



Unit Plan

Elvis Presley

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: Elvis Presley, 1950s era, Elvis songs, Elvis dance moves, chimpanzee, impersonators, Graceland, Lisa Marie

Geography: Mississippi, Tennessee

Vocabulary: fancy, crazy, pretend, pet



Unit Plan

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	Elvis	Banana page 9	Sandwich page 9	
Summary	Graceland page 3	Elvis page 5	Sandwich page 9	
Map Activity	Mississippi and Tennessee Page 3			
Coloring Page	Family page 7	Chimpanzee page 8	Banana page 9	
Custom	Calendar page 2	Pelvis page 5	Compare and Contrast page 6	Letter to Lisa Marie page 7
Presentation	1950's page 1	Compare and Contrast page 6		

	Words and page
Reading Match	Elvis, sandwich, peanut butter, banana
Vocabulary	fancy, crazy, pretend, pet

	Concept and Page		Concept and Page
Sorting	Elvis page 4	Wh Questions	End of book
Classification	Sandwich page 9	Book Exam	End of book
Pattern	Elvis and chimpanzee page 8	Sentence Scramble	End of book
EZ Summary	End of book	EZ Summary	End of book
Opinion	Favorite snack page 9	Fill in the Blank	End of book
Capitalization	Pet name page 8	Reading Assessment	End of book
Grammar	In page 6	Vocabulary Assessment	End of book



Unit Plan

How to use the plan

The lesson plans were created in a page by page format with some pages combined. 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. This aspect of the curriculum is flexible, as the activities are appropriate at any point after they are mentioned in the plan. There are a few 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. By providing students general education topics to interact with, background knowledge on a variety of subjects can be developed and opportunities to discuss topics are part of the plan. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, and you may cover the whole book in a day. You would then go back and reread the book daily and then segue into a lesson focus for that day. For example, you may review the book for examples of grammar that go with the printable.

Teachers working in an inclusion environment may go over the whole book daily with the student and assign various printable activities as appropriate. Showing parents how to work with their student with the Main Idea cards to study the book. Training the parents to work with their child on the printable activities



Unit Plan

Page One:

Talking Points: Introduce Elvis like he is a friend. “Elvis was a very famous singer. People loved Elvis. He had many songs on the radio. People loved his music. They loved his dancing.” Show the YouTube video of Hound Dog or any of his hits. (discuss what a hound dog is a hunting dog). “Elvis was popular in the 1950s. This was about 70 years ago.” After a discussion on the page using a mix of the questions below, ask the class if they would like to see what the 1950s looked like and then go through the PowerPoint presentation on the 1950s.

Pointing Questions: microphone, costume, hair, nose, mouth

Short Answer: What was this man’s name? What did they call him?

Yes/No: Do you like Elvis Presley’s outfit? Is his hair black? Was he famous?

Sharing opinion/experiences: Get students sharing anything related to Elvis that they want to. Ask what famous singers they know or like. Then ask questions about those people.

Peer to Peer Interaction: After you read Page 1, ask students, “Who is the King of Rock and Roll?” The answer is the main idea card “Elvis Presley.” 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: 1950s presentation

Assignment Options: Sorting (Elvis), Word Scramble Elvis (L)



Unit Plan

Page Two:

Talking Points: Elvis's birthday was in the month of January. It was January 8th. Ask students when their birthdays are. Start birthday discussion. Have them write Elvis' birthday down in a calendar. When Elvis was a little boy he lived in Mississippi. Can you find Mississippi on the map? Where is your state.

Pointing Questions: MS, house, stairs, porch, porch swing, windows, lawn, trees

Short Answer: Where was Elvis born? When was Elvis born? What color was his house?

Yes/No: Was the house Elvis grew up in big? Was it small?

Sharing opinion/experiences: Do you like Elvis Presley's house in MS? Have you ever sat on a porch? Have you ever visited Mississippi? Would you like to visit Mississippi?

Peer to Peer Interaction: After you read Page 2, ask students, "What state did Elvis grow up in?" The answer is the main idea card "Mississippi." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the short answer questions above.

Assignment Options: Calendar



Unit Plan

Page Three:

Talking Points: When Elvis was famous he moved to Tennessee. Where is that on the map? Is it near Mississippi? Show that MS and TN are next to each other to show he moved to the next state north. He named his house Graceland. Most houses do not have a name. You can name your house if you want to. Graceland was fancy. That means that it was very beautiful

Pointing Questions: Point to the house called Graceland, columns, shutters, stairs, statues, lawn, trees, etc.

Short Answer: Where did Elvis live when he was famous? What did he call his house? What color is Graceland?

Yes/No: Is this house big? Is this house small?

Sharing opinion/experiences: Do you like his Graceland? What do you like about Graceland? Do you know anyone with a brick house like Graceland. Facilitate a discussion by asking probing questions to help them share.

Peer to Peer Interaction: After you read Page 3, ask students, "What did Elvis call his house?" The answer is the main idea card "Graceland." 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: Uh Oh

Assignment Options: Map Activity, Graceland Summary, Cloze Reading- Graceland



Unit Plan

Page Four:

Talking Points: Elvis was a singer and he was in movies. Someone who is in movies is called an actor. One movie was about Las Vegas. Las Vegas is in Nevada. Point to home state and then Nevada (show on map when you open presentation on Las Vegas). He also sang a song called Viva Las Vegas (show the video on YouTube).

Pointing Questions: Elvis's sideburns, guitar

Short Answer: What do you call people who are in movies? Elvis was a singer and an _____.
What is the name of one of his movies?

Yes/No: Was Elvis in movies? Was Elvis an actor? Was Elvis a singer?

Sharing opinion/experiences: Elvis was an actor. That means he was in movies? Do you like going to the movies? What movies have you seen? Who is your favorite actor?

Peer to Peer Interaction: After you read Page 4, ask the students, "What do we call a person who is in movies?" The answer is the main idea card "actor." 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:



Unit Plan

Page Five

Talking Points: Elvis was a crazy dancer. He moved his hips a lot when he danced. Your pelvis is where your hips are. Elvis and pelvis rhyme. Have students stand up and shake their pelvis.

Pointing Questions: your hips, Elvis's hips, microphone

Short Answer: Elvis was a crazy _____. What did Elvis shake when he danced? What was Elvis's nickname? Where is your pelvis?

Yes/No: Did Elvis wear crazy clothes? Was Elvis a crazy dancer? Did he shake his hands when he danced? Did he shake his pelvis?

Sharing opinion/experiences: Elvis had a nickname. It was Elvis the Pelvis? Do you have a nickname? What is your nickname?

Peer to Peer Interaction: After you read Page 5, ask the students, "Elvis was a crazy _____ The answer is the main idea card "dancer." 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: crazy

Assignment Options: Pelvis, Elvis Summary, Cloze Reading



Unit Plan

Page Six:

Talking Points: People pretend to be Elvis for fun. They are called impersonators. They are pretending to be Elvis. Pretend means not real. The impersonators are not really Elvis. They are wearing a costume.

Pointing Questions: impersonators, sideburns, sunglasses, costume

Short Answer: Why do you call people who pretend to be Elvis?

Yes/No: Do Elvis impersonators pretend to be Elvis? Do they look like Elvis? Do they dress like Elvis?

Sharing opinion/experiences: Elvis impersonators dress up to look like Elvis. They pretend to be Elvis. On Halloween, people pretend to be someone else. Last year my son dressed up as Superman. He wore a Superman costume. He was pretending to be Superman. He was a Superman impersonator. Have you ever dressed up as someone?

Peer to Peer Interaction: After you read Page 6, ask the students, “Why do we call people who pretend to be Elvis?” The answer is the main idea card “impersonators.” 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: pretend

Presentation: Compare and Contrast

Assignment Options: Grammar – In, compare and contrast (use with presentation)



Unit Plan

Page Seven:

Talking Points: Elvis had a family. He was married to Priscilla. Priscilla was his wife. Elvis had a family. She is still alive. Elvis is dead. He had a heart attack. Lisa Marie is his daughter. She is still alive. She is not a kid anymore. She is a lady now.

Pointing Questions: Elvis, Lisa Marie as a baby, Priscilla holding baby Lisa Marie, Lisa Marie grown up,

Short Answer: What did Elvis have? What was his wife's name? What was his daughter's name?

Yes/No: Did Elvis have a family? Did he have a son? Did he have a daughter?

Sharing opinion/experiences: How many people do you have in your family? (probe and get conversation going about family) Who are the people in your family? Elvis was married to Priscilla? Would you like to get married?

Peer to Peer Interaction: After you read Page 7, ask the students, "What did Elvis have?" The answer is the main idea card "family." 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: Letter to Lisa, Coloring Page Family



Unit Plan

Page Eight:

Talking Points: Elvis had a pet chimpanzee. His name was Scatter.

Pointing Questions: chimpanzee, fur

Short Answer: What type of pet did Elvis have? What was his pet's name?

Yes/No: Did Elvis have a pet tiger? Did he have a pet chimpanzee? Do you think a chimpanzee is a good pet?

Sharing opinion/experiences: How do you take care of a chimpanzee? Do you have a pet? What kind of pet do you have? What are your pets' names?

Peer to Peer Interaction: After you read Page 8, ask the students, "What kind of pet did Elvis have?" The answer is the main idea card "chimpanzee." 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: pet

Assignment Options: Coloring Page Chimpanzee, Capitalization-Pet Names, Pattern, Biography, vocabulary, Biography Multiple Choice



Unit Plan

Page Nine:

Talking Points: Elvis liked to eat. He liked peanut butter and banana sandwiches.

Pointing Questions: banana, bread, peanut butter, sliced bananas

Short Answer: What did Elvis like to do? What was his favorite snack?

Yes/No: Did Elvis like to eat? Was his favorite snack pizza? Was his favorite snack peanut butter and banana sandwiches?

Sharing opinion/experiences: What is your favorite snack to eat?

Peer to Peer Interaction: After you read Page 9, ask the students, "What was Elvis's favorite snack?" The answer is the main idea card "sandwich." 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: Coloring page banana, Recipe for Elvis sandwich, Word Scramble Banana (L), Word Scramble Sandwich (L), Summary Sandwich, Classification-Sandwich, Reading Match (L), EZ Summary-sandwich,