

Date

Subtheme

Start Time: Choose a start time.

End Time: Choose an end time.

Curriculum Area:

Conceptual Knowledge-Literacy

Conceptual Knowledge-Literacy

Materials:

- The Mess adapted text
- boardmaker activity
- visual supports
- experiment materials
 - water
 - tub
 - trash
 - coffee filter

Objective(s):

Students will answer more complex comprehension questions about an adapted text. Students will refer back to the text to support them with answering questions.

Introduction:

- Review theme Reduce with students.
- Review adapted story "The Mess" with students.
 - Preteach thematic words that will be used in the questions: mess, trash, dirty, clean, problem, solution, mad, help.

Body:

- Students will take turns answering comprehension questions by choosing the correct response on the touch screen.
- Teacher will have printed out visual choices so that multiple students can answer at a time.
- Have students follow adapted directions to complete the clean water experiment.

Closing:

- Teacher will review the main idea of the book.
- Talk about what we can do to help reduce pollution and trash in the environment.

Accommodations:

Objects ,Picture supports, Visual directions, Adapted text, Leveled prompting, Adapted pourer Communication systems

Multiple Intelligences:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Linguistic | <input checked="" type="checkbox"/> Bodily Kinesthetic | <input checked="" type="checkbox"/> Logical-Mathematical |
| <input checked="" type="checkbox"/> Visual-Spatial | <input type="checkbox"/> Musical | <input checked="" type="checkbox"/> Interpersonal |
| <input checked="" type="checkbox"/> Intrapersonal | <input checked="" type="checkbox"/> Naturalist | |

Common Core Standards (<http://www.corestandards.org/read-the-standards/>) :

Link lesson appropriately to grade level standards. Click on the link above to view the standards.

LCCE Competencies ([Link to LCCE Competencies](#)):

Link lesson appropriately to LCCE competencies. Click on the link above to view competencies.

**Caring for the City
Recycling in the City**

Time: **Subtheme: Reduce**

10:00-11:00 **Literacy Group**

60 Minutes

Objective:

1. Students will read the book "The Mess."
2. Students will create a story map and answer "wh" questions about the story.
3. Students will participate in an experiment related to the story.

Sequence of Lesson:

Introduction:

- Teacher will introduce the story "The Mess" and discuss how it relates to the theme "Recycling in the City."

Body:

- Students will split into small groups to read the story "The Mess."
 - Groups may be leveled to support different reading skills. For example, in one group students may take turns reading the text aloud with a staff stopping them at each page to do a comprehension check while another group may have the teacher read to them with comprehension checks.
- While in small groups, students may answer simple questions about the story.
- The class will come back together around an interactive TV to review the story.
- The teacher will introduce the interactive Boardmaker activity "The Mess – Clean Up Experiment."
- Students will take turns coming to the board to answer questions by typing or selecting an icon.

Closing:

- The teacher will tell students they will be completing an activity to reenact the story.

Sequence of Lesson:

Introduction:

- Teacher ask students what the character and his friends did in the book. (clean out the lake so people could swim again)

Body:

- Students will make predictions about whether they will be successful in cleaning the lake.
- Students will split into small groups and take turns removing "garbage" from the "lake."
- Students will filter water through a coffee filter to try to remove dirt.
- Students will determine if they need to repeat a step to make the lake clean.

Closing:

- Students will discuss what happened when they tried to clean the lake.
- Students will relate the experiment to the story.

Common Core: [CCSS.ELA-Literacy.RI.11-12.3](#)

Syracuse Guide: : Reads 100+ words

LCCE: Identify interests & abilities

Accommodations

Communication Devices
Adapted Pourer
Switch
Adapted utensils

Materials

The Mess – book
The Mess Clean Up Experiment (Boardmaker Activity)
Bucket
Water
Oil
Utensils for grabbing (spoons, tongs, rubber gloves)
Trash
Coffee filter
Adapted Pourer (students may pour dirty water through the funnel using the adapted pourer and switch)
Pitcher





Cass Lake was pretty. People had fun there. But they made a mess.



Then the floods came .The lake is not
pretty now. Logs rot. Bugs buzz.



Trash is all over .You can see cups and bags. Cans and rags. There is an old tub too.



Now there is a ban.
No dips in the ~~lakes~~.
~~People~~ could get sick.

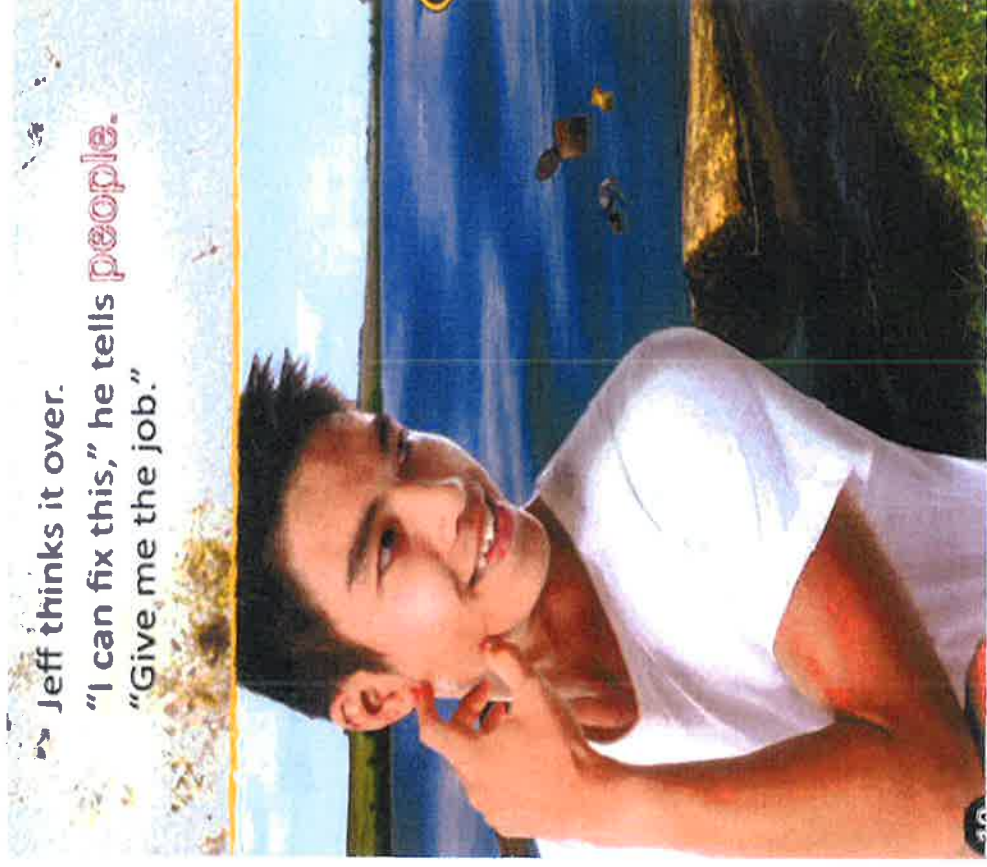
Now there is a ban. No dips in the lake.
People could get sick.



The mess makes Jeff mad.



People miss the lake. It is so dull now



Jeff thinks it over.

"I can fix this," he tells **people**.

"Give me the job."

Jeff thinks it over. I can fix this ", he
tells people. Give me the job.



Some make fun of Jeff.
It does not bug him.
He can take a jab.

Some make fun of Jeff. It does not bug him . He can take a jab.



Jeff gets people to help. They go in a van. They put trash in bags.



Some dig. Some cut . They pull out the logs. Toss the mess. Take the tub away.

There is mud.
They get wet.

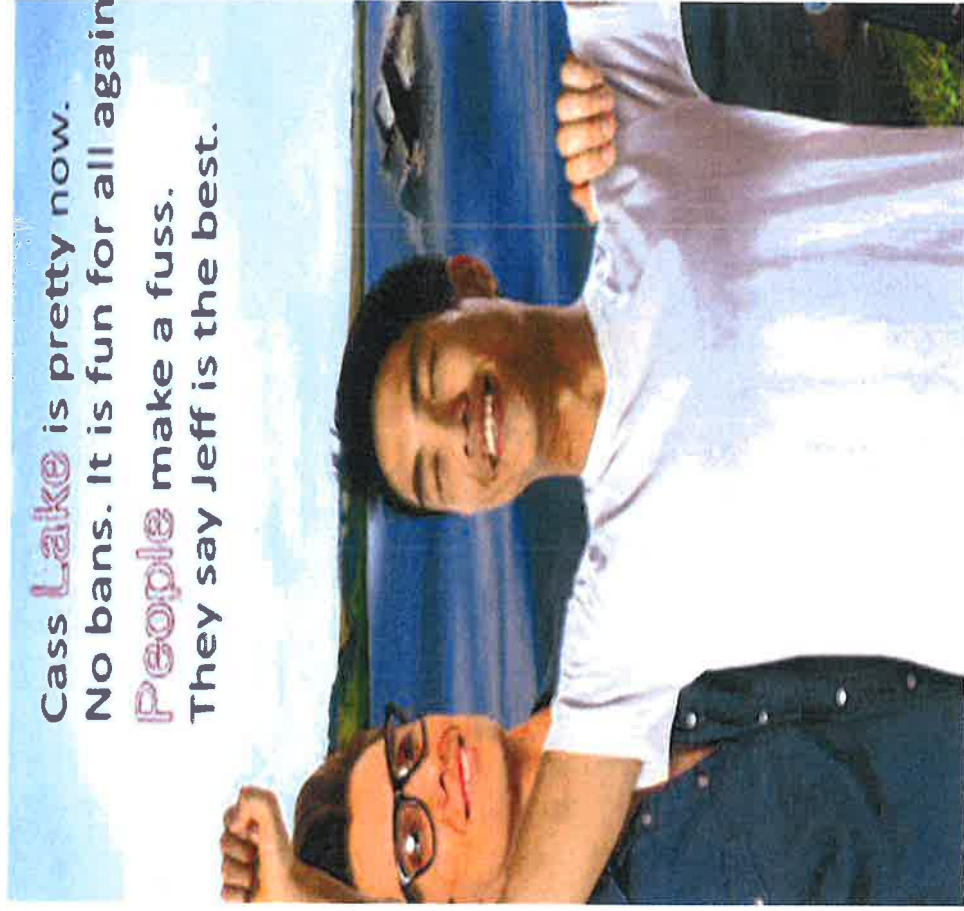


There is mud. They get wet.

But they do not give up.



But they do not give up.



Cass **Lake** is pretty now.
No bans. It is fun for all again.
People make a fuss.
They say Jeff is the best.

Cass Lake is pretty now. No bans .It is
fun for all again. People make a fuss.
They say Jeff is the best.

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Materials:

-
-

Objective(s):

Students will write "thank you" notes to prospective employers after an interview.
Students will practice writing name, address, phone number, etc.
Students will practice participating in the steps of mailing a letter.

Introduction:

- Students will review the theme _____.
- Teacher will ask students what is a nice thing to do after a job interview.
- "Writing a "thank you" note after an interview makes you look like a strong/good candidate.
- Students will review the steps of writing a letter.

Body:

Students will write and mail a mock letter to an employer.

- Students ____, ____, and ____ will choose words from a word bank.
- Students ____ and ____ finish a fill in the blank letter w/ visuals.
- ____ will work on typing his letter.
- ____, ____, and ____ will work on addressing the envelope, writing the return address and adding a stamp.

Closing:

- Students will review the different parts of writing a letter and parts of an envelope.
- So why is it important to write a thank you note or email after an interview?
- Next week, we are going to practice proper interview etiquette.

Accommodations:

Visual supports
Communication devices/ talkers
Behavior plan data sheets

Multiple Intelligences:

- | | | |
|---|---|---|
| <input type="checkbox"/> Linguistic | <input type="checkbox"/> Bodily Kinesthetic | <input type="checkbox"/> Logical-Mathematical |
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Common Core Standards (<http://www.corestandards.org/read-the-standards/>) :

CCSS.ELA-LITERACY.W.11-12.2
CCSS.ELA-LITERACY.W.11-12.3
CCSS.ELA-LITERACY.W.11-12.6
CCSS.ELA-LITERACY.W.11-12.10

LCCE Competencies ([Link to LCCE Competencies](#)):

Link lesson appropriately to LCCE competencies. Click on the link above to view competencies.

Dear _____,

Thank you for giving me the chance to interview with you. I enjoyed talking with you. I hope I can help your company with my skills in organization and filing. Thank you again for the opportunity. I look forward to hearing back from you soon.

Sincerely,

Dear _____,



for the interview.

I want to



your company.

My skills are



and



.

I hope to



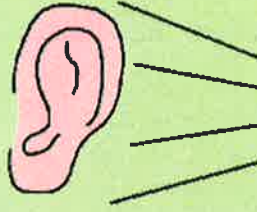
back from you soon.

Sincerely,

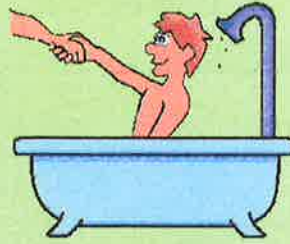
thank you



hear



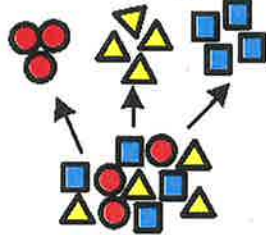
help



cleaning



sorting



Dear _____,

Sincerely,

Name

Address

Date

Job address

Thank you for _____ me for the _____. I enjoyed
_____ you.

I want to _____ your company with my skills in _____,
_____, and _____.

Thank you again for the _____. I look forward to _____ from you.

Sincerely;

Name

Word Bank

interviewing

meeting

interview

help

hearing

counting

organization

cooking

customer service

cleaning

following directions