



Unit Plan

Learning Goals

Cultural Literacy Grand Canyon, hiking, mules, Colorado River, Views, Tourist attraction, National Park

Geography: Arizona

Vocabulary: tourist attraction, hike, amazed, massive

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	Canyon p. 2	Rafting p. 5	Hiking p. 7	Mule p.8			
L1, L2, L3, L3+ Summary	Grand Canyon p. 3						
Custom	Hiking Cut and Paste p. 7						
Map Activity	Arizona p. 1						
Coloring Page	Tourists p. 6	Mule p. 8					
Presentation							



Unit Plan

	Words and page
Vocabulary L1, L2	Grand Canyon, binoculars, hike, mule p. 8
Vocabulary	tourist attraction, hike, amazed, massive p. 9

	Concept and Page		Concept and Page
Sorting	Binoculars p. 6	Short Answer	End of Book
Classification	Rafting p. 5	Book Exam	End of Book
Pattern	mule and binoculars p. 8	Sentence Scramble	p. 4
Opinion	End of Book	WH questions L1, L2, L3, L3+	p. 7
Grammar	End of Book Like to	Fill in the Blank	End of Book
Yes/No	End of Book	Vocabulary 2 & 3 Assessment	End of Book
Venn Diagram	End of Book	Multiple Choice	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 Grand Canyon is in Arizona. It is a something that people from all over the world come to visit. It is so beautiful. It is a National Park. People can pay money to go in and see the canyon. It is in the NW part of AZ. Look at the compass rose. (show how this helps you see where NW is. See the picture? That is one of the entrances to the GC. See the map of AZ with the arrow? That is where that sign is. Overview of canyon video: <https://www.youtube.com/watch?v=PrR-kkpy1c8>

Pointing Questions: map of Arizona, compass rose, north, south, west, east. Grand canyon, man, sign, sidewalk tree, sky

Short Answer: What national park is this book about? Which state is it in? What is a park?

Yes/No: Is the Grand Canyon in Arizona? Is it in the U.S.? Is it a national park? Is it beautiful? Do people have to pay to go in a national park?

Sharing opinion/experiences: There are a lot of national parks. Have you visited any? What do you think people can people do at the Grand Canyon National Park?

Vocabulary Focus:

Peer to Peer Interaction: : After you read Page 1, ask students, “Where is the Grand Canyon?” The answer is the main idea card “Arizona.” 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: Map Activity



Unit Plan

Page Two:

Talking Points: The Grand Canyon is massive. Massive means HUGE. It's very big. The canyon is very deep. A lot of the rocks that you see at the Grand Canyon are red. It is very pretty to look at.

Pointing Questions: canyon, rock, trees

Short Answer: What is another way to say that the Grand Canyon is big? What color of rock do you see a lot of at the Grand Canyon?

Yes/No: Are there some red rocks at the Grand Canyon? Is the Canyon massive? Does massive mean small? Does massive mean very big?

Sharing opinion/experiences: What are some other things you know of that are massive?

Vocabulary Focus: Point to the word **massive** in the book. **Massive** means that something is very, very big. It's huge. Find the **lizard** flashcard and its matching definition.

Peer to Peer Interaction: After you read Page 2, ask students, "What is the name of the massive canyon in Arizona?" The answer is the main idea card "**Grand Canyon.**" 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:

Assignment Options: Word Scramble Canyon (L)



Unit Plan

Page Three:

Talking Points: Long before the Grand Canyon was a national park and place that tourists went, it was where some of the Native Americans who live in Arizona lived. The Havasupai and Hualapai Native Americans still live in parts of the Grand Canyon today.

Pointing Questions: Havasupai man, hair, eyes, shirt

Short Answer: Who has lived in the Grand Canyon? What tribe lived in there? Another one?

Yes/No: Did Native Americans live in the Grand Canyon? Do some of them still live in the Canyon? Do Havasupai live in the Grand Canyon? Do Hualapai live in the Grand Canyon?

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

Vocabulary Focus:

Peer to Peer Interaction: After you read Page 3, ask students, “Who has lived in the Grand Canyon for hundreds of years?” 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.

Presentation:

Functional Activity:

Assignment Options: Summaries L1, 2, 3, 3plus



Unit Plan

Page Four:

Talking Points: Long ago when the Native Americans were the only people in the Grand Canyon, the Spanish explorers were looking around Arizona. They found the Grand Canyon. They were amazed. It was so beautiful.

Pointing Questions: horse, Spanish explorer, Native American

Short Answer: Who were the first people from Europe to see the Grand Canyon? What did they think of the canyon?

Yes/No: Were the Spanish explorers amazed? Did the explorers think the Grand Canyon was amazing?

Sharing opinion/experiences: Explore means to find new places. What do you think explorers do? Have you ever explored anything?

Vocabulary Focus: Point to the word **amazed** in the book. **Amazed** means that they can't believe it. It is so great! They love it. Find the **amazed** flashcard and its matching definition.

Peer to Peer Interaction: After you read Page 4, ask students, "Who were the first explorers to see the Grand Canyon.?" The answer is the main idea card "**Spanish 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.

Assignment Options: Sentence Scramble



Unit Plan

Page Five

Talking Points: A canyon is between mountains and very far down. Down at the bottom of the Grand Canyon there is a river. It is called the Colorado River. Some people like to go rafting down the Colorado River. That is a fun way to see the Grand Canyon. Show students the following video of people rafting in the Grand Canyon. https://www.youtube.com/watch?v=SndKvA_2DcE

Pointing Questions: Colorado River, raft, paddles, lifejacket

Short Answer: What is at the bottom of the Grand Canyon? What is the name of the river at the bottom of the Grand Canyon? What do some people like to do in the Colorado River? What type of boat is that in the picture?

Yes/No: Do some people go rafting on the Colorado River? Is the Colorado River at the bottom of the Grand Canyon?

Sharing opinion/experiences: What are some types of boats that you know of? Have you ever gone on a boat ride?

Vocabulary Focus:

Peer to Peer Interaction: After you read Page 5, ask students, “What is at the bottom of the Grand Canyon?” The answer is the main idea card “**Colorado River.**” 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: Word Scramble-Rafting (L), Cut and Paste(L), Classification-rafting



Unit Plan

Page Six:

Talking Points: A lot of tourists love to go to the Grand Canyon. They stand at the top of the canyon and enjoy the views. The view is what you look at. To get a better view, some people like to bring binoculars. You can see the canyon much better if you have binoculars. Here is video of the top 9 viewpoints at the GC. <https://www.youtube.com/watch?v=tbwdABjRgQ>

Pointing Questions: tourist, binoculars, lens, fence, Grand Canyon

Short Answer: What can you use to see the Grand Canyon better? What do binoculars help with? What is a view?

Yes/No: Is the view what you are looking at? Do binoculars help you see views better?

Sharing opinion/experiences: Have you ever used binoculars? What are some things you might look at using binoculars?

Vocabulary Focus:

Peer to Peer Interaction: After you read Page 6, ask students, “Who goes to see the views at the GC?” The answer is the main idea card “**tourists**” 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 **binoculars** and go outside with them and try them out. Talk about what they see and how they make it so you can see things that are far away much better.

Assignment Options: Coloring Page-tourists, sorting-binoculars



Unit Plan

Page Seven:

Talking Points: Some people like to hike down the canyon. That means that they are walking down into the canyon. Hiking is fun, but it's a big hike in the canyon. You need to be in good shape to walk it. It's 10 miles long. The hikers need to drink a lot of water. That is like from here to ___ (fill in the blank). If they hike to the bottom, they will see the Colorado River. Here is a video of hiking the canyon. Start at about the one minute mark to show people hiking. <https://www.youtube.com/watch?v=WqsgpOVHBbM>

Pointing Questions: shoes, backpack, hikers, Grand Canyon, water bottle

Short Answer: What do you call walking down into the Grand Canyon? What do hikers wear on their back? What do they drink?

Yes/No: Does everyone like to hike? Should hikers drink water? Do people hike in the Grand Canyon?

Sharing opinion/experiences: Have you ever gone hiking? (encourage stories about hiking)

Vocabulary Focus: Point to the word **hike** in the book. Hike means to walk in nature. It's taking a walk outside to look at plants and mountains. Find the **hike** flashcard and its matching definition.

Peer to Peer Interaction: After you read Page 7, ask students, "What do call it when you walk down into the Grand Canyon?" The answer is the main idea card "**hike**." 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: Cut and Paste-hiking (L), Word Scramble-Hiking (L), WH L1, L2, L3, L3+



Unit Plan

Page Eight:

Talking Points: Hiking in the Grand Canyon is very difficult. There are a lot of people who can't do it. People can pay money to ride a mule down the trail into the Grand Canyon. That is something a person could do. Some people do not hike or ride a mule. They just look at the views. Here is a group riding mules <https://www.youtube.com/watch?v=xBlvdrSV6t8>

Pointing Questions: mule, saddle trail, Grand Canyon.

Short Answer: What animal can people ride to go into the canyon?

Yes/No: Are there mules at the Grand Canyon? Can you pay to ride one?

Sharing opinion/experiences: What do you know about mules? Would you like to ride one?

Vocabulary Focus: Review "hike"

Peer to Peer Interaction: After you read Page 8, ask students, "What animal can people ride to go into the canyon?" The answer is the main idea card "mule." 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-Mule (L), Mule coloring page, Patterns, Vocabulary L1, Vocabulary L2 (L)



Unit Plan

Page Nine:

Talking Points: The Grand Canyon is very special. A lot of tourists like to visit the canyon and look at the views. Some people like to hike the canyon, some like to use binoculars to see it better. Because the Grand Canyon is a special place, it is Arizona's state slogan. Arizona is "The Grand Canyon State". It's the state's nickname. This sign is one that someone sees when they drive into the state of Arizona from another state. Here is a video about

Pointing Questions: words: 'Arizona' 'welcome' 'The Grand Canyon State'.

Short Answer: What is Arizona's slogan? What state is the Grand Canyon in?

Yes/No: Is 'The Grand Canyon State' Arizona's slogan?

Vocabulary Focus: Point to the word **tourist attraction** in the book. **Tourist attractions** are places that people who are visiting the state want to go to while they are on vacation. Find the **tourist attraction** flashcard and its matching definition.

Sharing opinion/experiences: Have you ever been a tourist? (where? Tell stories) What are some places in Arizona that tourists might want to go to or do?

Peer to Peer Interaction: After you read Page 9, ask students, "What do call a place that people on vacation like to look at?" The answer is the main idea card "**tourist attraction**." 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: Vocabulary L3