



Unit Plan

Learning Goals

Cultural Literacy: pneumonia, advancements in medical care, lungs, germs

Geography: N/A

Vocabulary: germs, lungs, recover, patient



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 | Lungs p. 2 | Doctor p. 11 | Medicine p. 12 | | | | |
| Summary | Germs p. 10 | Pneumonia Symptoms p. 5 | | | | | |
| Custom | Functional Math-pills p. 12 | Sequencing Hand Washing L1, L2, L3 p. 8 | Symptoms p. 6 | Yes/No End of Book | | | |
| Coloring Page | Lungs page 2 | Fever p. 4 | Doctor p. 11 | | | | |
| Presentation | | | | | | | |



Unit Plan

| | Words and page |
|----------------------|--|
| Reading Match | Doctor, thermometer, cough, medicine pg. 12 End of Book (exam) |
| Vocabulary | Patient, lungs, fever, germs p. 13 End of Book (exam) |

| | Concept and Page | | Concept and Page |
|-----------------------|-------------------------|---------------------------------|-------------------------|
| Sorting | Lungs p. 2 | Wh Questions | End of Book-What |
| Classification | Page 11 (doctor) | Book Exam | End of book |
| Pattern | Page 11 | Sentence Scramble | End of Book |
| Short Answer | End of Book | Fill in the Blank | End of Book |
| Capitalization | Page 10 | Vocabulary L2 Assessment | End of Book |
| Grammar | End of Book | Vocabulary 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: Write the word pneumonia on the board. Say the word. Have the students repeat it. Pneumonia is an illness where your lungs are sick. It is an illness that a lot of the Pilgrims caught that first winter. You can get pneumonia if you get a bad cold or the flu. The Pilgrims did not have doctors or medicine. They were living on the Mayflower that first winter, so they didn't have a nice warm house yet. A lot of Pilgrims got so sick with pneumonia that they died.

Pointing Questions: sick woman, thermometer, pillow

Short Answer: What problem is the lady having in that picture? What is the name of the illness we talked about?

Yes/No: Did some of the Pilgrims get so sick that they died from pneumonia? Have you heard of pneumonia?

Sharing opinion/experiences: Have you ever been sick? (share stories of being sick and what you did, etc.)

Peer to Peer Interaction: After you read Page 1, ask students, "What illness did many Pilgrims have the first winter.?" The answer is the main idea card "pneumonia." 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 Two:

Talking Points: When a person has pneumonia that means that their lungs have an infection. Sometimes it is caused by getting a bad cold or having the flu. Your lungs help you breathe. When your lungs have an infection, it is hard to breathe. Have students put their hands on their lungs and breathe. Ask what happens to their hands when they breathe in and out. Play a YouTube video of a breathing meditation. Have the students keep their hands on their lungs and focus on the video. Point out the body parts on the pictures.

Pointing Questions: lungs, nose, head, arms, ribs, neck

Short Answer: What part of the body does pneumonia make sick? What are lungs used for?

Yes/No: Do you have lungs? Do you use your lungs to breathe?

Sharing opinion/experiences: Have you ever held your breath when you were swimming? Share experiences with the breathing meditation.

Peer to Peer Interaction: After you read Page 2, ask students, "What part of the body does pneumonia make sick?" The answer is the main idea card "lungs." 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 **lungs** in the book. **Lungs** are the part of your body that helps you breathe. Find the **escape** flashcard and its matching definition.

Functional:

Assignment Options: Word Scramble-Lungs (L), Coloring Page-Pneumonia, Coloring Page-lungs, Sorting



Unit Plan

Page Three:

Talking Points: Symptoms are what happens to your body when you are sick. (Role play that you have a cold. Say “I have a cold. What is happening to my body?” Start to sneeze and cough.) What is happening (coughing, sneezing, runny nose, etc.) Those are symptoms of having a cold. (Repeat using the example, stomach flu.) We are going to learn the symptoms of pneumonia.

Pointing Questions: coughing, sneezing, chest hurting, fever

Short Answer: What is one symptom of pneumonia?

Yes/No: Is pneumonia an illness? Do people feel good when they have pneumonia?

Sharing opinion/experiences: Have you ever sneezed? What do people need to do when they sneeze? Have you ever had a cold? What happened to your body when you had a cold? (coughing, sneezing, runny nose)

Peer to Peer Interaction: After you read Page 3, ask students, “what do we call the things that happen to someone who is sick?” The answer is the main idea card “symptoms.” 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:



Unit Plan

Page Four:

Talking Points: There are a lot of symptoms that people have when they have pneumonia. One of the symptoms is that they have a fever. That is when you feel too hot. When you have a fever, your body needs to cool down. A thermometer is used to see how hot your body is. That is how you take your temperature. Sometimes people have a fever when they have a cold or have an infection. Sometimes people put a cold cloth on their head to cool down. Have students feel their heads or check classmates for fever.

Pointing Questions: thermometer, boy, forehead.

Short Answer: What is it called when your body is too hot?

Yes/No: Do people who get sick have a fever? Do people with pneumonia have a fever?

Sharing opinion/experiences: Have you ever had to get your temperature taken? Have you ever had a fever?

Peer to Peer Interaction: After you read Page 4, ask students, “What is it called when your body is too hot from being sick?” The answer is the main idea card “fever.” 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: If the school nurse is able to check everyone to see if they have a fever, that would be ideal. Or teach kids how to take their temperature.

Vocabulary Focus: Point to the word **fever** in the book. A fever is when your body temperature get very hot.. Your body is feels hot when you touch it. This can happen when you are sick. You can get a fever when you have pneumonia. Find the **fever** flashcard and its matching definition.

Assignment Options: Coloring Page Fever



Unit Plan

Page Five

Talking Points: When people are well they have a big appetite. They like to eat. When people are sick, they lose their appetite and don't feel like eating. If you ask someone if they want to eat and they are really sick, they will say, NO WAY. Show students the hand motion shown in the book and talk about that meaning NO.

Pointing Questions: girl, hair, hand, bowl of food

Short Answer: What does the girl's hand being up mean? Why do some people lose their appetite? What happens when you lose your appetite?

Yes/No: Do people with pneumonia lose their appetite?

Sharing opinion/experiences: Have you ever lost your appetite?

Peer to Peer Interaction: After you read Page 5, ask students, "What do you call it when someone is sick and doesn't want to eat?" The answer is the main idea card "loss of appetite." 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: Role play asking someone who is sick if they want a hamburger, etc. and have them put their hand up. Let students play different parts and act this out.

Presentation:

Assignment Options: Summary-Symptoms L1, L2, L3, L3Plus



Unit Plan

Page Six:

Talking Points: Another symptom of being sick is coughing. When a person has pneumonia, they cough a lot. That is because their lungs are bugging them. When someone's lungs are infected with pneumonia, it really hurts to cough.

Pointing Questions: girl, braid, hand, cough

Short Answer: What symptom of pneumonia hurts your lungs when you do it?

Yes/No: Do people who have pneumonia cough? Does it hurt to cough when you have pneumonia?

Sharing opinion/experiences: **What should people do when they need to cough? (talk about covering mouth, washing hands, etc.)**

Peer to Peer Interaction: After you read Page 6, ask students, "What symptom of pneumonia hurts your lungs when you do it?" The answer is the main idea card "cough." 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: Demonstrate how to cover a cough. Let students show the right and wrong way to cough.

Assignment Options: Symptoms,



Unit Plan

Page Seven:

Talking Points: When someone is sick with pneumonia, they need to stay in bed. They need to rest. When anyone is sick, it's good to stay in bed. That way your body can rest and get better. When people are sick, they like to rest because they are tired.

Pointing Questions: boy, thermometer, cloth on forehead.

Short Answer: Why should people who are sick stay in bed?

Yes/No: Do people who are sick need to rest?

Sharing opinion/experiences: Have you ever been sick and stayed in bed?

Peer to Peer Interaction: After you read Page 7, ask students, "Why do people who are sick need to stay in bed?" The answer is the main idea card "rest" 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 Eight:

Talking Points: People try to prevent getting sick. Prevent means that you don't want to get sick, so you do things so you won't get sick. For example, I wash my hands so I don't have germs on them. Germs make people sick.

Pointing Questions: faucet, hands, soap, water

Short Answer: What can you do to your hands so you won't get sick?

Yes/No: Should people wash their hands? Can washing your hands keep you from getting sick?

Sharing opinion/experiences: When should people wash their hands?

Activity: Show everyone how to properly wash hands.

Vocabulary Focus: Point to the word germs in the book. **Germs** are what makes a person sick. Find the **germ** flashcard and its matching definition.

Activity 1: Bring in a variety of liquid soaps with different scents. Read the front label of the soap to students (model) and then smell the soap and be theatrical about how it smells. For example, "This soap has the scent of peppermint. (take a big exaggerated sniff) Wow, this smells fantastic. It smells just like peppermint tea. It smells like peppermint candy. I love it. Who would like to smell this one?" then, get another bottle and do the same thing with a different scent. Use this to segue into washing hands. Let the students use one of your "special soaps" as a reward.

Activity 2: Role Play: Do a demonstration washing your hands following the directions in the worksheet. Then, let students be the teacher and "help" another student remember what to do while they are washing their hands.

Peer to Peer Interaction: After you read Page 8, ask students, "What can you do with your hands to not get sick?" The answer is the main idea card "wash hands." 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: Sequencing-Hand Washing (3 levels) (activities mentioned above)



Unit Plan

Page Nine:

Talking Points: One time that people need to wash their hands is when they go to the bathroom. After you use the toilet, always wash your hands. That way you can wash off the germs on your hands. You can spread germs if you don't wash your hands. See YouTube below

Pointing Questions: toilet, rug,

Short Answer: What should you do after you use the bathroom? What can you spread if you don't?

Yes/No: Do people need to wash their hands?

Sharing opinion/experiences: What can happen if people don't wash their hands?

Peer to Peer Interaction: : After you read Page 10, ask students, "When in one time you need to wash your hands?" The answer is the main idea card "bathroom." 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: Spreading germs activity <https://www.youtube.com/watch?v=cbFjcAdsADg>

Vocabulary: Review **Germs**

Assignment Options: Capitalization



Unit Plan

Page Ten:

Talking Points: When people blow their nose they should wash their hands. That is because mucus from your nose can have germs in it. You can spread germs if you get germs on your hands from blowing your nose.

Pointing Questions: toilet, rug,

Short Answer: What should you do after they blow their nose? What can you spread if you don't?

Yes/No: Do people need to wash their hands?

Sharing opinion/experiences: Why do people blow their nose? What should you do with the Kleenex? What about your hands?

Peer to Peer Interaction: : After you read Page 10, ask students, “When in one time you need to wash your hands?” The answer is the main idea card “blow your nose”. 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: Have students blow their nose and then wash their hands.

Vocabulary: Review **germs**

Assignment Options: Summary-Germs (4 levels)



Unit Plan

Page Eleven:

Talking Points: When someone has pneumonia, they need to go to the doctor. One thing that the doctor does is listen to the person's heart and lungs. The doctor uses a stethoscope. The doctor can hear if the person's lungs are working right.

Pointing Questions: doctor, stethoscope, patient.

Short Answer: Why does the doctor listen to a patient's lungs? What does the doctor use to hear the patient's lungs?

Yes/No: Do doctors listen to patients' hearts and lungs?

Sharing opinion/experiences: Have you ever gone to the doctor? Has the doctor used a stethoscope?

Peer to Peer Interaction: : After you read Page 11, ask students, "What does the doctor use to listen to your heart and lungs?" The answer is the main idea card "stethoscope". 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: Have students use a stethoscope to listen to each other's hearts or lungs.

Vocabulary Focus: Point to the word **patients** in the book. A **Patient** is someone who is sick that is seeing a doctor. Find the **patient** flashcard and its matching definition. Review **lungs**

Assignment Options: Coloring Page Doctor, Patterns, Word Scramble-doctor (L), Classification



Unit Plan

Page Twelve:

Talking Points: When someone goes to the doctor and they have pneumonia. The doctor can give the person medicine. When the Pilgrims were alive, they didn't have medicine for pneumonia. A lot of people who get pneumonia today are fine. They take medicine and rest and they recover. That means they get better.

Pointing Questions: medicine, label, lid, bottle

Short Answer: What do people do today if they get pneumonia?

Yes/No: If someone has pneumonia can they get medicine? Can people get better from pneumonia?

Sharing opinion/experiences: have you recovered from being sick?

Peer to Peer Interaction: : After you read Page 12, ask students, "What can doctors give patients with pneumonia?" The answer is the main idea card "medicine". 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:

Vocabulary: Review **patient**

Assignment Options: Vocabulary L1 & L2(L), Math-Pills, Word Scramble-Medicine (L)



Unit Plan

Page Thirteen

Talking Points: I feel sorry for the Pilgrims. So many of them had pneumonia and they died. They did not have a doctor to help them. They did not have medicine. Today people get better. Today people can recover. Recover means get better.

Pointing Questions: Pilgrim girl, bonnet, candle

Short Answer: What happened to Pilgrims who had pneumonia?

Yes/No: When the Pilgrims got pneumonia, did a lot of them die?

Sharing opinion/experiences: Why did the Pilgrims die from pneumonia?

Peer to Peer Interaction: : After you read Page 13, ask students, “Why did a lot of Pilgrims die from pneumonia ?” The answer is the main idea card “no medicine”. 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:

Assignment Options: Vocabulary L3