Unit Title: **Ohio Study-Goods and Services** Activity Plans #2: **Study of Ohio**: Bird, tree, flower, history of Richland County, tables and charts, local governments, etc.

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| *Include full standard statements or abbreviations below – Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose)* | | | |
| **Learning Progression** | | | |
| **Deconstructed General Standard Zone** | **OLS-E Zone** | **Building the Base Zone** | **Engagement Zone** |
| * SS.3.3 Local communities change over time. | * SS.3.3a Describe changes in the community as told by an older relative or friend. * SS.3.3b Describe changes in the local community (e.g., new stores, houses and other construction). * SS.3.3c Identify a change within a local community. | * Sort representations of local buildings into “then” and “now”, noting differences. | * Engage with representations of local buildings (eg, schools, stores, town hall, Main Street) from multiple time periods. |
| * SS.3.6 Evidence of positive and negative human modification of the environment can be observed in the local community. | * SS.3.6a Describe both a positive and negative human change to the local environment. * SS.3.6b Identify a human change to the local environment and explain why it is positive or negative. * SS.3.6c Recognize a human change to the local environment (e.g., farmland used for a new subdivision, damming a river to create a lake). | * Create or identify representations (i.e., drawing, coloring, building blocks) of human changes or additions to a field (i.e., housing, shopping center, sports fields). | * Engage with representations of earth movers (i.e., toy bulldozers, dump trucks) to experience how humans can change the physical landscape. |
| * SS.4.20 Tables and charts organized in a variety of formats can help individuals to understand information and issues. | * SS.4.20a Interpret information from a table or chart. * SS.4.20b Compare multiple (more than two) amounts using a bar graph or frequency table (e.g., tally chart). * SS.4.20c Compare two items on a bar graph to determine which is more/less. | * Describe the information that is presented on a given table or chart. * Locate the title of a table or chart. * Understand that tables display information using a series of rows and columns with the resulting cells used to present data. * Understand that charts portray information in various formats and combinations of formats including pictures, diagrams and graphs. | * Engage with images of tables and charts. |
| * SS.4.14 Ohio’s location and its transportation systems continue to influence the movement of people, products and ideas in the United States. | * SS.4.14a Explain how Ohio’s transportation systems have influenced the movement of people. * SS.4.14b Identify different types of transportation that move people and products from Ohio to other locations within the United States. * SS.4.14c Identify modes of transportation in Ohio over time. | * Place images of modes of transportation in chronological order on a timeline. * Using a map of the United States, locate Ohio as being in a central location with access to waterways (e.g., lakes, rivers, canals), interstate highways and rail systems. * Identify the states bordering Ohio. | * Engage with transportation maps of Ohio and the United States. |
| * SS.4.12 People have modified the environment throughout history, resulting in both positive and negative consequences in Ohio and the United States. | * SS.4.12a Describe the positive and negative consequences of modifying the environment in Ohio. * SS.4.12b Identify the results (negative and/or positive) of using tools to modify the environment (e.g., buildings, parking lots, water pipes, railroads, roads, bridges). * SS.4.12c Match a tool used to modify the environment that resulted in a positive change (e.g., bulldozer moves dirt to build a park). | * Understand that the consequences of modifying the environment may be positive for some and negative for others. * Match the consequences - both positive and negative to a given modification (e.g., roads provide faster transportation but destroy animal habitats) * Recognize that modifications to the environment are physical changes to the environment created or caused by human actions. | * Engage with representations of people modifying the environment using tools (i.e., shoveling, paving, bulldozing). |
| * SS.4.8 Many technological innovations that originated in Ohio benefited the United States. | * SS.4.8a Describe one or more technological innovations in transportation which originated in Ohio. * SS.4.8b Identify a technological innovation that originated in Ohio. * SS.4.8c Identify a technological innovation that allows work or play after dark. | * Match inventions with their benefits. * Match inventions with state of origin * Match invention with inventor | * Engage with images of inventions that originated in Ohio (e.g., light bulbs, traffic light, phonographs) |
| * SS.3.13 The structure of local governments may differ from one community to another.   \*\*Note: this standard is a stretch in this unit, but it could be taught in Week 4 within the Ohio/Richland County history timeline. | * SS.3.13a Compare two types of local government structures that are different (e.g., municipal, county, township, special). * SS.3.13b Identify two types of local government structures that are different (e.g., municipal, county, township, special). * SS.3.13c Identify one type of local government structure (e.g., municipal, county, township, special). | * Match representations of specific settings with the leaders in those settings. * Understand that there are specific rules and leaders in different settings. | * Engage with leaders or representations of leaders within the school community. |
| * 3.MD.3 Create scaled picture graphs to represent a data set with several categories. Create scaled bar graphs to represent a data set with several categories. Solve two-step “how many more” and “how many less” problems using information presented in the scaled graphs. For example, create a bar graph in which each square in the bar graph might represent 5 pets, then determine how many more/less in two given categories. | * 3.MD.3a Create scaled bar (or picture) graph from given or collected data sets and interpret the graph, including solving 1-step (e.g., “how many more” “how many less” problems). * 3.MD.3b Identify quantities from a picture or bar graph (e.g., in a class graph representing pets, represent 4 cats with 4 blocks or 4 cat pictures and 2 hamsters with 2 blocks or pictures). * 3.MD.3c Sort data on a bar graph (e.g., weather– sunny, cloudy, rainy, snowy) | * Classify objects into categories. * Count the number of objects in each category. * Sort U.S. currency by coins (pennies, nickels, dimes, quarters) or bills ($1, $5, $10). * Create a bar graph with a scale of 1 by stacking physical objects. | * Interact with a bar graph. |
| * 4.MD.4 Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade. | * 4.MD.4a Interpret data from a given line, picture, or bar graph to solve a multi-step problem (limit to whole numbers). * 4.MD.4b Interpret data represented in a graph by solving one-step “how many more” and “how many less” problems (limit to whole numbers). * 4.MD.4c Given a bar or picture graph, build a graph based on student sorted data. For example, votes for 4 different candidates or weather types, or occurrences of event or behavior. | * Classify objects into categories. * Count the number of objects in each category. * Create a bar graph or picture graph with a scale of 1 by stacking physical objects. | * Interact with a bar graph or picture graph. |
| * L.3.4 Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content,choosing flexibly from a range of strategies.   a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the  new word formed when a known  affix is added to a known word (e.g., agreeable/disagreeable,  comfortable/uncomfortable,  care/careless, heat/preheat).  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company,  companion).  d. Use glossaries or beginning  dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | * L.3.4a Identify the meaning of a word or phrase based on how it is used. * L.3.4b Identify a word to its correct meaning based on how it is used. * L.3.4c Select a picture or object   that matches the meaning of a word. | * Identify a picture or object that matches the meaning of a word * Identify word origin of unknown word using dictionary resources * Identify preffixes, suffixes within unknown word * Identify morphemes within unknown word * Identify the root word within an unknown word * Identify syllables within an unknown word * Recognize alphabetical order | * Actively engage in word study * Engage in the sharing of grade-level text containing unknown words |
| * 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. | * 3.OA.9a Identify and explain arithmetic patterns in a number chart or addition and multiplication tables. * 3.OA.9b Identify arithmetic patterns in a number chart, or addition and multiplication tables. * 3.OA.9c Use odd or even numbers to identify/make a pattern using repeated addition within a 100s chart. | * Identify the numerals 1-20 on a 100s chart. • Know the word names for the numbers 1-100. * Count from 1-100. * Write numerals from 0 to 20. * Represent a number of objects with a written numeral 0-20. * Count the number of objects up to 20. * Skip count by 2s and 5s up to 20 using a physical objects and visual models. * Repeatedly add the same number using physical objects and visual models. * Relate counting to addition by counting on 2 to add 2 or 5 to add 5. | * Interact with physical objects (blocks) or drawings (may include 100s chart) representing whole numbers within 20. |
| * 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. | * 4.OA.5a Given a rule for a pattern and its visual and/or physical representation, extend the pattern or identify or exclude objects or numbers that don’t fit the rule of the pattern from physical and/or visual representations. * 4.OA.5b Extend a shape or number pattern up to five terms given physical and/or visual representations. * 4.OA.5c Extend a shape pattern two terms using a visual or physical representation (manipulatives). | * Create a two-dimensional shape using triangles, rectangles, or squares when given physical objects such as pattern blocks. * Create a two-dimensional shape using triangles, rectangles, or squares. * Compose a larger two-dimensional shape from an original two-dimensional using triangles, rectangles, or squares when given physical objects such as pattern blocks. * Match a given pattern composed of triangles, rectangles, or squares. * Identify the differences between an initial shape and its grown shape. * Larger or smaller * Colors of shapes * Orientations * Specific additions of shapes | * Interact with physical objects (blocks) or drawings. |
| * RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | * RL.3.1a Answer literal questions including details from the text. * RL.3.1b Answer literal questions to show understanding of the text. * RL.3.1c Identify one or more key details within a given text. | * Identify a story element (character or setting) * Participate in a discussion about a story | * Listen to a story read aloud * Actively engage with a literary text. |
| * RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | * RI.3.1a Answer literal questions including details from the text. * RI.3.1b Answer literal questions to show understanding of the text. * RL.3.1c Identify one or more key details within a given text. | * Participate in a discussion about the information in a text. | * Listen to an informational text read aloud * Actively engage in during Q and A |
| * RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | * RI.3.3a Describe a cause/effect relationship between two events or steps in a process in a text. * RI.3.3b Identify the chronology of a series of steps or events described in scientific text. * RI.3.3c Identify the sequence of steps or events described in a text (e.g., first, middle, last). | * Identify the steps or events in a text. * listen to an informational text read aloud * identify steps or events in daily life | * Actively engage with an informational text that contains a series of events or steps in   directions. |
| * W.3.8 Recall information from   experiences or gather information from print and digital sources; take brief notes on sources and sort  evidence into provided categories. | * W.3.8a Recall information from personal experiences, select information from print or digital sources, and organize it into provided categories. * W.3.8b Select information from print or digital sources and organize it into provided categories. * W.3.8c Sort provided evidence into provided categories (i.e., food, habitat, clothing, etc.). | * Recall/communicate information that can be translated into notes. * Select evidence that matches a provided category. * Communicate about a prior experience | * Actively engage with a communication partner |
| * W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | * W.3.4a With guidance and support from adults, compose a topic sentence with two or more supporting detail sentences specific to a task and purpose. * W.3.4b With guidance and support from adults, produce a topic sentence for a task or purpose. * W.3.4c With guidance and support from adults, produce ideas for writing a text specific to a task and purpose. | * Communicate meaning that can be translated into text. * Communicate about a specific topic | * Actively engage with a communication partner |
| * SL.3.3 Ask and answer questions about information presented by a speaker, offering appropriate elaboration and detail. | * SL.3.3a Ask and answer a question about information presented by a speaker, offering an appropriate detail. * SL.3.3b Ask a question related to the information presented by a speaker. * SL.3.3c Answer a question about information presented by a speaker. | * Identify information presented by a speaker. * Identify the speaker. | * Demonstrate engagement while listening to a speaker |
| * SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  d. Explain their own ideas and understanding in light of the discussion. | * SL.3.1a Engage in discussions with others by asking and answering questions by following agreed upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts. * SL.3.1b Engage in discussions with others by answering questions and by following agreed upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts. * SL.3.1c Engage in discussions with others by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts. | * Communicate with others. * Demonstrate rules for discussion (i.e.: personal space, eye contact, voice volume, body language, etc.) * Identify rules for discussion. | * Engage with communication partner. |
| * SS.4.5 The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states. | * SS.4.5a Describe one right that the Northwest Ordinance incorporated (e.g., freedom of religion, a ban on slavery, trial by jury, Indians treated in good faith). * SS.4.5b Identify a state created by the Northwest Ordinance. * SS.4.5c Identify Ohio as the state in which you live. | * Understand that the Northwest Ordinance put in place protections including freedom of religion and trial by jury. * Understand that there is a process for territories to become states. * Locate the states created by the Northwest Ordinance on a map of the United States. | * Engage with a map showing the Northwest Territory on a map of the US or North America. |
| * RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | * RI.4.1a Answer questions that may require inferences about events and information in a   text.   * RI.4.1b Identify details from a text when answering questions. * RI.4.1c Answer questions based on details from a text. | * identify details from an informational text * participate in a discussion about the text | * listen to or read informational text * Actively engage with informational text |
| * RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | * RI.3.7a Describe how an illustration explains information from the text (e.g., where, when, why, and how key events occur). * RI.3.7b Describe an illustration from the text that answers a question about a text. * RI.3.7c Match excerpts from text to illustrations. Identify an illustration (e.g., map, chart, answers a question about a text. | * Identify illustrations with a text. * Recognize the difference between illustrations and print in a text. | * Actively engage with maps, pictures of illustrations within an informational text |
| * RI.4.5 Describe the overall structure (e.g., chronology, comparison cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | * RI.4.5a Identify the   overall structure  (e.g., chronology,  comparison,  cause/effect,  problem/solution)  of events, ideas,  concepts, or  information in a  text.   * RI.4.5b Identify the   overall structure  (e.g., chronology,  comparison,  cause/effect,  problem/solution) of  events, ideas,  concepts, or  information in part  of a text.   * RI.4.5c Identify   events, ideas,  concepts, or  information in a text  or part of a text. | * Identify ideas or information from an informational text * Identify events in an informational text * Communicate about a specific informational text * Communicate ideas | * Actively engage with informational text |
| * SL.4.1 Engage effectively in a   range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building  on others’ ideas and expressing  their own clearly.  a. Come to discussions prepared,  having read or studied required  material; explicitly draw on that  preparation and other information  known about the topic to explore  ideas under discussion.  b. Follow agreed-upon rules for  discussions and carry out assigned  roles.  c. Pose and respond to specific  questions to clarify or follow up on  information, and make comments | * SL.4.1a Engage in   discussions with  others by asking  and answering  questions by following agreedupon rules for discussions  (i.e., personal space, eye contact, voice volume, body language, active listening, turntaking to share responses, etc.)  on grade 4 topics  and texts.   * SL.4.1b Engage in   discussions with  others by responding to  questions asked by  following agreedupon  rules for discussions (i.e., personal space, eye contact,  voice volume, body  language, active  listening, turntaking  to shareresponses, etc.) on  grade 4 topics and  texts.   * SL.4.1c Engage in   discussions with  others by following  agreed-upon rules  for discussions  (i.e., personal  space, eye contact,  voice volume, body  language, active  listening, etc.) on  grade 4 topics and  texts. | * Communicate with diverse partners. * Demonstrate rules for discussion (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.) * Identify rules for discussion. (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.) * Participate during 1:1, small group and whole group discussions. | * Engage during small group and whole group discussions. (active listening) * Engage with communication partner. |
| **2. Instructional Outline**  *(this plan may span multiple days or weeks – as long as it takes to assess and teach standards outlined above)*  Instructional Timeline/Outline *(includes planning for direct instruction, work groups, small group instruction/guided practice, independent practice, re-teach, Tier’s I and II*  Week I:  Day 1 - Pre-assessment  Introduction/priming *(present problem, project, vocabulary, etc.)*  Day 2 - Read Loving Ohio Book - landmarks, vocabulary review  Questions: What do we want to know about Ohio?  Day 3 - Ohio State band video  Day 4 - B is for Buckeye - identify/learn about Ohio vocabulary icons for book on Friday - Buckeye tree and making buckeyes video  Day 5 - Transition to group: Listen to Sloopy - Students begin to create Ohio booklet with icons (Ohio state shape, Columbus capitol, buckeye tree, governor)  Week 2: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)  Ohio symbols and products  \*\*Listen to Ohio specific songs to transition to group learning time  Day 1 - B is for Buckeye - review Ohio icons from last week then identify more Ohio icons for Ohio book - ✓state bird, ✓state flower, state flag, state gemstone, ✓state song, state bug - add to Ohio book  Note: send permission slips for buckeyes snack  Day 2 -Put visual cards of inventions/inventors out on the table for students to select their top 10 - Ohio inventors and innovations (Wright Brothers/airplane,Thomas Edison/ lightbulb, electricity, Charles Kettering automobile self-starter, Goodyear/rubber, Harny Stevens/hotdog, etc.) - plot pictures of inventors and products on the Ohio map - put inventors into Ohio book  Day 3 - Plot inventions on the Ohio timeline - when Ohio became a state (17th), inventions, significant events  Day 4 - Ohio goods and services - How it’s made videos (hot dogs: <https://www.bing.com/search?q=how+it%27s+made+hot+dogs&pc=MOZI&form=MOZLBR>, : rubber product - student choice (rubber bands, balls, flip flops, duckies),  Day 5 - Goods and Services for Children: <https://youtu.be/Umq76iNkhx0> - add goods and services to vocabulary ring - Make and eat buckeyes  Week 3: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)  Ohio products and inventors/inventions  Day 1 - Review Ohio specific goods and services - where are they needed around the world? - where are they shipped out to - how are they transported - How it’s made steele made in Ohio: <https://www.bing.com/videos/search?q=how+it%27s+made+ohio&&view=detail&mid=E617A9573F8F33EA921BE617A9573F8F33EA921B&&FORM=VRDGAR>  Day 2 - identify modes of transportation on the timeline from when Ohio became a state until today  Day 3 -Mock Amazon/UPS/FedEx - compare times per mode from point a to point b on a map based on a fictional story  Day 4 - GPS of goods and services with math - string measurements - using distance key - airplane route with string - driving route with wikki stix - train route, boat needed??  Day 5 - Goods and services sort after watching the video Goods and Services for Children: <https://youtu.be/Umq76iNkhx0> - add goods and services to vocabulary ring  Week 4: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)  Ohio and Richland County timelines: Change to communities/state over time  Day 1 - Review Ohio and Richland County maps. Teach: What is a timeline? - How has Ohio changed over time? - How has Richland County changed over time? - How have you changed over time? (4.OA.5,  Day 2 - Predictable Chart writing: Now and then - in the past Ohio \_\_\_\_, but today Ohio \_\_\_\_\_\_, In the past I \_\_\_\_\_\_\_\_\_, but today I \_\_\_\_\_\_\_ - use pictures of students, teachers, town, buildings, state, etc. to show the changes - discuss and write about the changes from then to now  Day 3 - are the changes to Ohio over time positive or negative? - Why? - investigate what can happen to the land if it is not taken care of - investigate cause and effect - Predictable Chart writing: cause and effect - when people\_\_\_\_\_\_, the environment \_\_\_\_\_  Day 4 - Students Present: What I learned about Ohio using their All About Ohio booklet (W.3.8, W.3.4)  Day 5 - Presentation of learning/Summative assessment | | | |
| **3. Providing Access** | **Designing to the Edges**  **Tip-to-tip** | | |
| The items below can be students specific or level specific | Universal Tools/Supports | Activity Specific  Multiple Means/Differentiated Tools | Student Specific Supports/Services/AT  (add student initial or code here is individual support or SDI) |
| **Pre/Post-Assessment**   * Work sample-with √ list, rubric or notes * Captioned photo(s) * Video tape – with data sheet * Benchmark assessment * Diagnostic measure - Specific Skill Set:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Audio recording – with data sheet * Test/Quiz -accessible * √ list –task analysis * Student Growth Measure formatted like AA * Rubric – Learning Progressions * Other | * Learning Progression rubric to track own skill development * Test format like AA * Manipulatives * chunking of tasks/items * access to sensory breaks * cues to refocus attention to task * instructions and/or text read aloud * goods and services T chart with sorting cards with pictures and words on each card | * social stories * verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) * preferential/flexible seating in the classroom to minimize distraction while working on academic tasks * verbal and/or picture prompting to task * instructions and/or texts read aloud * Pictures, visual cues for reading * Boardmaker picture cues | La-   * flexible seating choice * deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities * sensory chew toys   Tu-   * customized seating * presentation of communication symbols on the left in a vertical array * choice making with voice output single message switches   Ro-   * reinforcers-Peppa Pig, marbles, computer * sensory supports   Por-   * Sign language/symbols * Gestures for communication * adult/peer modeling/facilitation for calming strategies * Personal communication device * LAMP- Words for Life program for communication   Pa-   * adult/peer modeling of appropriate behavior/ appropriate social communication * visual models for correct way to form letters and numbers * time limits for complying with teacher requests * reinforcers-trampoline, cleaning   Re-   * visual models for correct way to form letters and numbers * picture cues to aid in comprehension * sensory chew toys   Pol-   * wiggle cushion * fidget of choice   Ho- |
| * **Teaching Materials** * **Student Materials** * **Technology** * **Curricular Resources** | * videos with CC * music * map of Ohio * transition supports: music, movement, objects/materials | * multiple choice selection from an array of word or word+picture choices * manipulatives * flexible seating options * tactile/object choices * sensory supports * reteaching as needed * redirection as needed | J- |
| **Student Specific Supports and Services across the Tiers aligned to this lesson:**  *(Should be pulled from the IEP, reading improvement plan, gifted plan, 504 Plan, behavior plan, ELL plan, diversity profile, etc.)*  *-Assistive Technology*  *-Instructional strategies*  *-Environmental adaptations* | * repetition of instruction * verbal and/or visual cues * visual/auditory timer * Manipulatives * Modeling * information broken down, segmented * chunking of tasks * access to sensory breaks * cues to refocus attention to task * instructions and/or text read aloud * adult support to increase independence in the school environment and during classroom tasks * Paraprofessional to model appropriate behavior, facilitate academic tasks, implement deescalation strategies | * social stories * verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) * preferential seating in the classroom to minimize distraction while working on academic tasks * verbal and/or picture prompting * instructions and/or texts read aloud * Pictures, visual cues for reading * boardmaker picture cues | C-   * flexible seating choice * deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities   D-   * Wiggle cushion   R-   * reinforcers   J-   * adult/peer modeling of appropriate behavior/ appropriate social communication * adult/peer modeling/facilitation for calming strategies * Personal communication device * LAMP- Words for Life program for communication   T-   * visual models for correct way to form letters and numbers * picture cues to aide in comprehension   W-   * visual model for writing |
| **Aligned IEP/RIMP goals/objectives** |  |  |  |
| **Notes, reflections, unforseen barriers, thoughts, ideas:**  **Scaffolds provided during learning:**  **(add learner specific notes for review and replacement tools/teaching for independence)** | | | |