

## Secondary ULS Learning Guide May Week 3

		<b>Literacy</b>			<b>Math</b>		
	<b>Lesson Title:</b> Editing Sentences	<b>Materials Needed:</b> Edit It: Book Report Worksheet Highlighter	<b>Time Needed:</b> 10-20 minutes	<b>Lesson Title:</b> Math Story Problems/Addition	<b>Materials Needed:</b> Math Story 4, 7 Counters (blocks, beans, pennies etc.) or number line	<b>Time Needed:</b> 10-20 minutes	
			<b>Lesson # 16</b> <b>Activity # 2</b>			<b>Lesson # 19a</b> <b>Activity # 1</b>	
DAY 1	<p><b>Level 2-</b> Read one sentence to or with the student, supporting them in sounding out words. After reading the sentence have the student highlight capital letters and circle the period. Then support the student in making edits to the sentence as necessary (capital letters and periods). Repeat with the remaining sentences.</p> <p><b>Level 1-</b> Read one sentence to the student. After reading the sentence have the student point to the capital letters and periods. Highlight each capital letter identified and circle the periods they identify. Using the students preferred mode of communication, have them identify the capital letters. Repeat with the remaining sentences.</p>			<p><b>Level 2-</b> 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><b>Level 1-</b> 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>			
	<b>Lesson Title:</b> High Frequency Word Find	<b>Materials Needed:</b> Chapter 3 High Frequency Word Cards	<b>Time Needed:</b> 15-20 minutes	<b>Lesson Title:</b> Make a Graph	<b>Materials Needed:</b> Survey Graph Survey Questions	<b>Time Needed:</b> 10-20 minutes	
			<b>Lesson # 3</b> <b>Activity # 1 &amp; 3</b>			<b>Lesson # 21</b> <b>Activity # 3</b>	

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DAY 2	<p><b>Level 2-</b> Using a highlighter or a pencil highlight or circle the high frequency words on each page of chapter 3. Identify each word by reading or pointing to when asked.</p> <p><b>Level 1-</b> Place 1 or 2 high frequency word cards in front of the student. As you locate each high frequency word on the page read the word and have the student chose the card that matches the word you find. Do this for each word. Ex: "Show me the word <b>boy</b>."</p>	<p><b>Level 2-</b> Explain to the student that they are going to put information on a graph then use the graph to answer questions. Using the completed survey cards from week 2 May (What color hair do you have?). Color in 1 box for each completed survey card. Ex: Color in the box above brown hair for a survey card that brown hair is checked. Once the graph is completed support the student in answering the Survey Questions.</p> <p><b>Level 1-</b> Support the student in filling out the bar graph using the completed survey cards from May week 2. (What color hair do you have?). Color the hair to match the card (ex: color the brown hair brown, the red hair red etc.) Show the student the card and ask them to point to each color that is selected. Ex: If the person checked brown hair ask the student to point to brown. Color in 1 box for each completed survey card.</p>								
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;"><b>Lesson Title:</b> Job Duties</td> <td style="width: 30%; padding: 5px;"><b>Materials Needed:</b> Classroom Jobs Chart Workspace Cleaner Classroom Jobs Picture Word Cards</td> <td style="width: 10%; padding: 5px;"><b>Time Needed:</b> 10-15 minutes</td> <td style="width: 10%; padding: 5px;"><b>Lesson # 6</b> <b>Activity # 2</b></td> </tr> </table>	<b>Lesson Title:</b> Job Duties	<b>Materials Needed:</b> Classroom Jobs Chart Workspace Cleaner Classroom Jobs Picture Word Cards	<b>Time Needed:</b> 10-15 minutes	<b>Lesson # 6</b> <b>Activity # 2</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;"><b>Lesson Title:</b> Counting Money</td> <td style="width: 30%; padding: 5px;"><b>Materials Needed:</b> Money Scenario 3 &amp; 4 Coins (real or plastic)</td> <td style="width: 10%; padding: 5px;"><b>Time Needed:</b> 10-20 minutes</td> <td style="width: 10%; padding: 5px;"><b>Lesson # 22</b> <b>Activity # 1</b></td> </tr> </table>	<b>Lesson Title:</b> Counting Money	<b>Materials Needed:</b> Money Scenario 3 & 4 Coins (real or plastic)	<b>Time Needed:</b> 10-20 minutes	<b>Lesson # 22</b> <b>Activity # 1</b>
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DAY 3	<p><b>Level 2-</b> Introduce the lesson by telling the student we will be practicing following directions, just like our DNA follows directions. Explain that for many important jobs people must follow directions to do the job right. Show the student the Classroom Jobs Chart and read each job and the steps/directions to complete the job. Cut out the Classroom Jobs Picture Word Cards and have the student sequence the steps of each job. Have the student carry out the job as appropriate.</p> <p><b>Level 1-</b> Introduce the lesson by telling the student that they will practice following directions. Show them the Workspace Cleaner worksheet and read each step. Cut out the Classroom Jobs Picture Word Cards and place 1 or 2 pictures in front of the student and have them match the picture to the task. Support the student in completing 1 step in the sequence.</p>			<p><b>Level 2-</b> 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><b>Level 1-</b> 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><b>Lesson Title:</b> Reading Comprehension</p>	<p><b>Materials Needed:</b> Chapter 4 Chapter Picture Board Comprehension Questions</p>	<p><b>Time Needed:</b> 15-20 minutes</p> <p><b>Lesson #</b> <b>Activity #</b> 1 &amp; 3</p>	<p><b>Lesson Title:</b> Telling Time</p>	<p><b>Materials Needed:</b> Schedules &amp; Times 1</p>	<p><b>Time Needed:</b> 10-20 minutes</p> <p><b>Lesson #</b> <b>Activity#</b> 1</p>
DAY 4	<p><b>Level 2-</b> Read Ch. 4 to or with your student. As you read, have the student point to characters, describe events, &amp; setting. After reading, have student use pictures to answer questions about the chapter.</p> <p><b>Level 1-</b> Read Ch. 4 to your student. As you read, identify the pictures drawing attention to characters and colors. After reading, have the student complete the comprehension questions. Read the comprehension questions to the student. Place 1-2 pictures on the table or in front of the student and; have them use their preferred mode of communication to make a choice, answering the questions.</p>			<p>Schedules &amp; Times 1-3)</p> <p><b>Level 2-</b> 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><b>Level 1-</b> Draw or move hands on a clock to show the time as stated in the scenario. Have the student identify the hands on the clock using their preferred mode of communication.</p>		
	<b>DAY</b>	<b>Literacy</b>			<b>Math</b>	
	<p><b>Lesson Title:</b></p>	<p><b>Materials Needed:</b> Chapter 4</p>	<p><b>Time Needed:</b> 15-20 minutes</p>	<p><b>Lesson Title:</b> Geometry</p>	<p><b>Materials Needed:</b></p>	<p><b>Time Needed:</b> 10-20 minutes</p>

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	Vocabulary Word Hunt	Vocabulary Word Cards	Lesson # 3 Activity # 1 & 3		Flat and 3D Shapes Worksheet	Lesson # 24b Activity # 1
Day 5	<p><b>Level 2-</b> Using a highlighter or a pencil highlight or circle the vocabulary words on each page of chapter 4. Have the student match each vocabulary word to it's definition.</p> <p><b>Level 1-</b> Place 1 or 2 vocabulary word cards in front of the student. As you locate each vocabulary word on the page read the word and have the student chose the card that matches the word you find. Do this for each word. Ex: "Show me the word, animal."</p>			<p><b>Level 2-</b> Explain that some shapes are flat and some are 3D. Give examples of each Ex: paper is a flat rectangle while a box of cereal is a 3D rectangle/rectangular prism and a quarter is a flat circle while a ball is a sphere. Ask the student to identify the picture on the worksheet then identify the flat shapes that make up the item. Search for items of different shapes in the house.</p> <p><b>Level 1-</b> Show examples of flat and 3D shapes Ex: paper/flat rectangle &amp; a box of cereal/ 3D rectangle/rectangular prism and a quarter/flat circle &amp; ball/sphere. Name the item on the worksheet and have the student point to/touch it. Cut out the shapes at the bottom of the page and place 1 or 2 in front of them. Ask them to identify each shape.</p>		