



Unit Plan: Christopher Columbus

Learning Goals

Cultural Literacy: Christopher Columbus, East Indies, Spices, tea, pirate schema (eye patch, treasure chest, treasure map, anchor, skull and crossbones), kings and queens paying for explorers, Nina, Pinta, Santa Maria, Native Americans, Indians, Bahamas

Geography: Spain, Italy, Bahamas, New World, East Indies

Vocabulary: crew, voyage, explorer, route

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	Columbus p. 1	Pirate p. 3	Money p. 4	King p. 12	Queen p. 12		
Summary	Columbus p. 1	Voyage p. 6	Confused p. 9				
Custom	Route Car p. 1	Route Boat p. 1	Opinion Spices p. 2	3 ships p. 6	Biography p. 6		
Map Activity	Italy p. 1	Spain p. 5	Spain to Bahamas p. 10				
Coloring Page	King p. 5	Ship p. 6	Pineapple p. 8				
Presentation	Pirates p. 3	Bahamas p. 8					



Unit Plan

	Words and page
Reading Match	Ship, king, queen, Columbus p. 7
Vocabulary	crew, voyage, explorer, route p. 7

	Concept and Page		Concept and Page
Sorting	Ship p. 6	Wh Questions	End of Book-Where
Classification	Ship p.6 Anchor p. 6	Book Exam	End of book
Pattern	ship and pirate p. 3	Sentence Scramble	End of Book
EZ Summary	End of book	Question and Answer	End of book
Short Answer	p. 9	Fill in the Blank	End of Book
Capitalization	First word of a sentence p.10	Reading Assessment	End of Book
Grammar	p. 11 Spanish End of book use of Too	Vocabulary Assessment	End of book



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: Christopher Columbus was a very famous man. He was an explorer. That means he was looking for new places. He liked to explore on a ship. Columbus is dead now. He would be about 600 if he were alive right now!!! He is way, way, way older than your grandma. Columbus was born in Italy. Italy is in Europe (show map and compare to where you live). There was something that Columbus wanted to explore. It was the East Indies. The East Indies was where there were a lot of things to buy that people wanted. Things that they didn't have in Europe. People already knew about one way to get there, but they wanted to find a new route to get there. A route is a way to go someplace.

Pointing Questions: Columbus, hat, eyebrows, chin, neck

Short Answer: Where was Columbus born? How many years ago was he alive? What did he want to find?

Yes/No: Does Teddy wear glasses? Did Teddy have a sweatshirt on? Does Teddy have short hair? Was Teddy the president?

Sharing opinion/experiences: Do you know anyone who wears glasses? Why do people wear glasses?

Peer to Peer Interaction: After you read Page 1, ask students, "Who was a famous explorer?" The answer is the main idea card "Christopher Columbus" 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: Point to the word **explorer** in the book. An **explorer** is a person who is looking for new places. Columbus was an explorer. He was looking for a new way to get to the East Indies. Find the **explorer** flashcard and its matching definition.

Functional Activity: *Understanding the concept of different routes:* "Do you know where the bathroom is? Go ahead and go to the door of the bathroom. I see you took the easiest route. You went straight there. Let's try another route. I want you to go to my desk and then go to the bathroom door. Ok, which route was faster? You are right, the route where you walked straight to the door was the quickest. The route where you had to go to the desk first took longer. A route is a way to get somewhere. There are a lot of ways to go somewhere. Columbus wanted to find the one that was the fastest and easiest. Who wants to think of a new route to the bathroom and we can have Tim try out your route", etc. Keep engaging the students in coming up with new routes to something you have identified so that they can see how many ways there are to do things.

Assignment Options: Word Scramble-Columbus (L), Route Boat, Route Car, Map Activity Italy, Summary Columbus

Unit Plan



Page Two:

Talking Points: Like I told you before, Columbus really wanted to go to the East Indies because he wanted to be able to buy things and bring them back to Europe and sell them for more money. Two things that the East Indies had that everyone loved were spices and tea. Spices come from plants. They are used to put in food when you are cooking. Tea comes from leaves!

Pointing Questions: cinnamon sticks, cloves, nutmeg, tea bag, cup

Short Answer: Where did Columbus want to go? What is one thing that Columbus wanted to get in the East Indies?

Yes/No: Is tea a product? Is silk a product? Is cinnamon a product?

Sharing opinion/experiences: Have you ever made a cup of tea? Who do you know who drinks tea?

Peer to Peer Interaction: After you read Page 2, ask students, “What do you call things that people buy?” The answer is the main idea card “products.” 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.

Functional Activity: *Spices are used in recipes*- Bring in a variety of spices and have students spell them and talk about which ones they like. Simulate a spice smelling event. Hold up a bottle of cinnamon and say, “Class, this spice is called cinnamon. It comes from the bark of a cinnamon tree. (take the lid off and smell it) Wow, this smells amazing. You know what it reminds me of? It reminds me of cinnamon rolls. My mom used to bake them and they smelled great. When my mom made cinnamon rolls, she put cinnamon in them. That made them smell like cinnamon and taste like cinnamon. (take another smell –act dreamy) wow, who would like to smell my cinnamon? Then, go on to the next spice. You could make cinnamon toast or Pillsbury cinnamon rolls if appropriate.

Assignment Options: Opinion-Spices



Unit Plan

Page Three:

Talking Points: The reason that Columbus wanted to find a new route is because it was dangerous going on the route. Dangerous means you might get hurt. There were pirates on ships who tried to steal from other ships. Pirates are robbers. They steal things. Sometimes a ship would go to the East Indies and buy tea and spices and the pirates would steal if from them. It was awful. Columbus wanted to find a new way to get to the East Indies that was fast and safer.

Pointing Questions: Pirate ship, skull and cross bones, pirate

Short Answer: Who stole things? Why did Columbus want a new route to East Indies?

Yes/No: Was the East Indies near Europe? Were the pirates nice? Was Columbus a pirate? Did Columbus have a ship? Did the pirates have a ship?

Sharing opinion/experiences: Have you ever seen a movie with pirates in it? What do you know about pirates?

Peer to Peer Interaction: After you read Page 3, ask students, “What do you call robbers who steal from ships?” The answer is the main idea card “pirates.” 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: Pirates

Assignment Options: Patterns, Word Scramble Pirate (L)



Unit Plan

Page Four:

Talking Points: Columbus wanted to try the new route that no one had tried before. (Look at the map together) He would be famous and make a lot of money if he could find a new route to the East Indies. He wanted to see if he could find a new route, but he needed someone to pay for the ships and the people to help him on the journey. That would cost a lot of money, and he did not have enough money to do it.

Pointing Questions: Coins, map, East Indies, Europe

Short Answer: What did Columbus need? What did he need money for?

Yes/No: Did Columbus have enough money to try the new route?

Sharing opinion/experiences: Is there something you want to buy but don't have enough money for? Who do you ask if you need money?

Peer to Peer Interaction: After you read Page 4, ask students, "What did Columbus need in order to explore?" The answer is the main idea card "money." 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 **voyage** in the book. A **voyage** is a trip. Have you ever been on a voyage? Columbus took a voyage by ship. He took a trip. Find the **voyage** flashcard and its matching definition.

route – a way to get somewhere

Assignment Options: Word Scramble Money (L)



Unit Plan

Page Five

Talking Points: Columbus was from Italy, so he asked the King and Queen of Italy to give him money for the voyage. A voyage is a trip in a ship. The King and Queen from Italy did not want to pay. He asked the King and Queen of Spain, and you know what they said? They said YES. He was excited. The King and Queen said yes, because if Columbus found new land, it would belong to Spain.

Pointing Questions: crowns, king, queen, thrones,

Short Answer: Who did Columbus ask to pay for the voyage?

Yes/No: Did the king and queen of Italy say Yes? Did the king and queen of Spain say yes?

Sharing opinion/experiences: Who do you ask if you need money? Do we have a king and queen in the United States?

Peer to Peer Interaction: After you read Page 5, ask students, “Who paid for Columbus’ voyage?” The answer is the main idea card “King and Queen.” 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: voyage-trip

Presentation:

Assignment Options: Coloring Page-King, Map Activity Spain



Unit Plan

Page Six:

Talking Points: Now that the king and queen of Spain said yes, Columbus had what he needed. One thing he needed was ships. The king and queen gave him 3 ships to use. Ships are given names. The names of the ships that Columbus used for this voyage were the Nina, Pinta, and Santa Maria.

Pointing Questions: the biggest ship, the medium -sized ship, and the smallest ship

Short Answer: What was the name of one of the ships? Another one? And the last one?

Yes/No: Was one of the ships called the Titanic? Did the king give Columbus an airplane?

Sharing opinion/experiences: Have you ever been on a boat ride?

Peer to Peer Interaction: After you read Page 6, ask students, “What is something that Columbus needed to sail in the ocean?” The answer is the main idea card “ships.” 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: voyage-trip

Presentation: Ships

Assignment Options: 3 ships, Classification-Ships, Biography, Classification-Anchor, Coloring Page-Ship, Sorting Ship, Summary Voyage



Unit Plan

Page Seven:

Talking Points: Columbus needed people to help him. The king and queen of Spain gave him 90 people to help him. The people who help on ship are called crew members. Crew members are workers on a ship. The ship ride was really long. It was about 60 days. The crew members were scared. The crew was nervous. They wanted the ships to turn around and go home. But guess what??? The found land the next day. It was so exciting. The crew was not afraid anymore.

Pointing Questions: Columbus, crew member(s), sail, belt, jacket

Short Answer: How many crew members did Columbus have? How did the crew members feel?

Yes/No: Were the crew members scared? Were the crew members sad when they found land?

Sharing opinion/experiences: Have you ever been nervous? Tell me about a time when you were nervous.

Peer to Peer Interaction: After you read Page 7, ask students, “What were the people who worked on the ship called?” The answer is the main idea card “crew members.” 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: Point to the word **crew** in the book. **Crew** are workers. Columbus needed a crew for his voyage. He needed workers to help with the ship. Find the **crew** flashcard and its matching definition.

Assignment Options: Reading Match (L), Vocabulary



Unit Plan

Page Eight:

Talking Points: The land that they saw was actually an island. An island is land that has water all around it. It was island that we call the Bahamas today (show map) The island was beautiful. He found that there were a lot of islands next to each other. There were some new plants on the island that Europe did not have. For example, pineapples grew on the island. They ate the pineapples and love them. They were so delicious. There were new flowers and it was beautiful.

Pointing Questions: pineapple, beach, palm tree, pineapple chunks, ocean, sky

Short Answer: What did Columbus find? What fruit was on the island?

Yes/No: Had Columbus eaten pineapple before? Did he find islands?

Sharing opinion/experiences: Have you ever eaten pineapple? Have you ever been to the Bahamas? Have you been to an island before?

Peer to Peer Interaction: After you read Page 8, ask students, “What islands did Columbus land on?” The answer is the main idea card “Bahamas.” 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: Bahamas

Assignment Options: Recipe, Coloring Page-Pineapple



Unit Plan

Page Nine:

Talking Points: Guess what? When Columbus landed in the Bahamas and found all of those beautiful island he thought he was someplace else. He thought he was in the East Indies. People from the East Indies were called Indians, so that is what he called the Native Americans he saw on the island. Columbus was not in the East Indies. He was confused.

Pointing Questions: Nina, Pinta, and Santa Maria, Native Americans, Columbus

Short Answer: What was Columbus confused about? What did he call the Native Americans? Where did Columbus think he was?

Yes/No: Was Columbus confused? Was Columbus in the East Indies?

Sharing opinion/experiences: What do you know about Native Americans?

Peer to Peer Interaction: After you read Page 9, ask students, “What did Columbus call the Native Americans?” The answer is the main idea card “Indians.” 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:

Assignment Options: Short Answer, Summary Confused



Unit Plan

Page Ten:

Talking Points: Look at the map. Here is where Columbus was and here is where the East Indies is. Oh my, he was far away from the East Indies, wasn't he. The people he met were Native Americans. He was in a new place that no one in Europe knew about. Everyone called the land that Columbus found the New World. It wasn't really new, but it was new to the Europeans. The Native Americans had lived there a long time. They knew it was there. The Europeans did not know about it. Everyone in Europe was so excited. A lot of explorers wanted to see what they could find.

Pointing Questions: Point at the New World on the map, East Indies, Columbus' ship

Short Answer: What did the people in Europe call the land that Columbus found?

Yes/No: Was the land really new? Was the land called the New World?

Sharing opinion/experiences: Have you ever found something?

Peer to Peer Interaction: After you read Page 10, ask students, "What did Europeans call the land that Columbus found?" The answer is the main idea card "New World." 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: Capitalization, Map Activity Spain to Bahamas



Unit Plan

Page Eleven:

Talking Points: The King and Queen of Spain paid for Columbus' voyage. They bought his ships and paid his crew members and gave them food and supplies. So, when Columbus found that new land, it belonged to Spain. They called it a Spanish Colony. That meant that it was land far away from Spain, but they owned it. A lot of countries started to make colonies in the New World. The king and queen were Spanish, that means they are from Spain.

Pointing Questions: Spanish flag, Columbus, crew members, ship, jacket, hat

Short Answer: Which country did that land belong to? What was the land called?

Yes/No: Did Columbus put a Spanish flag on the islands? Does your country have a flag? Was the queen Spanish?

Sharing opinion/experiences: What does a flag mean? Where do you see flags?

Peer to Peer Interaction: After you read Page 11, ask students, "What is land called that is owned by Spain?" The answer is the main idea card "Spanish Colony." 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: Grammar-Spanish



Unit Plan

Page Twelve:

Talking Points: Columbus went back to Spain. He took pineapples and some of the Native Americans he met. The King and Queen were very happy. The Native Americans were confused. Confused means you don't understand. Why did Spain say that land was theirs? The Native Americans and Spanish people did not speak the same language. They could not understand each other.

Pointing Questions: queen, king, Columbus, Native Americans, pineapples

Short Answer: What fruit did Columbus give to the king and queen? Who did Columbus bring back to Spain?

Yes/No: Were the Native Americans excited? Were the King and Queen confused? Was pineapple a new fruit?

Sharing opinion/experiences: When was a time when you were confused about something?

Peer to Peer Interaction: After you read Page 12, ask students, "What is the real name for Indians?" The answer is the main idea card "Native Americans" 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:

Assignment Options: Word Scramble King (L), Word Scramble Queen (L)



Unit Plan

Page Thirteen:

Talking Points: Everyone all over Europe knew about Columbus' voyage and that he found new land. They called the new land the New World. The Kings and Queens from England and Portugal got very excited and wanted to send explorers out to find land so that their countries could start colonies too. England wanted colonies. Spain wanted colonies, Portugal wanted colonies. It was exciting. Explorers would get ships and crew members and go on a voyage to find more land. Explorers love to find new places.

Pointing Questions: Ship, ocean

Short Answer: What do you call someone who looks for new places?

Yes/No: Do explorers want to find more land? Did explorers look for a new ways to get to the East Indies?

Sharing opinion/experiences: What would you want to look for if you were an explorer?

Peer to Peer Interaction: After you read Page 13, ask students, "What do you call people who want to find new places?" The answer is the main idea card "explorers" 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: Explorer- a person that looks for new places

Assignment Options: