

Instructional Targets:
<p>Reading Fluency: Read fluently in simple text forms</p> <p>Reading Comprehension: Answer simple questions about text; Independently read favorite books</p> <p>Acquisition of Vocabulary: Build vocabulary meaning</p> <p>Earth and Space Science: Observe and describe the sun, moon and stars in relation to day and night</p>

Classroom Activities/Lesson Plan:
<p>Predictable Book: <i>Sunny Days</i></p> <p>Summer is associated with warm sunny weather. This book highlights four activities that commonly occur on these nice summer days. This book is presented in three leveled text formats: Level AA, Level B and Level C.</p> <p>Read the story, <i>Sunny Days</i>.</p> <ul style="list-style-type: none"> • On the first reading, do a picture walk. What actions do you see? Are these activities that you like to do? • Read the story aloud to model fluency. • As a group, reread story with pauses for key words to encourage student participation (e.g. _____). • Encourage choral reading of the repeated line. • Independent or paired reading: Support student reading, using the communication board.

Differentiated Tasks:		
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<p>Students will independently read the book.</p> <p>Students will respond to simple questions about the story.</p>	<p>Students will state a word or point to a picture of omitted words during a shared reading.</p> <p>Students will point to pictures in response to simple questions related to the story.</p>	<p>Students will activate a talking switch to state a sentence from the book.</p>

Resources and Materials:	Notes:
<p>Predictable Book: <i>Sunny Days</i></p> <p>Communication board</p>	



Instructional Targets:
<p>Word Recognition: Use letter sound knowledge to decode words Acquisition of Vocabulary: Read high frequency sight words; Use content clues to determine meaning of vocabulary Writing Conventions: Spell high frequency words</p>

Classroom Activities/Lesson Plan:	
<p>High Frequency Spelling #1</p> <p>Using the word cards with high frequency words from the story, the students will select a word to complete each sentence.</p> <p>Story 1 – <i>Insects on Parade</i>: this, is, can, the, see</p> <p>High Frequency Spelling Worksheet</p> <p>Fill in the blank:</p> <ol style="list-style-type: none"> 1. What is <u>(this)</u> Insect? 2. Can you see <u>(the)</u> ant on the tree? 3. <u>(Can)</u> you see the ladybug on the flower? 4. Can you <u>(see)</u> the butterfly in the park? 5. This <u>(is)</u> a big butterfly. 	<p>In the second part of the lesson, students will analyze the word to complete the word work lesson:</p> <p>Word Study:</p> <ol style="list-style-type: none"> 1. What word rhymes with <i>bee</i>? (see) 2. What word rhymes with <i>miss</i>? (this) 3. What word starts like <i>cook</i>? (can) 4. Which word has only <i>two letters</i>? (is) 5. What word has <i>three letters</i> and starts like <i>that</i>? (the) <p>Activities may be completed orally or by using worksheets.</p>

Differentiated Tasks:		
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Students will write/type words from memory.	Students will copy word from a card into a sentence after identifying a named word.	Students will visually focus on a word card when presented in the context of a sentence that is read aloud.

Resources and Materials:	Notes:
Worksheets for high frequency spelling #1	



Instructional Targets:

Number Sense: Represent and solve real life problems involving whole numbers, fractions, decimals and percentages; Add and subtract with decimals/money

Classroom Activities/Lesson Plan:

Money Applications: Beach Supplies

When heading to the beach, there are many things you should pack in the bag. This activity involves shopping for beach supplies. Barney's Beach Store has everything you might need, from sunglasses to sunscreen. The items are listed in Barney's store window. Duplicates of the pictures may be made for the students to "purchase."

- Students will shop for items in the store and select the correct amount of money to make a purchase.
- Students may be given a starting amount of money, such as \$20.00. How many items can be purchased with this \$20.00?
- One student may serve as the store clerk. The clerk must total the amounts for a customer and make change.

Vary the ways to apply this activity based on the individual student's abilities.

Differentiated Tasks:

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
Students will calculate the total amount for a purchase and select that amount of money.	Students will match coins/bills on a template for a given price amount.	Students will exchange a predetermined amount of money for a purchase.

Resources and Materials:

Barney's Beach Store with items and prices

Notes:



Instructional Targets:
Writing process: Use organizational strategies to plan writing Writing Applications: Produce informal writing for a purpose

Classroom Activities/Lesson Plan:
<p>Real World Writing: My Packing List</p> <p>Packing for a vacation requires some planning. In this lesson, the students are going to create a list of things to pack for a 5-day vacation. This vacation will involve some hiking in mountains and wooded areas. The days will be warm, but the evenings will be cool. At the motel, there is a swimming pool. One night will be a big dinner at a fancy restaurant. All of these things will need to be considered when packing. What clothing items should be packed? What other things should be packed?</p> <ul style="list-style-type: none"> • Based on this scenario, create a list of things to pack. Be sure to write the number of each item to pack (e.g. 5 pairs of socks) • Two forms are included—one as a list, one as a picture checklist. <p>Create other vacation scenarios. Determine a number of days for this vacation. Make your own packing list.</p>

Differentiated Tasks:		
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Students will generate a list of clothing and other items to pack for a vacation.	Students will mark a picture checklist of items to pack for a vacation.	Students will give a positive indicator to indicate items to pack for a vacation.

Resources and Materials:	Notes:
List form Checklist form with pictures	



Instructional Targets:
English Language Arts/Reading: Locate and use information from various sources to achieve a purpose

Classroom Activities/Lesson Plan:
<p>Daily Schedule</p> <p>The schedule of a day in the transition classroom involves a blend of core tasks and instructional topics.</p> <ul style="list-style-type: none"> • Core tasks involve routines that occur each day, including morning routines, A.M. and P.M. jobs, morning meetings, lunch, exercise, recreation leisure and vocational training. • Instructional topics are presented in small groups with a focus on learning new information and skills. These topics are new each month. Instructional topics include the Skills Group, Job Club and Daily Living Club. <p>This lesson provides a basic overview of the daily activities. The schedule presents many learning objectives that lead to independence. It is important to strive for new levels of self-sufficiency for ALL team members.</p> <ul style="list-style-type: none"> • For individuals with severe/profound disabilities, these goals may be to increase lifetime participation through responses that <i>give others a reason to interact with him/her</i>. Responses may include vocalizations, visual awareness, or motor activity. <p>Each team member will be given a personal schedule for the week. This personal schedule is part of the classroom master schedule that will be planned by a supervisor (classroom staff member). A form is included in Task 27.</p> <ul style="list-style-type: none"> • From the weekly schedule, the team member may read the schedule for each day/week, or he/she may affix symbols over each written text to indicate the picture representation of this activity. • The personal schedule may be cut apart into daily schedules. • The schedule is to be kept in the personal binder that each team member is responsible for.

Differentiated Tasks:		
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Team members will independently follow a classroom schedule to participate in daily activities.	Team members will use picture supports and limited prompts to actively participate in a daily schedule.	Team members will actively participate in a daily schedule with appropriate modifications.

Resources and Materials:	Notes:
Daily Schedule Form	

