



Unit Plan

Alexander Graham Bell

Directions used for each page.

- Direct Students to Look at the illustration on the page.
- Read page (see suggestions in manual)
- Identify the Main Idea in bold.
- Direct students to place their Main Idea flashcard under the illustration.
- Begin Talking Points discussion (see questioning strategies in the manual)
- If a video link appears in the lesson plan, be sure to move the video to the starting point to avoid advertisements.

Learning Goals

Cultural Literacy: biographical information, birth/death dates, gravestone information, logo, speech bubble, Mohawk Indians, Mohawk hairstyle, scarlet fever, tuberculosis, typewriters, telephone companies

Concepts: Inventions, inventors, new things, understanding that there was a time when the invention was not here, deafness, understanding common illnesses in history, the problems that illness can cause, the idea that things change over time, some things become obsolete as new and better things are invented, people move to new places for different reasons, sharing your opinion

Geography: Boston, Massachusetts, East coast, home state, Edinburg, Scotland; London, England; Ontario, Canada, New York and California

Vocabulary: invent, inventor, long distance, deaf

Social Studies Standards:

Strand 1, Concept 1 PO1: Maps, charts, graphs, tables charts time lines

Strand 1, Concept 3 PO 1. Describe the impact of various events and movements that influenced Reconstruction: a. industrialization

Strand 1, Concept 7 PO3 Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g., geographic security, abundant natural resources, innovations in technology, available labor, global markets).



Unit Plan

Printable Focus					
	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	Bell page 1	Deaf page 2			
Summary	Bell Childhood page 3	East Coast page 6	Telephone page 10		
Custom	March Calendar page 1	Biography page 9 Science Project 10	Area Code page 11	Birth and Death page 13	Birth and Death Math page 13
Map Activity	England to Canada page 4	Massachusetts page 6	Long Distance Map 11	Map of Scotland page 1	Scotland to England page 3
Coloring Page	Mohawk page 5	Bell and Mabel page 7	First Call page 10		
Presentation	Middle Initial 1	Hairstyles page 5	Places Bell lived after page 6	Long Distance page 11	

	Words and page
Reading Match	telephone, Alexander Graham Bell, cell phone, deaf – End of Book
Vocabulary	invent, hired, long distance, deaf - after page 9

	Concept and Page	Do after studying the book
Sorting	Telephone 8	Wh Questions Phone numbers from Ads
Classification	telephones page 12	Book Exam Pre- and post- assessment
Pattern	Page 12	Sentence Scramble
EZ Summary	End of book	Question and Answer
Opinion	Ways to Communicate page 8	Fill in the Blank
Capitalization	Bell Middle Initial page 1	Reading Assessment
Grammar	Moved page 6	Vocabulary Assessment



Unit Plan

How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



Unit Plan

Page One:

Talking Points: Alexander Graham Bell was a famous inventor. An inventor is a person who makes something that no one has ever made before. Bell is famous for inventing the telephone. He was born in Scotland. Scotland is in Europe. (show students Scotland on map) He was born in 1847. That is about 170 years ago. He is dead now.

Pointing Questions: Bell, beard (do you know anyone who has a beard?) tie, jacket, ears, eyes, nose, eyebrows

Short Answer: Why is Bell famous? Where was Bell born? When was Bell born? What color is his hair? What color is his beard? What is Bell's birthday? What month was he born?

Yes/No: Did Bell invent the radio? Did Bell invent the telephone? Was Bell born in the United States? Was Bell born in Scotland? Does Bell have a beard? Is Bell's hair black? Is Bell a man? Is Bell alive today? Is Bell's birthday in May? Is Bell's birthday in March?

Sharing opinion/experiences: Do you like to talk on the telephone? Bell is the person who invented the telephone. Who do you like to talk to on the telephone? Graham is Alexander's middle name? Do you have a middle name? What is it? What do you say when you answer the phone?

Peer to Peer Interaction: After you read Page 1, ask students, "Who invented the telephone?" The answer is the main idea card "Alexander Graham Bell." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **inventor** in the book. An inventor is someone who makes something new that no one else has made before. Alexander Graham Bell was an inventor. He invented the telephone. No one made the telephone before him. Find the **inventor** flashcard and its matching definition.

Presentation: Middle Initial (Text on the slides guides the discussion-add to it in any way you see fit)

Assignment Options: March Calendar, Word Scramble Bell, Bell Middle Initial



Unit Plan

Page Two:

Talking Points: Bell's mother was deaf. Deaf means that you cannot hear. What part of the body do we hear with?

Pointing Questions: ear, hand, your ear, classmates' ears

Short Answer: What does deaf mean? Who was deaf? How many ears do people have? What do we do with our ears? What is it called if you can't hear?

Yes/No: Was Bell deaf? Was Bell's mother deaf? Can people who are deaf hear? Can people who are deaf have friend? Make a variety of sounds and then ask if someone who was deaf would be able to hear that sound.

Sharing opinion/experiences: When a person puts a hand up to their ear, it means that they cannot hear. (whisper and prompt everyone to put their hand up to their ear). Can you tell us about a time when you could not hear what someone was saying? Do you know someone who is deaf and can't hear at all?

Peer to Peer Interaction: After you read Page 2, ask students, "What do we call people who cannot hear? The answer is the main idea card "deaf." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of questions discussed above.

Vocabulary Focus: Point to the word **deaf** in the book. Someone who is deaf cannot hear. Find the **deaf** flashcard and its matching definition.

Video: "What is it like to be deaf?" https://www.youtube.com/watch?v=60IzVhXW_0U Just show a short clip that shows that no noise is on the video because deaf people can't hear, and that deaf people talk using their hands and moving their mouths and body. People who are deaf learn how to do that at school. Here is a great ASL interpreter signing for "We Are the World" <https://www.youtube.com/watch?v=YiqJoJah4c4>

Assignment Options: Word Scramble deaf



Unit Plan

Page Three:

Talking Points: Bell's family moved to London, England. London is a city in England. Bell worked and studied in London. He went to a university in London. A university is a college. Show students a map. Have students point to England. Have them point to London. (Talk about universities and how people study and get a degree. People who want to be a teacher learn how to be a teacher there. People who want to be a doctor learn how to be a doctor there, etc.)

Pointing Questions: white building (This is University College. Bell went to college there.), pillars (Do you know of any other building that have pillars?)

Short Answer: Where did Bell's family move to? What did Bell do in England? What did Bell learn how to do at the university?

Yes/No: Did Bell move to England? Are there pillars on the building? Did Bell go to the university? Is London a city? Is London in England? Is London in New York?

Sharing opinion/experiences: Bell went to college in London, England. Do you know anyone who is going to college? Do you know anyone who went to college? Do you know anyone who has been to England? Encourage elaboration by asking them to explain.

Peer to Peer Interaction: After you read Page 3, ask students, "What did Bell do in England?" Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of questions discussed above.

Video: Show video on University College London UCL. <https://www.youtube.com/watch?v=zINMXzP-ysQ> One called UCL Campus Tour is a good choice. Discuss what you see on the video tour. Talk about the accent that they hear listening to the guide talk. Talk about the accent from England. Talk about the fact that the university Bell went to is still there today.

Assignment Options: Summary Childhood, Map Activity Scotland to England



Unit Plan

Page Four:

Talking Points: A lot of people in England got very sick. Bell's two brothers died of tuberculosis. Tuberculosis is a terrible sickness that a lot of people got a long time ago. Today we get a shot so we do not get tuberculosis. The shot is called a vaccine. Bell and his family moved to Ontario, Canada. Canada is a country. Ontario is in Canada. It is like a state. They thought Canada would be a better place to live because so many people were sick in England. (Show Canada on the map). Canada is country that is north of the United States. (show on map moving from England to Canada and crossing the Atlantic Ocean-you can find maps of this in the presentation titled: Places Bell Lived)

Pointing Questions: Canada, Ontario, United States.

Short Answer: What happened to Bell's brothers in England? Where did Bell's family move to? Why did Bell's family move to Canada? What disease did a lot of people in England have?

Yes/No: Did Bell's family move to the United States? Did Bell's family move to Canada? Is Canada north of the United States? Is Ontario in the United States? Is Ontario in Canada? Do the people in England all have tuberculosis right now? Is there a vaccine for tuberculosis? Can people die if they get tuberculosis?

Sharing opinion/experiences: Bell's brothers died of tuberculosis. Today we get shots so that we stay healthy and don't get tuberculosis. Have you ever gotten shots? Do you like to get shots? Bell's family moved to Canada. Have you ever moved? Canada is a country north of the United States. Have you ever been to Canada? Would you like to visit Canada?

Peer to Peer Interaction: After you read Page 4, ask the students, "Where did Bell's family move to?" The answer is the main idea card "Ontario, Canada." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Video: Search for a video clip that shows people with tuberculosis from long ago. Discuss what you see with the class-symptoms, what it's like to be sick, etc. The videos I located were long and included more information than what is needed, so find a clip versus an entire video.

Assignment Options: Bell Map Activity England to Canada



Unit Plan

Page Five

Talking Points: Mohawk Indians are Native Americans. They lived near Bell in Canada. Mohawk Indians had a different language. The Mohawks are also famous for a hairstyle they wore when they went to war. (presentation on hairstyles good to show with this conversation) Bell learned how to speak their language. Bell learned how to write their language.

Pointing Questions: Native Americans, feathers

Short Answer: What Native American tribe lived near Bell? What did Bell learn how to do?

Yes/No: Did the Mohawk Indians speak to Bell? Did everyone in Canada know how to speak the Mohawk language? Do the Mohawk Indians have their own language? Did Bell learn how to speak the Mohawk language? Did Bell know how to write their language? Did the Mohawk Indians live in England? Did they live in Canada? Did they live in Arizona?

Sharing opinion/experiences: What kind of hairstyle do you have? (short, long, spiked, bangs, curly) Have you ever seen anyone with a Mohawk hairstyle? Would you like to have a Mohawk? Do you know the name of any other Native American tribes? Do you know anyone who is a Native American? What language do you speak? Do you speak more than one language? (Get them to elaborate.)

Peer to Peer Interaction: After you read Page 5, “What Indians lived near Bell?” The answer is the main idea card, “Mohawk.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Hairstyle (covers mohawk, bangs, braids)

Video: “Wahiakeron George Gilber in Kanienkelha (Mohawk Language)”

<https://www.youtube.com/watch?v=V3mt1BU1Dek> The video is 4 minutes, but no need to listen to the whole thing. Simply show enough so that they see a member of the Mohawk tribe and hear the language. Discuss that the person is speaking the Mohawk language. That is what Bell heard and learned. Talk about other languages the kids may have heard before.



Unit Plan

Page Six:

Talking Points: Bell moved to Boston, Massachusetts. Boston is a city. Massachusetts is a state (show students where Massachusetts is on a map) Bell moved to Massachusetts to be a teacher. He taught students who were deaf. Deaf means that you cannot hear. There was a special school in Boston. It was for people who could not hear. Students who are deaf could not hear. They learn how to talk with their hands.

Pointing Questions: students, brick building, stairs, railing (what is on the sides of stairs)

Short Answer: What state did Bell move to? What did he do in Massachusetts? Who did Bell teach? What does deaf mean?

Yes/No: Did Bell move to Boston, Massachusetts? Was Bell a teacher? Were Bell's students deaf? Can people who are deaf hear music? Can deaf people hear dogs bark? Can deaf people hear talking?

Sharing opinion/experiences: Look at the students in the picture. This was a class picture. Have you ever taken a class picture? Bell was a teacher. Who is your teacher? (Get elaboration).

Peer to Peer Interaction: After you read Page 6, ask the students, "What did Bell do in Boston, Massachusetts?" The answer is the main idea card "teacher." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: deaf

Video: Deaf Students at Bell School <https://www.youtube.com/watch?v=x6m9M-YtAD0> Discuss sign language. This is a great video with ASL being used at a concert <https://www.youtube.com/watch?v=JWe6fh3TyPw> (what is good to point out is that the woman signing has a Mohawk hairstyle.) Teach kids a simple sign (One of the SMART HANDS videos could be used) Here is a video to learn a few food items: <https://www.youtube.com/watch?v=EFdIE11qnko> Pick one sign to teach the class from the video. Let kids take turns presenting a ASL sign to the class.

Presentation: Places Bell Lived (Scotland, England, Canada, Massachusetts)



Unit Plan

Page Seven:

Talking Points: Bell married Mabel Hubbard. She was deaf. That means she could not hear. Some people who got scarlet fever could not hear. The disease made them deaf. Today we have medicine for scarlet fever. When Bell was a man they did not have medicine for scarlet fever. One way to make sure that you don't get scarlet fever is to wash your hands. Mabel is wearing a long skirt. People used to wear long skirts back then.

Pointing Questions: man, woman, holding hands, long skirt

Short Answer: Who did Bell marry? What is it called when someone cannot hear?

Yes/No: Could Mabel hear? Was Mabel deaf? Was Mabel wearing jeans? Was Bell wearing shorts?

Sharing opinion/experiences: Bell married Mabel Hubbard. Mabel was the wife. Bell was the husband. Who do you know that is married? Have you ever been to a wedding? Would you like to get married someday? If you get married, would you be a husband or a wife? What do people do at weddings?

Peer to Peer Interaction: After you read Page 7, ask the students, "Who did Bell marry?" The answer is the main idea card "Mabel Hubbard." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions discussed above.

Vocabulary Focus: deaf

Video: Find videos of weddings and discuss various aspects of the wedding. Walking down the aisle, dancing, ceremony, cake, wearing a wedding gown, best man, etc. Engage students in a conversation about weddings.

Optional Activity: CHOICE Opportunity- Show students how to write "wedding" in the search box in YouTube as you project it on a white board. Select one that looks good and ask students to vote on whether to watch that one, etc. Discuss whatever is in the video you see. Remember-develop vocabulary as you discuss the video.

Assignment Options: Coloring Page Alexander and Mabel



Unit Plan

Page Eight:

Talking Points: There weren't telephones back then. People could not call friends or family members. If you lived in Arizona and your uncle lived in California, you could not call him. You had to write a letter. There were not phones back then. Some people wrote the letters. Other people used typewriters to write a letter.

Pointing Questions: typewriter, keys (the keys are the round buttons that have letters on them)

Short Answer: What did people use to write letters?

Yes/No: Were telephones invented yet? Did people use typewriters? Could people call each other back then?

Sharing opinion/experiences: People used to use typewriters to write letters. What do we use to type today? Do you like to type? When do you type? Have you typed on a computer?

Peer to Peer Interaction: After you read Page 8, ask the students, "What did people used to use to write letters?" The answer is the main idea card "typewriter." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Video: "Speed Typing Test (Halda Star Typewriter)" <https://www.youtube.com/watch?v=oxN1C2QQUIE> This video is only about a minute and shows someone speed typing on an old typewriter. Talk about how fast she is typing and how the bell rings when she needs to hit return. Also talk about how she knows where all the keys are. Ask students if they could type faster if they knew where the keys were, etc.

Optional Activity: Bring in an old typewriter if you have one for students to try out. Have them try to load the paper onto the typewriter and let them type. They can type the **main idea** words or anything else you would like.

Assignment Options: Opinion, sorting telephone



Unit Plan

Page Nine:

Talking Points: Bell wanted to invent a telephone. He hired Thomas Watson. Hired means that he paid Thomas Watson to help him invent the telephone. Look at the picture. What do you think Watson is holding? It is the first telephone.

Pointing Questions: Thomas Watson, first telephone, hair, jacket, tie, nose, eyes, mouth, etc.

Short Answer: Who helped Bell invent the telephone?

Yes/No: Did Bell hire someone to help him invent the telephone? Look at the telephone that Watson is holding in the picture. Does it look like a telephone?

Sharing opinion/experiences: Watson helped Bell invent the telephone. Have you ever had someone help you with something? Have you ever helped someone? Have you been hired to do work? (encourage elaboration)

Peer to Peer Interaction: After you read Page 9, ask the students, "Who helped Bell invent the telephone?" The answer is the main idea card "Thomas Watson." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **invent** in the book. Invent means to make something new. It's something that no one has ever seen before. Before Bell invented the phone, there were no phones. Bell had an idea. He wanted to try to make something that people could use to call and talk to people. He made one. It worked. It got named "telephone". Find the **invent** flashcard and its matching definition. Invent means to make something new.

Point to the word **hired** in the book. Hired means to pay someone to work. Find the **hired** flashcard and its matching definition.

Assignment Options: Biography



Unit Plan

Page Ten:

Talking Points: Bell and Watson invented the first telephone. Bell called Watson from the next room. They were in the same house when they talked to each other on the phone.

Pointing Questions: first telephone

Short Answer: What did Bell and Watson invent? Where did Bell call Watson from?

Yes/No: Did Bell and Watson invent the first telephone? Does the first telephone look like today's telephone?

Sharing opinion/experiences: Who has called you on the phone? How do you think Bell and Watson felt when they talked to each other on the telephone? What do you think they said to each other? Who would you like to call?

Peer to Peer Interaction: After you read Page 10, ask the students, "What did Bell and Watson invent?" The answer is the main idea card "telephone." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions below.

Video: "This is Alexander Graham Bell's voice" <https://www.youtube.com/watch?v=4IJ6Pwb15JY> discuss what he said. This video has a few things that the students learned about in previous pages. Discuss those things. Have students try saying, "Hear my voice.....Alexander Graham Bell"

Assignment Options: Summary Telephone, Coloring Page First Call, Science Project



Unit Plan

Page Eleven:

Talking Points: Bell and Watson wanted to call each other long distance. A long distance phone call is when you call someone from another town, state or country. Bell was in New York. Watson was in California. There were a lot of men with Bell. They wanted to hear the first long distance phone call.

Pointing Questions: Bell, telephone, men

Short Answer: What does long distance mean? What did Bell and Watson want to do? What state was Bell in? What state was Watson in?

Yes/No: Did Bell and Watson call long distance? Did the long distance call work?

Sharing opinion/experiences: Bell was in New York and Watson was in California when they made the first long distance phone call. Have you ever called someone from another state? How do you think Bell felt when he made the first phone call across the country?

Peer to Peer Interaction: After you read Page 11, ask the students, "What did on call did Bell and Watson make?" The answer is the main idea card "long distance." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Long Distance

Assignment Options: Map Activity Long Distance, Area Code, (Reading Match and Reading Assessment anytime after this page)



Unit Plan

Page Twelve:

Talking Points: The top picture is a phone that a lot of people had in their home a long time ago. Telephones have changed how they look over the years (Show Telephone Presentation).

Pointing Questions: first telephone, man, beard, cell phone

Short Answer: What has happened to telephones over time? What kind of phone do a lot of people have today? Are telephones today larger or smaller than the first telephone?

Yes/No: Does the first telephone look like a telephone? Does today's telephone look the same as the first telephone?

Sharing opinion/experiences: Today we have cell phones? Do you have a cell phone? Who do you know who has a cell phone?

Peer to Peer Interaction: After you read Page 12, ask the students, "What kind of telephone do most people have today?" The answer is the main idea card "cell phones." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Patterns, Classification,

Presentation: Long Distance-Students use pictures to help them think about what to say on the phone.



Unit Plan

Page Thirteen:

Talking Points: Alexander Graham Bell started the Bell Telephone Company. This company allowed people to have telephones in their homes. The Bell Company is no longer a company. Today we have many different telephone companies. Bell is no longer alive. He died in 1922.

Pointing Questions: A logo is a picture that represents a company. This is the logo for the Bell Telephone Company. Point to the logo. Point to the Bell.

Short Answer: What company did Bell start?

Yes/No: Is there a bell in the logo?

Sharing opinion/experiences: Why do you think there is a picture of a bell in the Bell Telephone Company logo?

Peer to Peer Interaction: After you read Page 13, ask the students, "What company did Alexander Graham Bell start?" The answer is the main idea card "Bell Telephone Company." Students will find the main idea and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Birth and Death, Birth and Death Math

*****The rest of the worksheets that are included should be done once the student has studied the entire book.