



Unit Plan

Learning Goals

Cultural Literacy: George Washington, Martha Washington, Mount Vernon, American Revolution, Constitutional Convention, founding fathers, first president, first lady, Father of our Country, Constitution, voting, quarter, dollar bill

Geography: Virginia

Vocabulary: meeting, plan, fair, plantation



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	Washington p. 1	Vote p. 8	Quarter p. 10				
Summary/Cloze/EZSummary	Washington p. 3	Constitution p. 7	Vote p. 9				
Custom	Calendar Birth p. 1	Calendar Death p. 11	Timeline – End of book				
Map Activity	Virginia p. 2						
Coloring Page	Washington p. 3	Founding Fathers p. 6	Constitution p. 7				
Presentation							



Unit Plan

	Words and page
Reading Match	money, vote, United States, George Washington p. 10
Vocabulary	plan, plantation, meeting, fair p. 7

	Concept and Page		Concept and Page
Sorting	Washington p. 1 Quarter p. 10	Wh Questions	Who - End of book
Biography	p. 11	Book Exam	Before and after
Pattern	p. 8	Sentence Scramble	End of book
Multiple Choice	End of book	Question and Answer	End of book
Short Answer	End of book	Fill in the Blank	End of book
Phonics	tion p. 4	Reading Assessment	End of book
Yes/No	p. 10	Vocabulary Assessment	End of book

Unit Plan

Words and page
money, vote, United States, George Washington p. 10
plan, plantation, meeting, fair p. 7

Page	Concept and Page
Wh Questions	Who - End of book
Book Exam	Before and after
Sentence Scramble	End of book
Question and Answer	End of book
Fill in the Blank	End of book
Reading Assessment	End of book
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: George Washington was very, very famous. The reason he was famous is because he did a lot of amazing things in American history. History means the past. He was born a long time ago. He was born on February 22, 1732. That is about 300 years ago. He was born in the state of Virginia. (show on map). He was the first president of the United States. His birthday is a holiday now. It is called President's Day.

Pointing Questions: The picture frame, George Washington, nose, mouth, eyes

Short Answer: When was Washington's birthday? What was Washington's first name? What was George's last name? What year was Washington born?

Yes/No: Was he famous? Was George's birthday in March?

Sharing opinion/experiences: What is February like? What sorts of things do people do in February?

Peer to Peer Interaction: After you read Page 1, ask students, "Who was the first president of the U.S.? The answer is the main idea card "George Washington." 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: Sorting, Calendar Birth, Word Scramble Washington



Unit Plan

Page Two:

Talking Points: George Washington was very rich. He had a lot of money. He had a big plantation farm. His wife was named Martha. Their home was called Mount Vernon. In the south, people named big houses. They were wealthy, that means rich. Mount Vernon was in Virginia. A plantation is a very big farm. Watch the following video of Mount Vernon:

<https://www.youtube.com/watch?v=ccNwq40vde8>

Pointing Questions: Mount Vernon, roof, chimneys, columns, grass, sky, trees

Short Answer: What took so long? What was the name of Washington's house? Where did Washington live? Which state? What was his wife's name? What does "wealthy" mean?

Yes/No: Was Washington rich? Was Washington's wife's name Susie? Was Mount Vernon in Michigan?

Sharing opinion/experiences: Do you know anyone who is wealthy? What do wealthy people buy?

Peer to Peer Interaction: After you read Page 2, ask students, "What was the name of Washington's home?" The answer is the main idea card "Mount Vernon" 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 **plantations** in the book. A **Plantation** is a big farm. Find the **plantation** flashcard and its matching definition.

Functional:

Assignment Options: Map Activity



Unit Plan

Page Three:

Talking Points: One of the things that George Washington is famous for is being a military leader. The military is what soldiers join. It's the army. He was in charge of the soldiers and he was the boss. He told people what to do in the military. He did a good job. He was in charge of the military when the American Revolutionary War was happening. That is the war where the United States got its freedom of the British. George Washington was a hero in that war. People were proud of him. Show the students the following video which is a song about General George Washington: <https://www.youtube.com/watch?v=vDgE138YbYc>

Pointing Questions: George Washington, hair, scarf, jacket

Short Answer: What was George during the war? Who was he in charge of?

Yes/No: Did he do a good job as a military leader? Was he in the American Revolutionary War?

Sharing opinion/experiences: Do you know anyone in the military? What do people in the military do?

Peer to Peer Interaction: After you read Page 3, ask students, "What was Washington in charge of during the American Revolutionary War?" The answer is the main idea card "U.S. military" 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

Functional Activity:

Assignment Options: Coloring Page Washington, Summaries (4 levels)



Unit Plan

Page Four:

Talking Points: The American Revolution was a war that the United States fought against Great Britain. The United States used to belong to Great Britain. Great Britain had a king named George. The Americans got sick of the king. He was always trying to charge money for taxes. He was annoying. The United States ended up telling Great Britain that the U.S. was declaring independence. The king did not really like that. There was a big war called the American Revolution.

Pointing Questions: George Washington, soldiers, hat, jacket, boots

Short Answer: What war was Washington a leader in? Who was the United States fighting? Why were they fighting that war? Who was the king in Great Britain? Why did the United States get sick of the king?

Yes/No: Was Washington in the Korean War? American Revolution? Was there a king in charge?

Sharing opinion/experiences: What do you know about war? What do you know about kings?

Peer to Peer Interaction: After you read Page 4, ask students, "What war was George Washington a military leader in?" The answer is the main idea card "American Revolution." 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: Phonics



Unit Plan

Page Five

Talking Points: After the United States won the war, they needed to make a government for the country. It was not easy to do. It was a lot of work. George Washington was in charge of the meetings to help come up with a new government. The meetings were called the Constitutional Convention. Have you ever heard of a convention? It's where a lot of people go to listen to people speak and ask questions. There were a lot of these meetings, because it was hard to make a new government. The meetings were in Pennsylvania.

Pointing Questions: George Washington, Constitutional Convention, men, hair, table clothes

Short Answer: What were the meetings called? Where were the meetings? What were they trying to figure out at the meetings?

Yes/No: Were the men trying to figure out a new government? Were the men playing games?

Sharing opinion/experiences: Have you ever been to a meeting? What are meetings like?

Peer to Peer Interaction: After you read Page 5, ask students, "What were the meetings called where they made a new government for the United States?" The answer is the main idea card "Constitutional Convention." 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 **meetings** in the book. A **meeting** is when people get together to talk about something. Find the **meeting** flashcard and its matching definition.

Presentation:

Assignment Options:



Unit Plan

Page Six:

Talking Points: Not everyone went to the constitutional convention meetings. The meetings were only for important leaders from the other colonies. The colonies were going to turn into states, but they were still called colonies then. All of these important men had to come and say what they thought would be best for the government for their own colonies. The men argued a lot and they were trying to talk each other into different ideas. Finally they finished writing the government plan. The men who were at that meeting were called the Founding Fathers. The men had to work together to form the government. Form means to make the government.

Pointing Questions: Founding Fathers, George Washington, meeting

Short Answer: What do we call the men who made the government for the United States? What meeting were these met at? Do you remember what state it was in?

Yes/No: Were there women at the Constitutional Convention? Were the men figuring out the new government?

Sharing opinion/experiences: Important leaders were at the meetings. Who are some important people that you know? Why are they important?

Peer to Peer Interaction: After you read Page 6, ask students, “What do we call the men who formed the government ?” The answer is the main idea card “Founding Fathers.” 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 Meeting

Assignment Options: Coloring Page Founding Fathers



Unit Plan

Page Seven:

Talking Points: Once the men figured out the way that the government would be, they had to write it down. They made sure that it was fair. They did not want any of the important men from each of the colonies to be angry. They wanted everyone to like the plan. They wrote it down and the paper is called the Constitution. The constitution is the plan for how the government works. All of the men at the Constitutional Convention figured out what was best and this was the plan they came up with. We still have the constitution today. It is a very important document. A document is paper. Show the students the following Schoolhouse Rocks video about the Constitution: https://www.youtube.com/watch?v=2XMzIExVT5M&list=PL7Mo2xQ_2N_ETj45Xk5LTaIaatdg7-S2

Pointing Questions: Constitution, We the People, star,

Short Answer: What is the plan for the government called? Who wrote the Constitution?

Yes/No: Did they try to make the new government fair? Is the government plan called the Constitution?

Sharing opinion/experiences: What does it mean if something is fair? Can you think of something that was not fair?

Peer to Peer Interaction: After you read Page 7, ask students, "What is the plan for the government called?" The answer is the main idea card "Constitution" 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 **fair** in the book. **Fair** is when something is good for everyone. Find the **fair** flashcard and its matching definition.

Vocabulary Focus: Point to the word **plan** in the book. A **Plan** is how to do something. Find the **plan** flashcard and its matching definition.

Assignment Options: Coloring Page Constitution, Summaries (4 levels), Vocabulary



Unit Plan

Page Eight:

Talking Points: The Constitution has all the rules for how the government works. One of the rules is that people vote for a president. The colonies had never had a president before. They always had King George. Now with the new government, they can get a president to be in charge.

Pointing Questions: Voting box, ballot, hand, ballot box

Short Answer: What do people vote for?

Yes/No: Is the president a leader? Do people vote for the president?

Sharing opinion/experiences: What does voting mean? What is something you have voted for? How do you know who wins when people are voting?

Activity: Have the students vote for something.

Peer to Peer Interaction: After you read Page 8, ask students, "How is the president picked?" The answer is the main idea card "vote." 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, Word Scramble Vote (L)



Unit Plan

Page Nine:

Talking Points: The Constitution was the government paper that had all the rules for the government written on it. The Constitution said that the U.S. needed a president. The people in the United States needed to vote for a president. They had an election. Guess who won? Yes, George Washington won. He was the very first president of the U.S.

Pointing Questions: George Washington, hair, rosy cheeks, lips, nose

Short Answer: Who was the first president? Who did the people vote for?

Yes/No: Did George Washington get elected to be the first president?

Sharing opinion/experiences: Who is the president now? Who are some of the other presidents that you know of?

Peer to Peer Interaction: : After you read Page 9, ask students, “Who was the first president of the U.S.?” The answer is the main idea card “George Washington”. 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: Summaries (4 Levels)



Unit Plan

Page Ten:

Talking Points: George Washington is probably the most famous person in American history. So many things were named after him. Washington D.C. was named after him. That is where the White House is. George's face is on some of the money in the U.S. His face is on the quarter and his face is on the dollar bill. Many things were done to honor him. Honor means to respect him. People were proud of him and wanted to thank him. Paper money is called bills, metal money is coins.

Pointing Questions: George Washington's head, face, quarter, dollar

Short Answer: Which bill has Washington's face on it? Which coin has Washington's face on it?

Yes/No: Was George Washington's face on the nickel? Was it on the penny? Was it on the quarter?

Sharing opinion/experiences: What can you buy with a quarter? A dollar? Do you have any money?

Activity: Have student sort through a jar of coins to find the quarters. Have them face up. Talk about heads or tails. Play that game and keep score using tally marks. Play store and have things cost .25, .50, .75, 1.00 talk about how those are 1, 2, 3, or 4 quarters.

Peer to Peer Interaction: : After you read Page 10, ask students, "What is George Washington's face on.?" 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:

Assignment Options: EZ Summary, Word Scramble-Quarter (L), Reading Match, Yes/No, Sorting Quarter



Unit Plan

Page Eleven:

Talking Points: George Washington has a nickname. He is called “The Father of our Country”. He is called that because he did so many important things when the country was new. He was a military leader in the American Revolution, and then helped with making the new government plan called the Constitution, and then he was our first president. He was amazing. He was a great leader. He died on December 14, 1789. December is in the winter. The picture is the building where George Washington’s tomb is. His body is in there. People can visit that cemetery.

Pointing Questions: George Washington’s grave, U.S. flag, blue flag

Short Answer: Who was the father of our country? When did he die?

Yes/No: Did George Washington die in the summer? Was he famous?

Sharing opinion/experiences: have you ever been to a cemetery? What do you know about cemeteries?

Peer to Peer Interaction: : After you read Page 11, ask students, “What was George Washington’s nickname.?” The answer is the main idea card “Father of our Country”. 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: Biography Washington (2 levels), Calendar Date of Death,