



Unit Plan

Learning Goals

Cultural Literacy: Pilgrims, King James, Church of England, separatists, Mayflower, Atlantic Ocean, settlement, Mayflower Compact, Plymouth Rock, Plymouth, MA, pneumonia, Squanto, Native Americans, Thanksgiving, William Bradford

Geography: England, Atlantic Ocean, Plymouth

Vocabulary: Pilgrim, harvest, feast, settlement



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	Pilgrim p. 1	Church p. 2	Ship p. 5	Corn p. 11			
Summary L1, L2, L3, L3Plus	England p. 4	Pilgrims p. 7	First Thanksgiving p. 14				
Custom	Recipe p. 12 Apple Butter	Timeline L1, L2, L3 – End of book					
Map Activity	England to America p. 1						
Coloring Page	Church p. 4	Ship P. 5	Plymouth Rock p. 7	First Winter p. 9			
Presentation							



Unit Plan

	Words and page
Vocabulary Level 1 & 2	corn, Native American, church, Pilgrim pg. 11
Vocabulary Level 3	Pilgrim, harvest, feast, settlement pg. 14

	Concept and Page		Concept and Page
Sorting	Corn Page 11	Yes/No	End of Book
Classification	Page 3	Book Exam	End of Book
Pattern	Pilgrim and ship p. 6	Sentence Scramble	Page 11
Multiple Choice	Page 10	Grammar	Wanted p. 12
Short Answer	Page 6	Fill in the Blank	End of Book
Capitalization	First word in a sentence p. 10	Vocabulary L2 L3 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: The Pilgrims were from England (Show map of world. Compare England to the students home state). A long time ago there were no cities in America yet. There were Native Americans living there and there were a few European people but there were no colonists yet. The Pilgrims were the first group of people to decide that they wanted to go to America and they wanted to live there. Moving to America and starting a new town or city was called starting a settlement.

Pointing Questions: Pilgrim girl, log, apron, bonnet

Short Answer: Where were the Pilgrims from? What did they want to do in America? Who were the first people to move to America to start a settlement?

Yes/No: Were the Pilgrims from France? Were the Pilgrims from England? Did they want to start a settlement?

Sharing opinion/experiences: Have you ever moved? What happens when people move to a new place? What do they have to do? Why do you think the Pilgrim girl is wearing an apron?

Vocabulary Focus: Point to the word **Pilgrims** in the book. The **Pilgrims** were religious people who moved to America. Find the **Pilgrims** flashcard and its matching definition.

Vocabulary Focus: Point to the word **Settlement** in the book. A **settlement** was a new town. Find the **settlement** flashcard and its matching definition.

Peer to Peer Interaction: After you read Page 1, ask students, “What did the Pilgrims want to start in America.?” The answer is the main idea card “settlement” 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: Word Scramble Pilgrim (L), Map Activity



Unit Plan

Page Two:

Talking Points: When people move there is usually a reason. The reason the Pilgrims wanted to move away from England is because of the law about religion in England. At that time there was only one religion allowed in England. It was the Church of England. There were people in England that did not like the Church of England and wanted to start new churches that were a little different.

Pointing Questions: Church, windows, grass, tower, door

Short Answer: How many religions were allowed in England when the Pilgrims lived there? What was the name of the church in England?

Yes/No: Was the Church of England the church the Pilgrims liked? Did everyone like the Church of England? Did some people like the Church of England?

Sharing opinion/experiences: What is religion? Why do people go to church?

Peer to Peer Interaction: After you read Page 2, ask students, "What upset the Pilgrims about living in England?" The answer is the main idea card "religion." 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: Review **Pilgrims**.

Functional:

Assignment Options: Word Scramble Church (L)



Unit Plan

Page Three:

Talking Points: The Pilgrims didn't like all the parts of the Church of England. They liked parts of it, but wanted to separate from it. The Pilgrims called separatists. That is because they separated from the Church of England. They left that church, they separated from it. They started their own church. Today there are many churches in England. When the Pilgrim lived in England there was only one.

Pointing Questions: candle, cross, Bible

Short Answer: What did the Pilgrims call themselves?

Yes/No: Did the Pilgrims like the Church of England? Were the Pilgrims Separatists? Is there only one church in England now?

Sharing opinion/experiences: Look at the picture. There are symbols that represent the Pilgrims' religion. What are some things that you see that mean religion?

Peer to Peer Interaction: After you read Page 3, ask students, "What did the Pilgrims call their religion?" The answer is the main idea card "Separatists" 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: Review **Pilgrims**

Presentation

Functional Activity:

Assignment Options: Classification-Pilgrim, Coloring Page Church



Unit Plan

Page Four:

Talking Points: The Pilgrims wanted to be able to have their Separatists church meetings in England, but that was not allowed. There was a law that King James made. There was only one religion and it was the Church of England. The Pilgrims asked King James if they could please start their own church. King James said NO. If the Pilgrims made their own church, they could be arrested. When the king is in charge of a country, that is called a monarchy.

Pointing Questions: King James, Pilgrims, windows, table cloth

Short Answer: Who was the King of England when the Pilgrims were alive? What problem were the Pilgrims having with King James?

Yes/No: Is King James alive now? Did King James say Yes?

Sharing opinion/experiences: What do you know about Kings? Does the United States have a king? What do you think King James should have said to the Pilgrims?

Peer to Peer Interaction: After you read Page 4, ask students, “Who was the King of England when the Pilgrims lived there?” The answer is the main idea card “King James.” 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: Review **Pilgrims**

Assignment Options: Summary England L1, L2, L3, L3 Plus



Unit Plan

Page Five

Talking Points: Religion was very important to the Pilgrims. They did not want to stay in England if they could not have their own religion. They decided to go to America. They could have their own religion there. There were a lot of Native Americans in America, but not very many people from Europe. In fact, they didn't even have one city in America yet. The Pilgrims were nervous about that. To get to America, the Pilgrims needed to go on a ship across the Atlantic Ocean. Their ship was called the Mayflower. Have students view the following video which shows what it looked like on board the Mayflower.

<https://www.youtube.com/watch?v=fJ2U9PKOSzo>

Pointing Questions: Point to England, Atlantic Ocean, America, Mayflower

Short Answer: What ocean did the Pilgrims cross? Why did the Pilgrims want to move to America?

Yes/No: Did the Pilgrims want to move to America? Did the Pilgrims want to start their own church in America?

Sharing opinion/experiences: What do you think the ride on the Mayflower was like? Have you ever been on a boat?

Peer to Peer Interaction: After you read Page 5, ask students, "What was the name of the ship the Pilgrims took to America?" The answer is the main idea card "Mayflower." 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: Review **Pilgrims**

Presentation:

Assignment Options: Word Scramble-ship (L), Coloring Page-Ship



Unit Plan

Page Six:

Talking Points: Because the Pilgrims were going to America and there were no cities there, they knew they needed to have rules or laws for living there. A man named William Bradford wrote the laws for the Pilgrims. He was a Pilgrim too. The laws were called “The Mayflower Compact” A compact is an agreement. When you sign it, it means you agree and will follow those rules. The Pilgrims signed those before they got off the ship. That way the rules were figured out. The picture shows the Pilgrims on the ship signing the Mayflower Compact.

Pointing Questions: Person signing the Mayflower Compact, hat, lady, lantern

Short Answer: What was the Mayflower Compact? What was the name of the paper that the Pilgrims signed? Why did they sign that paper?

Yes/No: Did the Pilgrims need rules for their new settlement? Were the rules called the Mayflower Compact?

Sharing opinion/experiences: What are some of the rules that you follow? Why do you think we have rules?

Peer to Peer Interaction: After you read Page 6, ask students, “What was the paper with the rules for the settlement called?” The answer is the main idea card “Mayflower Compact”. 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: Review **Pilgrims**. Review **Settlement**

Assignment Options: Pattern, Short Answer



Unit Plan

Page Seven:

Talking Points: The Pilgrims landed in Massachusetts in December of 1620. That is about 400 years ago. Massachusetts is a state today. Back then it was not. When the Pilgrims got off the ship, they stepped on a rock to get off the ship. They called it Plymouth Rock because it was the first step they made on the new land where they would build their settlement. They named their settlement Plymouth.

Pointing Questions: Plymouth Rock, date, sand

Short Answer: What date is written on that rock? About how long ago was 1620? Why was that rock special? What did the Pilgrims name their new settlement?

Yes/No: Is Plymouth rock in England? Do you like the name Plymouth?

Sharing opinion/experiences: Plymouth Rock was special to the Pilgrims because it was the first rock that they stepped on in America. What is something that is special to you? What do you know about rocks? Plymouth was the name the Pilgrims gave their settlement. What are the names of some of the cities that you know of?

Peer to Peer Interaction: After you read Page 7, ask students, "What did the Pilgrims first step on when they landed in America?" The answer is the main idea card "Plymouth Rock" 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: Review **Pilgrims** and **Settlement**

Assignment Options: Coloring Page Plymouth Rock, Summary Pilgrims L1, L2, L3, L3Plus



Unit Plan

Page Eight:

Talking Points: It was December when the Pilgrims arrived. December is in the winter. It was very cold. There was snow on the ground. It was exciting to land in America, but the Pilgrims had a lot of work to do. There were no houses or stores or buildings. There were no doctors, police officers or anyone that you would normally find in England. The Pilgrims were in the forest. They needed to build their own houses and barns. They needed to build fences and grow food. This would be a lot of work.

Pointing Questions: trees, ocean, snow, ice

Short Answer: What month did the Pilgrims arrive in Plymouth?

Yes/No: Was it cold in December? Did the Pilgrims need to find an apartment?

Sharing opinion/experiences: What do you need to wear when it's cold outside? What problems do you think that the Pilgrims might have?

Peer to Peer Interaction: After you read Page 8, ask students, "Where did the Pilgrims make their settlement?" The answer is the main idea card "Plymouth, Massachusetts." 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: Review **Pilgrims** and **settlement**

Assignment Options:



Unit Plan

Page Nine:

Talking Points: The Pilgrims had to build houses, but it was very cold. They worked on it, but it was not easy. They had to live on the ship while they were working to build their settlement. They did not have a lot of food because it was winter. They could go hunting, but there were no vegetables or fruit to eat. Have students view the following video which shows what Plymouth settlement looked like and how the Pilgrims built their homes. https://youtu.be/Hc21h_adwfc?t=1m25s

Pointing Questions: trees, sticks, pot of food, ship, Atlantic Ocean, hats, Pilgrims, snow

Short Answer: Where did the Pilgrims live the first winter? What could they eat?

Yes/No: Was it cold in Plymouth? Were the Pilgrims cold? Was it summer when the Mayflower landed? Was there a lot of food?

Sharing opinion/experiences: What do you like to eat? What are your favorite foods? What happens when you don't have a lot of food to eat? (use these questions to help drive home the point that there were no stores, etc.)

Peer to Peer Interaction: : After you read Page 9, ask students, "What season did the Pilgrims land in Plymouth?" The answer is the main idea card "winter." 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: Review **Pilgrims**

Assignment Options: Coloring Page- First Winter



Unit Plan

Page Ten:

Talking Points: It was very, very cold. The Pilgrims had to sit by the fire to stay warm. Many of them got sick. They got pneumonia. That is when you have a really bad cold and you need medicine. The Pilgrims did not have medicine for pneumonia. A lot of them got so sick that they died. It was sad. That first winter was very difficult. Have the students view the following video which explains the first winter in Plymouth. <https://www.youtube.com/watch?v=QYJdp1U4zZQ>

Pointing Questions: cemetery, snow trees

Short Answer: Where did the Pilgrims live the first winter? What could they eat?

Yes/No: Was it cold in Plymouth? Were the Pilgrims cold? Was it summer when the Mayflower landed? Was there a lot of food?

Sharing opinion/experiences: Have you ever been sick? What do you feel like when you are sick?

Peer to Peer Interaction: : After you read Page 10, ask students, “What season did the Pilgrims land in Plymouth?” The answer is the main idea card “winter.” 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: Review **Pilgrims** and **settlement**

Assignment Options: Capitalization, Multiple Choice



Unit Plan

Page Eleven:

Talking Points: After winter comes spring. When it was spring, the Pilgrims could start planting a garden to grow vegetables. The Native Americans helped the Pilgrims. One Native American named Squanto helped them a lot. He showed the Pilgrims how to plant seeds with dead fish so that they would grow better. The dead fish made the soil really good for growing plants. The Pilgrims worked all summer to grow vegetables so that they would have food to eat the next winter.

Pointing Questions: corn, Squanto, feather, trees

Short Answer: What did Squanto teach the Pilgrims? What was the name of the Native American who helped the Pilgrims?

Yes/No: Was the Native American's name John? Did Squanto help the Native Americans? Did Squanto teach the Pilgrims to sew?

Sharing opinion/experiences: What is something you have done to help someone? How would you be able to help the Pilgrims? What needs to be done when you are growing vegetables? What do plants need to live?

Peer to Peer Interaction: : After you read Page 11, ask students, "Which Native American helped the Pilgrims grow food?" The answer is the main idea card "Squanto" 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: Provide Squash cut in half. Have students get the seeds out of the center of the squash to see where seeds come from. You could also cook the squash and eat it if you would like. Here is a nice sensory art project you could do with the seeds if you would like to expand this even more. <https://www.teachpreschool.org/2012/03/26/simple-seed-mosaics/>

Vocabulary Focus: Review **Pilgrims**

Assignment Options: Sorting-Corn, Sentence Scramble, Vocabulary L1 and L2, Word Scramble-corn (L)



Unit Plan

Page Twelve:

Talking Points: First you plant the seeds and then you water the plants and take care of them all summer. Finally at the end of the summer the harvest is ready. The harvest is when you pick the vegetables or fruit. Harvest time is when the plants are ready to be eaten. Have the students view the following video of children harvesting vegetables.

<https://www.youtube.com/watch?v=DHGU5kdYtJA>

Pointing Questions: carrots, union, radish

Short Answer: What is a harvest? When is harvest time?

Yes/No: Is harvest time in the fall? Is harvest when you plant the seeds? Is harvest when you pick the vegetables?

Sharing opinion/experiences: What are some things that you can grow in your garden?

Peer to Peer Interaction: : After you read Page 12, ask students, “What do you call the time when you pick the vegetables to eat?” The answer is the main idea card “harvest” 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: Review **Pilgrims**. Point to the word **harvest** in the book. A **harvest** is when you pick the vegetables. Find the **harvest** flashcard and its matching definition.

Assignment Options: Recipe Apple butter, Grammar: Wanted to



Unit Plan

Page Thirteen:

Talking Points: At harvest time the Pilgrims were happy. They were able to grow plants and have plenty of food to eat. They were grateful for the help they got from Squanto and other Native Americans.

Pointing Questions: hands, plant, dirt

Short Answer: Why were the Pilgrims grateful? How did the Native Americans help them? Why was it helpful for the Native Americans to show the Pilgrims how to grow a garden?

Yes/No: Were the Pilgrims grateful? Were the Native Americans helpful?

Sharing opinion/experiences: What are some things that you are grateful for?

Peer to Peer Interaction: After you read Page 13, ask students, “Who helped the Pilgrims?” 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: Review **Pilgrims**

Assignment Options:



Unit Plan

Page Fourteen:

Talking Points: Harvest time was a wonderful time. Everyone was excited that the food that they planted grew and produced vegetables. Now they had food. Things were going well. They celebrated by making a feast. They started to cook a lot of food for everyone to eat. The Native Americans came and ate too. They brought deer and other meat and they all celebrated having a good harvest. This celebration feast is now called Thanksgiving. Have students view the following video that explains the history of Thanksgiving: <https://www.youtube.com/watch?v=IslqtUMwDxA>

Pointing Questions: Native American, Pilgrim woman, Pilgrim man, dog,

Short Answer: What

Yes/No: Were the Pilgrims grateful? Were the Native Americans helpful?

Sharing opinion/experiences: How do you celebrate Thanksgiving Day? What are some of your favorite foods to eat at Thanksgiving? What are some of the foods that people have at their Thanksgiving dinner?

Peer to Peer Interaction: After you read Page 14, ask students, “What is the feast that the Pilgrims had called?” The answer is the main idea card “Thanksgiving” 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: Review Pilgrims. Review harvest. Point to the word **feast** in the book. A **feast** was a celebration dinner. Find the **feast** flashcard and its matching definition.

Presentation: Thanksgiving Feast

Assignment Options: Summary Thanksgiving L1, L2, L3, L3Plus, Vocabulary L3



Unit Plan

Page Fifteen:

Talking Points: William Bradford was a very famous Pilgrim. He wrote the Mayflower Compact and he was the first governor of Plymouth. He kept a journal and wrote about the Pilgrims and everything that happened. That is how we know how it was for the Pilgrims. People can read what he wrote about that first winter.

Pointing Questions: William Bradford, mustache, collar, hair, eyebrows

Short Answer: Who was a famous Pilgrim leader? What did William Bradford do for the Pilgrims? How do we know about what the Pilgrims did a long time ago?

Yes/No: Were the Pilgrims grateful? Were the Native Americans helpful?

Sharing opinion/experiences: How do you celebrate Thanksgiving Day? What are some of your favorite foods to eat at Thanksgiving? What are some of the foods that people have at their Thanksgiving dinner?

Peer to Peer Interaction: After you read Page 15, ask students, “Who wrote about the Pilgrims?” The answer is the main idea card “William Bradford” 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: Plymouth

Vocabulary Focus: Review **Pilgrims**

Assignment Options: