

**Grades 3-5  
Standards Based  
Integrated  
Curriculum Unit  
Overview**

**Description of the Standards-Based Lesson:**

Students will read *A Cricket in Times Square*. Students will apply reading AAGSEs after reading/listening to each chapter. After key chapters, students will apply writing AAGSEs to create a book report. Students extended their learning in an extension activity that involved everyday problems involving school store purchases of key items in the story (newspaper, soda, cricket house, and mulberry leaves).

**Reading**

SPT 35-5: The student will respond in a variety of ways to literary text, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

<b>AAGSE: LT 4.2</b> Answering simple questions about a story's content.	Higher Level Learners
<b>AAGSE: LT 4.3</b> Retelling or ordering key events in a story	
<b>AAGSE: LT 4.2</b> Answering simple questions about a story's content.	Middle Level Learners
<b>AAGSE: LT 4.3</b> Retelling or ordering key events in a story	
<b>AAGSE: LT 4.2</b> Answering simple questions about a story's content.	Lower Level Learners
<b>AAGSE: LT 4.3</b> Retelling or ordering key events in a story	

**MATHEMATICS**

SPT 35-1: The student will use number concepts to solve everyday problems.

<b>AAGSE: NO 6.5</b> Identify the larger of two written numbers	Higher Level Learners
<b>AAGSE: NO 12.2 b</b> Add unlike coins together to match coin combinations to dollar and cents notation	
<b>AAGSE: NO 6.5</b> Identify the larger of two written numbers	Middle Level Learners
<b>AAGSE: NO 12.2 a</b> Add like coins together to match coin combinations to dollar and cents notation	
<b>AAGSE: NO 1.1</b> Represent and number small collections (1-4 items.)	Lower Level Learners
<b>AAGSE: NO 5.1</b> Demonstrate how to make more and less of a quantity.	

**WRITING**

SPT 04-2: The student will develop a writing piece in response to a literary text

<b>AAGSE: LT 2.1a</b> Identifying the title and author of the text.	Higher Level Learners
<b>AAGSE: LT 2.1b</b> Describing contents/ideas, events, characters and/or settings	
<b>AAGSE: LT 2.1a</b> Identifying the title and author of the text.	Middle Level Learners
<b>AAGSE: LT 2.1b</b> Describing contents/ideas, events, characters and/or settings	
<b>AAGSE: LT 2.1a</b> Identifying the title and author of the text.	Lower Level Learners
<b>AAGSE: LT 2.1b</b> Describing contents/ideas, events, characters and/or settings	

## Grades 3-5

### Standards Based Integrated Curriculum Unit: Student Specific Planning

#### MATHEMATICS

SPT 35-1: The student will use number concepts to solve everyday problems.

**How will the student apply the AAGSE and be evaluated in the integrated unit?**

##### **NO 6.5 Identify the larger of two written numbers**

**Higher Learners:** Students will be given a sheet of 3 pairs of things to purchase at the school store (linked to the story). Students will write the prices of the items, and will circle the larger (i.e., higher price) of each pair. Students will then purchase one item from each pair that costs the least (i.e., lower price). Students will be evaluated on their accuracy and LOA needed to identify the larger number (i.e., higher price) in each pair.

**Moderate Learners:** Students will use an adapted worksheet with photos of things to investigate prices in the school store. Students will be given a sheet of 3 pairs of things to purchase at the school store (linked to the story). Students will write the prices of the items, and will circle the larger (i.e., higher price) of each pair of numbers. Students will then purchase one item from each pair that costs the least. Students will be evaluated on their accuracy and LOA needed to identify the larger (i.e., higher price) number in each pair.

##### **NO 5.1 Demonstrate how to make more and less of a quantity.**

**Lower Learners:** At the school store, students will be give two items in a bowl with identical item located on the store counter. They will be prompted to feel the bowl, its contents, and the additional items on the counter. They will be prompted to feel the items in the bowl and will be asked to make MORE (perhaps being prompted with the "more" sign also). After being asked to make more, students will be evaluated on their accuracy and LOA needed to make more using the following task analysis: 1- Reach for additional items; 2-pick up an item; 3- place additional items in the bowl.

**What student work will be used to document student application of the AAGSE?**

Higher and Moderate Learners will submit their graded worksheets. Lower Learners will use a photo evidence sheet with a photo that demonstrates them reaching to make "more" after being asked.

#### READING

SPT 35-5: The student will respond in a variety of ways to literary text, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

**How will the student apply the AAGSE and be evaluated in the integrated unit?**

##### **LT 4.2 Answering simple questions about a story's content**

**Higher Learners:** Students will use a graphic organizer with 4 written questions included about key events in the story. Students will be evaluated on their accuracy and LOA needed to complete the 4 questions about key story events.

**Moderate Learners:** Students will use an MJ written worksheet (with questions) to document their answers to key questions. Students will mark the sheet by selecting the correct answer (from a field of 2 answers). Students will be evaluated on their accuracy and LOA needed to complete the 3 questions.

**Lower Learners:** Students will use an MJ written worksheet with objects to read the question and provide answers to questions about key story events. Students will select the correct answer (from a field of 2 or 3 objects). Students will be evaluated on their accuracy and LOA needed to answer each question.

**What student work will be used to document student application of the AAGSE?**

Higher and Moderate Learners will submit their graded worksheets. Lower Learners will use a photo evidence sheet with a photo that demonstrates them reaching to select an answer by touching the representational objects.

## Grades 3-5

### Standards Based Integrated Curriculum Unit: Student Specific Planning

#### WRITING

SPT 04-1: The student will write in response to activities within his/her school environment.

**How will the student apply the AAGSE and be evaluated in the integrated unit?**

##### **LT 2.1a Identifying the title and the author of the text**

**Higher Learners:** Students will use a graphic organizer with sections to include title and author. Students will be evaluated on their accuracy and LOA needed to write in these two pieces of information on the book report.

**Moderate Learners:** Students will use an MJ written worksheet with sections to paste the title and the author. Students can be given three choices of titles and three choices of authors. From these choices, they select the title and author for *A Cricket in Times Square*. Students will paste their answers on their book report. They will be evaluated for accuracy and LOA needed to complete these two parts of the book report.

**Lower Learners:** Students will be given two choices to select from to identify the title of the book (a book with a cricket on it and a blank book). They will also have two choices of objects (one a plastic person with the MJ symbols of George Seldon the author) and a blank note card. The students must select which of the 2 objects identifies the author. When asked, students will make their choice and will place their choice on a tactile book report. Students will be evaluated on their accuracy and LOA needed to their selections using the following task analysis: 1- Reach for their choice of author/title, and 2- place on the correct place of the tactile book report.

**What student work will be used to document student application of the AAGSE?**

Higher and Moderate Learners will submit their book report, graded on the sections of book title and author for accuracy.

Lower Learners will use a photo evidence sheet with a photo that demonstrates them reaching to select the author or title and placing the selection on the tactile book report.

Notes:

**\*AAGSEs selected for this example are for instructional planning.**

**As and Bs of the same AAGSE cannot be used for the RIAA\***

## Grades 3-5

### Standards Based Integrated Curriculum Unit: Student Specific Planning

#### John - Higher Level

- Reading AAGSE LT 4.2 - will be assessed with 5 questions where John writes the answers (5 opportunities)
- Reading AAGSE LT 4.3 - will be assessed with 5 key events created from writing with symbols (5 opportunities)
- Writing AAGSE LT 2.1a - will be assessed on writing the title and author on his book report (2 opportunities)
- Writing AAGSE LT 2.1b - will be assessed on writing to describe 2 features of 3 characters (6 opportunities)
- Levels of Assistance - verbal prompt & a point cue

#### Danielle - Middle Level

- Reading AAGSE LT 4.2 - will be assessed with 3 questions using MJ pictures, provided with 2 choices for answers (3 opportunities)
- Reading AAGSE LT 4.3 - will be assessed with 3 key events created from photographs (3 opportunities)
- Writing AAGSE LT 2.1a - will be assessed on writing the title/author on the book report by gluing premade title/author cards with 1 distractor (2 opportunities)
- Writing AAGSE LT 2.1b- will be assessed on writing to describe 2 features of 2 characters using photographs (4 opportunities)
- Levels of Assistance - verbal prompt, a point cue and a gentle forearm tap

#### Rebecca - Lower Level

- Reading AAGSE LT 4.2 - will be assessed with 3 questions using objects (3 opportunities)
- Reading AAGSE LT 4.3 - will be assessed with 3 key events created from an object sequence (3 opportunities)
- Writing AAGSE LT 2.1a - will be assessed writing the author and title by placing representation objects on the book report (2 opportunities)
- Writing AAGSE LT 2.1b - will be assessed writing and describing 3 characters by placing 1 representation objects (feature) on the book report (3 opportunities)
- Levels of assistance - elbow prompt, forearm prompt, hand over hand

#### Notes:

When will the lesson take place? After lunch on Thursday, September 30<sup>th</sup>.

What materials do I need to gather? Develop the book report form; gather the photographs or Danielle and objects for Rebecca

Who will be involved in the implementation of the lesson? The teacher will work with Rebecca to assist her participation and take data, the SLP will work with John and Danielle to collect their data.

**\*AAGSEs selected for this example are for instructional planning. As and Bs of the same AAGSE cannot be used for the RIAA\***