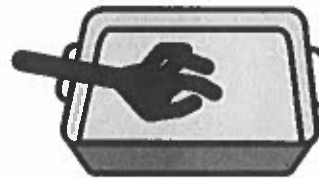


Serves 8

7. Sprinkle remaining mixture onto apple butter.



8. Press down gently.



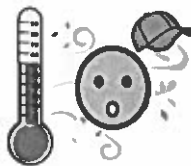
9. Bake 30-35 minutes or until golden brown.



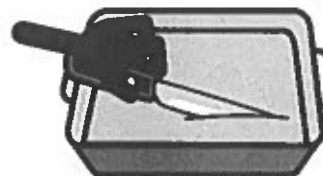
30-35



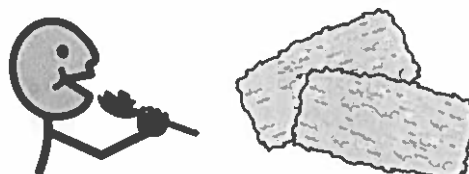
10. Let cool.



11. Cut into squares.



12. Eat.





Apple Butter Bars

1.

2.

3.

4.

5.

6.



Apple Butter Bars

7.

8.

9.

10.

11.

12.



recipe review

Recipe: _____

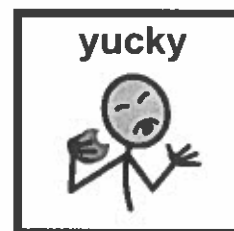
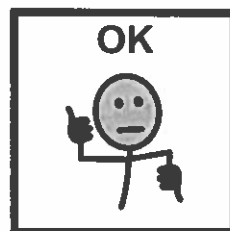
Reviewed by: _____

What was in it?

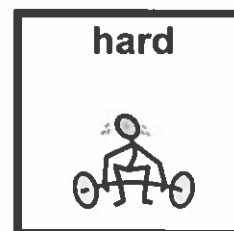
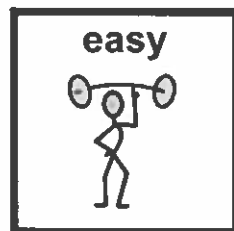


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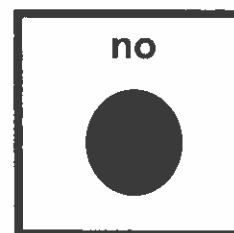
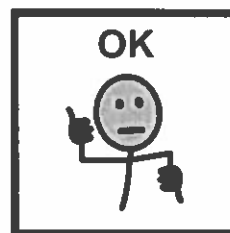
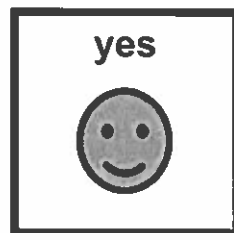
How did it taste?



How was it to make?



Was it healthy?





old fashioned
oats



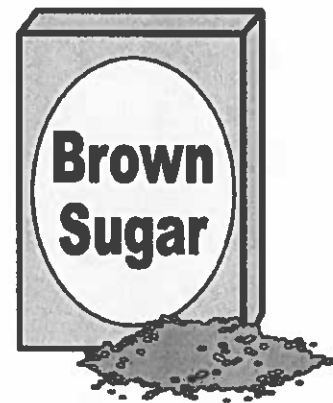
flour



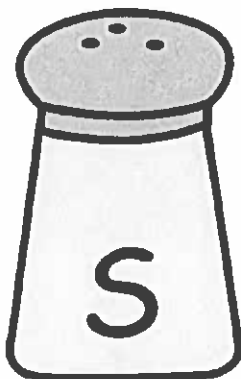
sugar



brown sugar



salt

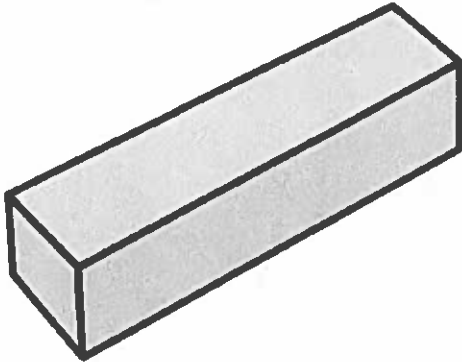


ground
cinnamon

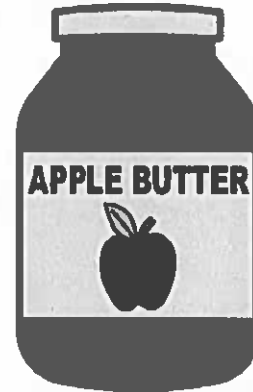




butter



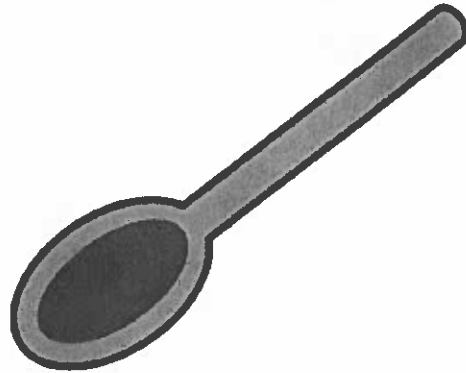
apple butter



large bowl



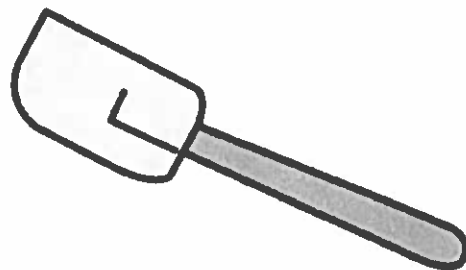
spoon



baking pan

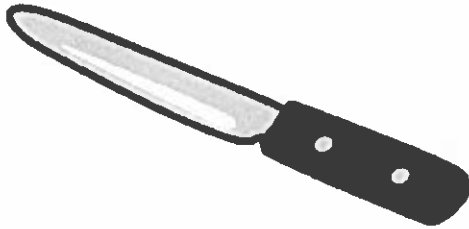


spatula

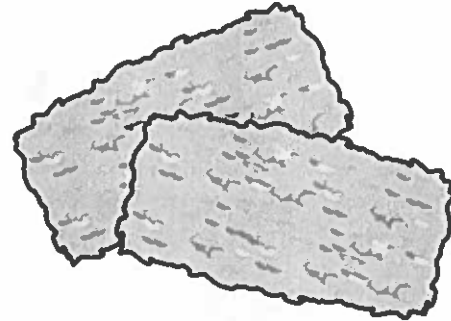




knife



Apple Butter Bars



old fashioned
oats



flour



sugar



brown sugar



salt



ground
cinnamon



butter



apple butter



Preheat oven to 350 degrees.

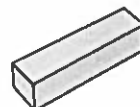


350°

Put oats, flour, sugar, brown sugar, salt and cinnamon into bowl. Stir.



Put butter into bowl. Stir until crumbly.





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

Put half of mixture into pan.



Press down gently to make even layer.



Spread apple butter onto mixture in pan.



Sprinkle remaining mixture onto apple butter.



Press down gently.



Bake 30-35 minutes or until golden brown.



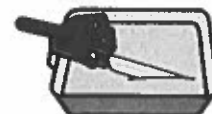
30-35



Let cool.



Cut into squares.



Eat.



Double the Recipe

Use the guide to double the recipe for this lesson. Use real measurement tools to show what doubling the ingredients looks like: Add two ingredient units of the same amount to double the recipe.

 What is the ingredient?	 What is the measurement in the recipe? (C, T, t)	+	 Add the same measurement amount. (C, T, t)	=	2x How much will this be when it is doubled? (C, T, t)
		+		=	
		+		=	
		+		=	
		+		=	
		+		=	

Cut the Recipe in Half

Use this guide to cut the lesson's recipe in half. Use real measurement tools to show what half of the ingredients will look like. Dividing an ingredient unit by 2 will leave the recipe with one new, smaller unit.

 What is the ingredient?	 What is the measurement in the recipe? (C, T, t)	÷ Divide this by 2.	=	1/2 How much will half of this measure be? (C, T, t)
		÷ 2	=	
		÷ 2	=	
		÷ 2	=	
		÷ 2	=	
		÷ 2	=	

