

## Elementary ULS Learning Guide May Week 3

Literacy				Math		
	<b>Lesson Title:</b> High-Frequency Words	<b>Materials Needed:</b> High-Frequency Word Cards Letter Tracing/Fill-in page	<b>Time Needed:</b> 10-15 min.	<b>Lesson Title:</b> Number Sense- Addition	<b>Materials Needed:</b> Number Sense 25 & 26	<b>Time Needed:</b> 10 min.
			<b>Lesson # 7</b> <b>Activity # 1</b>			<b>Lesson # 16b</b> <b>Activity # 1</b>
<b>DAY 11</b>	<ul style="list-style-type: none"> <li>○ <b>Level 2-</b> Review each word using word cards. Show student the word card “like” and review the letters in the word. Ask student to complete the Letter Tracing or Letter Fill-in page.</li> <li>○ <b>Level 1-</b> Review each word using word cards. Show student the word card “like” and review the letters in the word. Assist the student in completing the Letter Tracing or Letter Fill-in page.</li> </ul> <p>Repeat review with each word: like, kind, ear, I, am, who</p>			<ul style="list-style-type: none"> <li>○ <b>Level 2-</b> Using the math story provided, have the student count each manipulative (picture) for the problem. Once the student has counted each portion, work through adding the two numbers together. Use supports such as a number line as needed.</li> <li>○ <b>Level 1-</b> Using the math story provided, model counting the manipulatives and matching the number for the first number in the problem. Repeat this for the second number in the problem, and the answer to the problem.</li> </ul>		
	<b>Lesson Title:</b> Match Vocabulary	<b>Materials Needed:</b> Picture/Word Cards	<b>Time Needed:</b> 10-15 min.	<b>Lesson Title:</b> Number Sense	<b>Materials Needed:</b> Number Sense 2 & 4	<b>Time Needed:</b> 5-10 min.
			<b>Lesson # 11</b> <b>Activity # 1</b>			<b>Lesson # 16a</b> <b>Activity # 1</b>
<b>DAY 12</b>	<ul style="list-style-type: none"> <li>○ <b>Level 2-</b> Give student 2 or 3 picture/word cards. Describe or define a vocabulary word such as, “Our dog is one of these.” (animal) Student can point, say, or show the correct picture/word card.</li> <li>○ <b>Level 1-</b> Display a word card and say it aloud. Have the student chose the matching word/picture card from a single choice (errorless choice).</li> </ul>			<ul style="list-style-type: none"> <li>○ <b>Level 2-</b> Using the math story provided, have the student count and compare numbers. You can use a number line or manipulatives such as small blocks or toys for support.</li> <li>○ <b>Level 1-</b> Using the math story provided, assist the student in pointing to each picture, while counting. Have the student choose the correct number from one number card. (errorless)</li> </ul>		

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	Repeat for all word/picture cards: animal, baby, color, different, father, feature, mother, parent, plant, same, shape, size,					
	<b>Literacy</b>			<b>Math</b>		
	<b>Lesson Title:</b> Unscramble Sentences	<b>Materials Needed:</b> Scrambled Word Cards	<b>Time Needed:</b> 10- 15 min.	<b>Lesson Title:</b> Number Sense- Subtraction	<b>Materials Needed:</b> Math Story 41 & 42	<b>Time Needed:</b> 10 min.
			<b>Lesson # 12</b> <b>Activity # 1</b>			<b>Lesson # 16c</b> <b>Activity# 1</b>
<b>DAY 13</b>	<ul style="list-style-type: none"> <li>○ <b>Level 2-</b> Have the student first determine the sentence markers such as, "Which word has a capital letter?" Assist the student in unscrambling the sentence word cards.</li> <li>○ <b>Level 1-</b> Build the majority of the sentence leaving one to two words out. Have the student point to the word they think goes in the first missing spot and then the second.</li> </ul>			<ul style="list-style-type: none"> <li>○ <b>Level 2-</b> Using the math story provided, have the student cross off each manipulative (picture) to represent a number. Once the student has counted and crossed off each portion, work through subtracting the two numbers by counting the manipulatives left. Use supports such as a number line as needed.</li> <li>○ <b>Level 1-</b> Using the math story provided, model counting the manipulatives and matching the number for the first number in the problem. Repeat this for the second number in the problem, and the answer to the problem.</li> </ul>		
	<b>Lesson Title:</b> Vocabulary BINGO	<b>Materials Needed:</b> BINGO Cards Vocabulary cards	<b>Time Needed:</b> 10- 15 minutes	<b>Lesson Title:</b> Money	<b>Materials Needed:</b> Money page Counting Coins	<b>Time Needed:</b> 10-15 min.
			<b>Lesson# 11</b> <b>Activity# 2</b>			<b>Lesson # 18</b> <b>Activity # 1</b>
<b>DAY 14</b>	<ul style="list-style-type: none"> <li>○ <b>Level 2-</b> Choose a BINGO card for each family member who would like to play. Have one person read the vocabulary word aloud and each person marks that word off on their card. Make sure to say "BINGO" when you get 3 items in a row.</li> </ul>			<ul style="list-style-type: none"> <li>○ <b>Level 2-</b> Model how to count amounts. For example, say, "The feather costs 9 cents, how many pennies do I need to make 9 cents?" Count the appropriate amount using real coins or picture coins. Continue with the remaining amounts.</li> </ul>		

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	<ul style="list-style-type: none"> <li>○ <b>Level 1-</b> Choose a BINGO card for each family member who would like to play. Have one person read the vocabulary word aloud and each person marks that word off on their card. Make sure to say or point to the word “BINGO” when you get 3 items in a row.</li> </ul>			<ul style="list-style-type: none"> <li>○ <b>Level 1-</b> Say, “A penny is worth 1 cent. Let’s find all the pennies on the page.” Circle the pennies and count them using hand-over-hand if needed. Repeat with other values and coins such as nickels (5 cents) and dimes (10 cents).</li> </ul>		
<b>Literacy</b>				<b>Math</b>		
	<b>Lesson Title:</b> Edit It	<b>Materials Needed:</b> Edit It Book Report	<b>Time Needed:</b> 10-15 min.	<b>Lesson Title:</b> Number Sense	<b>Materials Needed:</b> Number Sense Page 6 & 7	<b>Time Needed:</b> 10 min.
			<b>Lesson # 2</b> <b>Activity # 3</b>			<b>Lesson # 16a</b> <b>Activity # 1</b>
<b>DAY 15</b>	<ul style="list-style-type: none"> <li>○ <b>Level 2-</b> Go through a sentence with the student locating and correcting the errors in capitalization, punctuation, and spelling.</li> <li>○ <b>Level 1-</b> Go through the sentence with the student and point out where a capital letter is needed. Support the student in locating the capital letter after the correction is made.</li> </ul>			<ul style="list-style-type: none"> <li>○ <b>Level 2-</b> Using the math story provided, have the student count and compare numbers. You can use a number line or manipulatives such as small blocks or toys for support.</li> <li>○ <b>Level 1-</b> Using the math story provided, assist the student in pointing to each picture, while counting. Have the student choose the correct number from one number card. (errorless)</li> </ul>		