

Secondary ULS Weekly Learning Guide May Week 1

		Literacy			Math		
		Lesson Title: High Frequency Words: a, boy, his, other, our, you	Materials Needed: High Frequency Word Cards	Time Needed: 10-20 minutes Lesson # 15 Activity # 1	Lesson Title: Math Story Problems/Addition	Materials Needed: Math Story 1, 2, 3 Counters (blocks, beans, pennies etc.) or number line	Time Needed: 10-20 minutes Lesson # 19a Activity # 1
DAY 1	<p>Level 2- Read the words to the student, have them point to each word as you read them. Model how to use each word in a sentence, ex: "I see a boy". Place 2-3 word cards on the table and ask the student to point to each word, ex: "point to /a/." Ask the student to name the letters to spell each word, model first when needed.</p> <p>Level 1- Read the words to the student, have them touch each word as you read it. Model how to use each word in a sentence, ex: "I see a boy". Place 1-2 word cards on the table or in front of the student and ask the student to point to each word, ex: "point to /a/." Provide a single/errorless choice when necessary. Using the students preferred mode of communication have them repeat the letters of each word.</p>			<p>Level 2- Read the math story to the student. Ask the student to count out the first number of objects, ex: "count out 4 beans." Do the same for the second number. Then have the student combine the manipulatives and count them altogether and answer the problem. Have the student write or trace the correct number in the box. Repeat for the next problem.</p> <p>Level 1- Read the math story to the student. Count out the corresponding number of manipulatives and ask the student to count the objects, provide support as necessary.</p>			
		Lesson Title: Leveled Book	Materials Needed: Book: "Who Do You Look Like" Book Picture Board Standards Connection	Time Needed: 10-15 minutes Lesson # 1 Activity #	Lesson Title: Read This Chart	Materials Needed: Pie Chart	Time Needed: 10-20 minutes Lesson # 21 Activity # 1
DAY 2	<p>Level 2- Ask the student to point to the front, back, title, author & illustrator. Model when necessary. Have the student turn the pages. Read the book to/with the student. Ask student to look at the pictures and identify characters & setting as you read. Have the student answer the 4 questions at the top of Lesson 1 Standards Connection. Point to High Frequency Words after you read.</p> <p>Level 1- Show the book to the student. Show them the front, back, title, author & illustrator. Turn the pages together as you read the book. While reading, point to the characters. Match the High Frequency Word Cards to the words in the story.</p>			<p>Level 2- Explain how to read a pie chart to student. Read questions and ask student to answer the questions by pointing to the correct category on the chart.</p> <p>Level 1- Show pie chart to student, point to each section as you read the category. Using the students preferred mode of communication, ask the student to identify each category, ex: "show me the section for brown hair."</p>			

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	<p>Lesson Title: High Frequency Words: Each, know, look, more, tell, tree</p>	<p>Materials Needed: High Frequency Word Cards</p>	<p>Time Needed: 10-20 minutes</p>	<p>Lesson Title: Counting Money</p>	<p>Materials Needed: Counting Coins Worksheet Coins (real or plastic)</p>	<p>Time Needed: 10-20 minutes</p>
			<p>Lesson # 15 Activity # 1</p>			<p>Lesson # 22 Activity # 1</p>
DAY 3	<p>Level 2- Read the words to the student, have them point to each word as you read them. Model how to use each word in a sentence, ex: “Look at the dog”. Place 2-3 word cards on the table and ask the student to point to each word, ex: “point to /know/.” Ask the student to name the letters to spell each word, model first when needed.</p> <p>Level 1- Read the words to the student, have them touch each word as you read it. Model how to use each word in a sentence, ex: “Look at the dog”. Place 1-2 word cards on the table or in front of the student and ask the student to point to each word, ex: “point to /know/.” Provide a single/errorless choice when necessary. Using the students preferred mode of communication have them repeat the letters of each word.</p>			<p>Level 2- Show the student coins and review their name and worth. Name the item for purchase and the cost located on the worksheet. Ask the student to match the coins and count the money.</p> <p>Level 1- Show the student coins and review their name and worth. Name the item for purchase and the cost located on the worksheet. Match the coins to the worksheet and model for the student how to count the coins. Then have the student practice exchanging money for an object.</p>		
	<p>Lesson Title: Define Vocabulary Words: alike, animal, cell, different, DNA</p>	<p>Materials Needed: Word Definition Cards</p>	<p>Time Needed: 10-15 minutes</p>	<p>Lesson Title: Telling Time</p>	<p>Materials Needed: Schedules & Times 3 and 4</p>	<p>Time Needed: 10-20 minutes</p>
			<p>Lesson # 15 Activity # 3</p>			<p>Lesson # 23 Activity#</p>
DAY 4	<p>Level 2- Read vocabulary words & definitions to student. Model how use the word in a sentence, Ex: “A cat is an animal.” Have student match the vocabulary word to the definition.</p> <p>Level 1- Read vocabulary words & definitions to student. Model how use the word in a sentence, Ex: “A cat is an animal.” Have student match the vocabulary words or ask student to identify (using their preferred mode of communication, vocabulary words from a single/errorless choice.</p>			<p>Schedules & Times 1-3) Level 2- Explain to student that the long hand tells us minutes and the short hand tells us hours. Read the scenario and have student draw or move hands on a clock to show the time. Complete the worksheet.</p> <p>Level 1- Draw or move hands on a clock to show the time as stated in the scenario. The student will use their preferred mode of communication to answer the time of day questions.</p>		

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	Lesson Title: Cleaning Teeth	Materials Needed: Brushing Teeth Worksheet	Time Needed: 10-15 minutes	Lesson Title: Fractions	Materials Needed: Clues Guide 1 Math Story 16	Time Needed: 10-20 minutes
			Lesson # 4 Activity # 1			Lesson # 19a Activity # 2
Day 5	<p>Level 2- Talk to the student about how important personal hygiene and brushing teeth is. Review the Action Steps for brushing teeth, modeling each step. Ask the student to label each picture and sequence the steps in order.</p> <p>Level 1- Talk to the student about how important personal hygiene and brushing teeth is. Review the Action Steps for brushing teeth, modeling each step. Show the student the materials required for brushing teeth or the pictures.</p>			<p>Level 2- Review Clues Guide 1 and explain that a fraction is a part of a whole. Read the story problem. Ask the student to color in the # stated in the story, ex: "Randy planted seeds, only 3 grew, color 3 boxes." Then have student write or trace the number in the top box. Ask student to write or trace the number of total items in the bottom box. Read the fraction and have the student repeat.</p> <p>Level 1- Read the story problem and color in the number stated in the story or use counters. Then ask the student to count. Have student use their preferred mode of communication to select the number counted from a field of 2-3 choices or a single/errorless choice.</p>		