



Unit Plan

Thomas Edison

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)

Learning Goals

Cultural Literacy- Edison, inventor, children working, electricity in homes, products being made in a factory, electricity, electric appliances

Concept The invention of the light bulb for the home led to homes needing electricity. Before an invention, the item did not exist. Life was different.

Geography Ohio, Michigan, Port Huron, Detroit

Vocabulary: accident, quote, fired, connect

Functional: February, newspapers, getting fired from a job, light bulb safety, plugging things in safely, batteries, changing a light bulb

Social Studies Standards:

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

S1, C7, PO 3 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	Concept and Page	Concept and Page
Word Scramble	Edison p. 1	Candle p. 5	Lantern p. 5	Lamp p. 7			
Summary	Early Life p. 3	Electricity p. 6	Movies p. 10				
Custom	Calendar Birthdate p. 1	Sequencing – electricity to homes p. 6	Dot to Dot p. 6	Cut and Paste Lamps p. 8	Quote p. 11	Graphic Organizer – End of book	Cut and Paste Idea – End of book
Map Activity	Ohio to Michigan p. 2	Michigan p. 2					
Coloring Page	Light bulbs p. 4	Electricity p. 6	Safety Sign p. 6	Kitchen appliances p. 7	Living Room p. 7	Mining helmet p. 9	
Presentation	Electric vs. Not	Plugging things in					

	Words and page
Reading Match	lamp, electricity, light bulb, movie – p. 10
Vocabulary	connect, accident, quote, fired – p. 11

	Concept and Page		Concept and Page
Sorting	light bulbs p. 4	Wh Questions	What: End of book
Classification	Lamps p. 8	Book Exam	End of book
Pattern	lamps and light bulbs	Sentence Scramble	End of book
EZSummary	End of book	Question and Answer	End of book
Opinion	Best Invention p. 10	Fill in the Blank	End of book
Short Answer	End of book	Reading Assessment	End of book
Grammar		Vocabulary Assessment	End of book



Unit Plan

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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: Thomas Edison was born a long, long time ago. He was alive before you were born. He was alive before your parents and grandparents were born! Thomas Edison is dead now. Thomas Edison was an inventor. An inventor is a person who makes things that no one else has ever made before. Edison loved to invent things. He invented more than 1,000 things. Wow, that is a lot. (if you have a visual of 1,000 things, show that) Edison was born in February. That is in the winter.

Pointing Questions: Thomas Edison, jacket, vest, hair, eyes, ears, nose, bottles

Short Answer: Who was a famous inventor? Where was Thomas Edison born? When was Thomas Edison born? How many things did Edison invent? What is an inventor?

Yes/No: Was Thomas Edison an inventor? Do inventors make things that no one else has ever made before? Is Thomas Edison alive today? Was he alive a long time ago? Is 1,000 a lot of inventions?

Sharing opinion/experiences: Thomas Edison was an inventor? Do you know anyone else who was an inventor? Do you know anyone named Thomas? Do you know what holiday is in February?

Peer to Peer Interaction: After you read Page 1, ask students, "Who was a famous inventor?" The answer is the main idea card "Thomas Edison." 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:

Assignment Options: Calendar Birthdate, Word Scramble Edison



Unit Plan

Page Two:

Talking Points: Thomas Edison's family moved to Michigan? (Show a map of the United States. Show students where Ohio and Michigan are.) Michigan is not too far from Ohio. His family did not move far away. Edison had a job when he was young. Back then a lot of children had to work. Edison sold newspapers on a train. People on trains liked to read the newspaper when they were riding on the train. (Show 42 second video of people reading newspapers on a train.) <https://www.youtube.com/watch?v=FnblmZdTbYs>

The train went from Port Huron to Detroit. They are two cities in the state of Michigan.

Pointing Questions: newspaper, boy, train, smoke, train track

Short Answer: Where did Edison sell newspapers? Where did Edison's family move to?

Yes/No: Did Edison have a job when he was young? Did Edison work in a factory? Did Edison sell newspapers on a train?

Sharing opinion/experiences: Have you ever moved to another town or state? Have you ever moved to another house? What is a newspaper? Do you ever look at the newspaper? What are some thing in the newspaper?

Peer to Peer Interaction: After you read Page 2, ask students, "Where did Edison sell newspapers?" The answer is the main idea card "train." 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:

Assignment Options: Map Activity Ohio to Michigan, Map Activity Michigan



Unit Plan

Page Three:

Talking Points: Thomas Edison was a curious boy. He liked to figure things out. He liked to do experiments. One day he was doing an experiment on the train. The train started on fire. His boss was angry! He fired Edison. Fired means that he could not work on the train anymore. Edison did not mean to start the fire. The fire was an accident. (talk about something that happened that the students are familiar with that was an accident.) His experiment did not work. Sometimes experiments don't work out the way you want them too. That is what happened to Edison on the train. (Show the following Muppets lab experiment which also did not work out.)

<https://www.youtube.com/watch?v=FnbImZdTbYs>

(Show video of easy experiment for kids. Try a couple of the experiments with your students.)

<https://www.youtube.com/watch?v=4MHn9Q5NtdY>

Pointing Questions: fire, beakers (Explain that beakers are glass bottles that people use during experiments.)

Short Answer: What did Edison like to do? Where did he do an experiment? What happened on the train? What happened to Edison? What does fired mean?

Yes/No: Did Edison like to do experiments? Did he do an experiment on the train? Did the train start on fire? Did Edison get fired? Does fired mean that you can keep working? Does fired mean that you cannot work at a place anymore?

Sharing opinion/experiences: Thomas Edison did not mean to start the fire. It was an accident. (Share a story of something that you may have done by accident.) Have you ever done something that was an accident?

Peer to Peer Interaction: After you read Page 3, ask students, "What did Edison like to do?" The answer is the main idea card "experiments." 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 **accidentally** in the book. **Accident** means not on purpose. Edison accidentally started a fire. He did not mean to start a fire. It was an accident. Yesterday, I accidentally dropped a dish. I did not mean to drop the dish. It was an accident. Find the **accident** flashcard and its matching definition.

Point to the word **fired** in the book. **Fired** means to lose your job. Edison started a fire on the train. He got fired. His boss got mad and Edison lost his job. He could not sell newspapers on the train anymore.. Find the **fired** flashcard and its matching definition.

Activity Ideas: Pass out newspapers and remind students that Edison used to sell them on a train. Have students pretend that they are selling them. Line up chairs with an aisle, to simulate a train. Practice saying something like, "Newspapers one dollar" and coach them to walk up and down the train aisle. They can take turns being Edison. Also, have students look through the paper. To provide more direction, ask them to find pictures of people, or food, or comics, or the weather, etc.

Assignment Options: Summary Early Life



Unit Plan

Page Four:

Talking Points: Edison invented a light bulb that could be used in houses. Light bulbs go in lamps. Light bulbs are what gives lamps light so that we can see. People before him invented light bulbs, but they were very, very bright and for outside street lamps. When people tried to make one for inside, they could not get their light bulbs to stay on for long. Edison invented a light bulb that stayed light for a long time. (Show the following short children's video that explains Edison's role in inventing light bulbs that last.)

<https://www.youtube.com/watch?v=b1IKwZTzIY>

Pointing Questions: lamp, shade, light bulb

Short Answer: What did Edison invent? What do light bulbs need to work?

Yes/No: Did Edison invent a light bulb that worked? Do you need electricity for light bulbs to work?

Sharing opinion/experiences: Do you have light bulbs in your house? What rooms in your house have light bulbs?

Peer to Peer Interaction: After you read Page 4, ask students, "What did Edison invent?" The answer is the main idea card "light bulb." 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: light bulbs

Activity: Based on the level of the student, if appropriate, bring in a variety of light bulbs and a lamp. Show students how to put light bulbs in the lamp. Discuss safety issues: light bulbs can break, handle carefully, light bulbs can get very hot, unplug lamp before putting light bulb in, keep light bulbs out of your mouth.

Assignment Options: Coloring Page light bulbs, Sorting



Unit Plan

Page Five

Talking Points: Electricity is what makes light bulbs work. A long time ago people did not have electricity in their homes. There were no plugs in the house to plug things in. They had to use candles or lanterns to see when it was dark. Have you ever seen a lantern? A lantern uses hot oil to make light. (Show the following video that shows how oil lanterns work.) <https://www.youtube.com/watch?v=S3E8Y-fE0XY>

Pointing Questions: candle, lantern, boy, hat, suspenders, women, dress, gloves

Short Answer: What did people use to see at night a long, long time ago? What do you need for a light bulb to work?

Yes/No: Did people have lamps in their houses a long, long time ago? Did people use candles to see at night a long, long time ago? Did people use lanterns to see at night a long, long time ago?

Sharing opinion/experiences: Have your parents ever lit a candle in your house? Candles are very hot. It is important to never touch them. Who here has candles?

Peer to Peer Interaction: After you read Page 5, ask students, “Who did people use to see at night before there was electricity?” The answer is the main idea card “candles and lanterns.” 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.

Activity: Bring in an assortment of candles. Hold a group discussion where students smell the candles, talk about the different scents, colors, etc. Vote on which one smells the best, is the prettiest, etc. Talk about candle safety.

Art Activity: The following video gives directions on how to make paper lanterns.
<https://www.youtube.com/watch?v=CeZKYGmuZn0>

Assignment Options: Word Scramble Candle, Word Scramble Lantern



Unit Plan

Page Six:

Talking Points: Edison helped get electricity to people's homes. He opened up power stations. Did you ever wonder how electricity gets to your home? The electricity comes from power a station. The electricity leaves the power station. Electricity travels from the power station to power lines. The electricity goes from the power stations to your home. <https://www.youtube.com/watch?v=eKivDH3w0w> Edison wanted people to have electricity in their homes. A long time ago, people did not have it in their homes. Look at the safety sign. It means electricity. Be careful. You can get a shock. When you see a sign like that, you don't touch.

Pointing Questions: building, windows

Short Answer: What did Edison open? What do power stations do? Square, triangle, arrow (Explain that this is a electrical safety sign and that you stay away from where the sign is.)

Yes/No: Do power stations get food to your house? Do power stations get electricity to your house? Did Edison open up power stations?

Sharing opinion/experiences: Have you ever seen power lines? Next time you see one remember that those lines are bringing electricity to houses and buildings.

Peer to Peer Interaction: After you read Page 6, ask students, "What did Edison open?" The answer is the main idea card "power stations." 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 **connect** in the book. **Connect** means to put together. The power stations put the electricity together with people's homes. Find the **connect** flashcard and its matching definition.

Presentation:

Assignment Options: Coloring Page Electricity, Sequencing Electricity to House, Summary Electricity, Coloring Page Safety Sign



Unit Plan

Page Seven:

Talking Points: People were happy to have electricity in their homes. They did not have to use lanterns or candles anymore. They could use lamps to see. They could plug in appliances to make them work. Appliances make our lives easier. Refrigerators are an appliance. Dishwashers are an appliance. A washing machine and dryer are appliances. Refrigerators need electricity to work. Microwaves need electricity to work. Televisions need electricity to work. Anything that we plug into an outlet uses electricity. An outlet is what is on our walls. We plug lamps into the outlets. The only thing that should go into the outlet is the plug. Never put anything put the plug in the outlet. You could get shocked if you do that. Getting shocked really hurts. (Show the following cartoon video that discusses electricity safety.) <https://www.youtube.com/watch?v=Pr9YntO7V1U>

Pointing Questions: window, curtain, lamp, lamp shade

Short Answer: What were people excited to have in their homes? What can people use when there is electricity in their homes? Where do you put a plug into?

Yes/No: Were people mad to have electricity in their homes? Were people excited to have electricity in their homes? Does electricity make lamps work? Does electricity help us use things that we plug in?

Sharing opinion/experiences: A lot of what we have in our homes needs electricity. Can you think of some things in your house that need to be plugged in to work?

Peer to Peer Interaction: After you read Page 7, ask students, “What were people excited to have in their homes?” The answer is the main idea card “electricity.” 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: Electrical appliances

Assignment Options: Coloring Page Kitchen Appliances, Coloring Page Living Room, Word Scramble Lamp



Unit Plan

Page Eight:

Talking Points: Factories are large buildings where things are made. Lamps are made in factories. The factory workers make the parts for a lamp. They put the lamps together there. After the lamps are made, they go to stores. People can buy lamps at stores. Light bulbs are made in a factory too. We buy them in a store.

Pointing Questions: lamps, lamp shades, table, chair, factory, windows, smoke

Short Answer: Where are lamps made? Where can people buy lamps? How can lamps help people?

Yes/No: Are lamps made in factories? Can you buy lamps in stores?

Sharing opinion/experiences: Have you ever seen lamps at a store? Have you ever been to a store that sells lamps?

Peer to Peer Interaction: After you read Page 8, ask students, “Where are lamps and light bulbs made?” The answer is the main idea card “factory.” 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:

Assignment Options: Patterns, Classification, Cut and Paste Lamps



Unit Plan

Page Nine:

Talking Points: Edison invented a battery that could be recharged. That means that the battery does not need to be thrown out. People can recharge it so that it will work again. This type of battery was used to make a mining helmet. A helmet is a hard hat. It protects the head. Miners work underground. It is very dark under the ground. Miners used to have lanterns under the ground so that they could see. Edison invented a mining helmet that had a light in front. This helped the miners to see when they were working. They did not need to hold lanterns anymore. They were happy! (Show the following video of miners working and wearing mining helmets.)

<https://youtu.be/Npvug4TyCgs?t=2m25s>

Pointing Questions: miner, dirt on face, eyes, ears, nose, mouth, helmet, light on helmet

Short Answer: What did Edison make? What was on the mining helmet? How did the mining helmet help miners?

Yes/No: Did Edison make a rechargeable battery? Did Edison make a mining helmet? Do miners work on the streets? Do miners work underground? Does the miners helmet have a light on it? Does a mining helmet help miners hear? Does a mining helmet help miners see?

Sharing opinion/experiences: The light that is on the mining helmet is like a flashlight. Have you ever used a flashlight. We don't plug in flashlights. Flashlights need batteries to work. Flashlights need batteries just like the mining helmet. What else needs batteries?

Peer to Peer Interaction: After you read Page 9, ask students, "What did Edison make for miners?" The answer is the main idea card "miners helmet." 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.

Activity: Based on the level of the student, if appropriate, bring in batteries and objects that use batteries (flashlight, video game controller, etc.) Discuss safety issues related to batteries: never put them in your mouth. Have students look at the different sized batteries, and show them how to put batteries in.

Activity: Bring in flashlights and teach students how to put batteries in a flashlight or TV remote. Talk about the two ends of the battery and how to line those up right so that it works. Show students to problem solve it not working by seeing if they put the batteries in wrong. Let them work in groups and help each other.

Assignment Options: Coloring Page Mining Helmet



Unit Plan

Page Ten:

Talking Points: Edison invented movies. People were so happy! People could go to movie theaters and watch movies. TV was not invented yet, so movies were so exciting! People had not ever seen a movie until Edison. At first, movies did not have sound. Then Edison learned how to record sound so that they did have sound. (Show the following video of one of Edison's early films.) <https://www.youtube.com/watch?v=DAIOZ4U3VpE>

Pointing Questions: Edison, suit, movie camera, flower, movie theater

Short Answer: What did Edison invent? Where could people go to watch movies?

Yes/No: Did Edison invent the airplane? Did he invent movies? Were people happy that there were movies?

Sharing opinion/experiences: Do you like to go to the movies? What is your favorite movie?

Peer to Peer Interaction: After you read Page 10, ask students, "What did Edison invent?" The answer is the main idea card "movies." 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:

Assignment Options: Opinion Best Invention, Reading Match, Summary Movies



Unit Plan

Page Eleven:

Talking Points: A quote is something that a person is known for saying. It is the exact words a person said. When people write, they put a quotation mark when someone says something. Have you seen these marks in a book? (“xyx”)? Edison had many famous quotes. He was very smart. He said things that people remember. He said certain things that a lot of people in the world know about. This quote is very positive. It means that to make mistakes does not mean that you are failure. Everyone makes mistakes. We learn from our mistakes. It’s important to keep on trying.

Pointing Questions: paper, typewrite, quote

Short Answer: What do you call something important someone said?

Yes/No:

Sharing opinion/experiences: Have you ever made mistakes trying to do something?

Peer to Peer Interaction: After you read Page 10, ask students, “What are words that a person says?” The answer is the main idea card “quote.” 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: quote

Presentation: Light Bulb Idea

Assignment Options: Edison Quote, Vocabulary