

Understanding Big Ideas

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following words:
 - North America
 - United States
 - city
2. Print and cut out (if applicable):
 - One set of Picture Cards from *The Wizard of Oz* Picture Cards Worksheet
 - *The Wizard of Oz* United States Map Worksheet (one copy for teacher and each student)
3. Gather the materials listed to the right from the enCORE Manipulatives Kit and/or from around your classroom.
4. Print out these data sheets (enough for each student/group of students):
 - Constant Time Delay Individual Data Sheet
– Fill in the data sheet with the words North America, United States, and city.

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning level and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.



Learning Objectives

- Recognize a map as a drawing of a place.
- Recognize a map of North America.
- Recognize a map of the United States.
- Recognize that the United States is made up of different states.
- Recognize the student's own state.
- Identify the student's city and state.
- Associate an outline map or image with the student's own state.
- Associate the name of the student's city with home.
- Locate pictures or symbols on a drawing or map.
- Recognize selected states in the United States.

Materials

- *The Wizard of Oz* Picture Cards Worksheet
- *The Wizard of Oz* United States Map Worksheet
- World Map
- Stickers
- Scissors
- Pencils

Anchor Instruction for All Students

In our book, *The Wizard of Oz*, Dorothy is trying to find a way to get home. Today we are going to talk about our home and where it is located on a map. We will talk about our country, state, and city and find them on a map.

Core Vocabulary and Concepts

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> North America United States 	<ul style="list-style-type: none"> North America United States city 	<ul style="list-style-type: none"> North America United States city

Cut apart and gather the Picture Cards from the *The Wizard of Oz* Picture Cards Worksheet before introducing the Core Vocabulary and Concepts.

LEVEL 1	LEVEL 2	LEVEL 3
Let's find our state on a map!	Let's find our state and city on a map of the United States!	Let's label our state and city on a map of the United States!

The following instruction is recommended for all learners. There are two rounds: zero-second time delay and four-second time delay. During the zero-second delay round, you will provide the direction and immediately give the correct response (i.e., "Touch the [target]," and immediately touch the [target]). There is no pause between giving the direction and providing the correct response. Vary the order in which you present the targets each time.

Zero-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing moderate to substantial prompting and support.

Materials: Picture Cards from *The Wizard of Oz* Picture Cards Worksheet

Data Sheet: Constant Time Delay Individual Data Sheet

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Hold up two Picture Cards, one correct response and one distractor. Say, for example, Find North America , and then immediately point to the correct response. While holding up the Picture Card, say, North America . Wait for the student to point to the card and/or say "North America" after you. Repeat this with other Picture Cards. Complete 5-10 trials per student. Use this opportunity to collect data on the students' vocabulary acquisition on the data sheet.	Student touches and/or says "North America."	Great job! You found North America. North America is a continent. Repeat this with other Picture Cards. Include a description of each in your feedback (e.g., the United States is a country in North America, etc.).
	Student does not respond.	Point to the correct response. This is North America. [Touch/Say] "North America." Wait for the student to respond and then give them positive reinforcement (see statement listed above). Provide physical guidance if needed.
	Student responds incorrectly.	

During the four-second delay round, you will provide the direction and wait four seconds for the student to respond. If the student does not respond within four seconds, provide the correct answer.

Four-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing some prompting and support.

Materials: Picture Cards from *The Wizard of Oz* Picture Cards Worksheet

Data Sheet: Constant Time Delay Individual Data Sheet

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
For students who respond nonverbally, hold up two Picture Cards (e.g., North America and a distractor). Say, Find North America , and wait for the student to point to the correct Picture Card. Repeat this with the remaining Picture Cards, presenting them two at a time (i.e., the correct response and one other as a distractor).	Student touches and/or says "North America."	Great job! You found North America. North America is a continent. Repeat this with other Picture Cards. Include a description of each in your feedback (e.g., the United States is a country in North America, etc.).
For students who respond verbally, hold up one Picture Card (e.g., North America) and say, What is this? Wait for the student to respond correctly. Repeat this with the remaining Picture Cards.	Student does not respond.	Point to the correct response. This is North America.
	Student responds incorrectly.	[Touch/Say] "North America." Wait for the student to respond and then give them positive reinforcement (see statement listed above). Provide physical guidance if needed.
Use this opportunity to collect data on the students' vocabulary acquisition on the data sheet.		

Concept Building

Students will use a map to locate the state and city they live in. During the Test phase of Model-Lead-Test, students will have an opportunity to respond to the questions/directives by themselves. If students are working in a small group, allow each student a chance to answer each item independently during the Test phase. Use the information in the Prompting and Error Correction box to provide support as needed. Prior to instruction, print and cut out *The Wizard of Oz* United States Map Worksheet for teacher and each student. You may have the students cut apart their own Picture Cards, as appropriate, or you may cut them out for the students ahead of time.

Materials: *The Wizard of Oz* United States Map Worksheet, World Map, stickers, scissors, and pencils

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	Let's find our state and city on a map!	Let's use a map of the United States to find our state and city!	Let's use a map of the United States to identify the state and city we live in!

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>I'll go first! We live in North America. Point to North America on the World Map. North America is a continent. Point to the map of the United States from the worksheet. This is a map of the United States. It is a country in North America. Point to a state on the map. This is a state. Now, I will find my state on this map. Model scanning the map on the worksheet with your finger and then stop and place your finger on your state. Here is [name of state]. Assist the students as needed to point to the state on their maps as well. I will point to my state. Model pointing to your state on the map. I will write the name of the city I live in inside the state I live in. Write the city inside the state on the map.</p>	<p>I'll go first! We live in North America. Point to North America on the World Map. North America is a continent. Point to the map of the United States from the worksheet. This is a map of the United States. It is a country in North America. Point to a state on the map. This is a state. The United States is made up of fifty states. Now, I will find my state on this map. Model scanning the map on the worksheet with your finger and then stop and place your finger on your state. Here is [name of state]. Assist the students as needed to point to the state on their maps as well. I will point to my state. Model pointing to your state on the map. I will write the name of the city I live in inside the state I live in. Write the city inside the state on the map.</p>	<p>I'll go first! We live in North America. Point to North America on the World Map. North America is a continent. It is one of seven continents. Point to the map of the United States from the worksheet. This is a map of the United States. It is a country in North America. Point to a state on the map. This is a state. The United States is made up of fifty states. Now, I will find my state on this map. Model scanning the map on the worksheet with your finger and then stop and place your finger on your state. Here is [name of state]. Assist the students as needed to point to the state on their maps as well. I will point to my state. Model pointing to your state on the map. I will write the name of the city I live in inside the state I live in. Write the city inside the state on the map.</p>
LEAD	<p>Let's work together. Say, Point to North America on the map, while pointing to the World Map. Give the students a brief opportunity to point to North America, and then point to it on the map. Point to the map of the United States on the worksheet and say, Point to the United States.</p>	<p>Let's work together. Say, Point to North America on the map, while pointing to the World Map. Give the students a brief opportunity to point to North America, and then point to it on the map. North America is one of seven continents in the world. Point to the map of the United States on the</p>	<p>Let's work together. Say, Point to North America on the map, while pointing to the World Map. Give the students a brief opportunity to point to North America, and then point to it on the map. North America is one of seven continents in the world. Point to the map of the United States on the</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>Give the students a brief opportunity to point to the United States, and then point to it on the map. Let’s find our state again. We live in [name of state]. Let’s point to [name of state]. Give the students a brief opportunity to point to the state on their map, and then point to the state on your map. Here is [name of state]. Let’s point to our state. Assist the students as needed to point to the outline of the state where they live. Let’s write the name of the state where we live on the map. Assist students in writing their state on the map.</p>	<p>worksheet and say, Point to the United States. Give the students a brief opportunity to point to the United States, and then point to it on the map. Let’s find our state again. We live in [name of state]. Let’s point to [name of state]. Give the students a brief opportunity to point to the state on their map, and then point to the state on your map. Here is [name of state]. Let’s point to our state. Assist the students as needed to point to the outline of the state where they live. Let’s write the name of the state where we live on the map. Assist students in writing their state on the map.</p>	<p>worksheet and say, Point to the United States. Give the students a brief opportunity to point to the United States, and then point to it on the map. The United States is made up of fifty states. Let’s find our state again. We live in [name of state]. Let’s point to [name of state]. Give the students a brief opportunity to point to the state on their map, and then point to the state on your map. Here is [name of state]. Let’s point to our state. Assist the students as needed to point to the outline of the state where they live. Let’s write the name of the state where we live on the map. Assist students in writing their state on the map.</p>
TEST	<p>Your turn! Say, Point to North America on the map, while pointing to the World Map. Wait for the student to point to North America. Point to the map of the United States on the worksheet and say, Point to the United States. Wait for student to point to the United States. We live in [name of state]. Point to [name of state]. Wait for the student to point to the state on their map. Here is [name of state]. Let’s <i>(continued)</i></p>	<p>Your turn! Say, Point to North America on the map, while pointing to the World Map. Wait for the student to point to North America. Point to the map of the United States on the worksheet and say, Point to the United States. Wait for student to point to the United States. We live in [name of state]. Point to [name of state]. Wait for the student to point to the state on their map. Here is [name of state]. Let’s <i>(continued)</i></p>	<p>Your turn! Say, Point to North America on the map, while pointing to the World Map. Wait for the student to point to North America. Point to the map of the United States on the worksheet and say, Point to the United States. Wait for student to point to the United States. We live in [name of state]. Point to [name of state]. Wait for the student to point to the state on their map. Here is [name of state]. Let’s <i>(continued)</i></p>

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>place a sticker on our map. Assist the student as needed to place a sticker on the state in which they live.</p>	<p>place a sticker on our map. Assist the student as needed to place a sticker on the state in which they live. Point to the city we live in. Wait for the student to point to the city they previously wrote on their map.</p>	<p>place a sticker on our map. Assist the student as needed to place a sticker on the state in which they live. Point to the city we live in. Wait for the student to point to the city they previously wrote on their map.</p>
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide them with a verbal prompt, such as, Point to [name of state].</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a model prompt. For example, point to the state on the map and say, [Name of state].</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the state. Say, [Name of state], as you prompt them.</p>	<p>If the student does not respond within four seconds, provide them with a verbal prompt, such as, Point to [name of state].</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a model prompt. For example, point to the state on the map and say, [Name of state].</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the state. Say, [Name of state], as you prompt them.</p>	<p>If the student does not respond within four seconds, provide them with a verbal prompt, such as, Point to [name of state].</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a model prompt. For example, point to the state on the map and say, [Name of state].</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the state. Say, [Name of state], as you prompt them.</p>
REINFORCE	<p>Great job! You found your state on a map.</p>	<p>Great job! You found your state and city on a map.</p>	<p>Great job! You found your state and city on a map of the United States.</p>

Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Fifty States	Have the students work on identifying states other than the state in which they live. Teach them songs, do puzzles, etc., to enhance their learning.
Five Regions of the United States	Have students work on identifying the five regions of the United States and the physical features of each region.

Applying What We Know

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following words:
 - North America
 - United States
 - city
2. Print and cut out (if applicable):
 - One set of Picture Cards from *The Wizard of Oz* Picture Cards Worksheet
 - One copy of *The Wizard of Oz* My State Book Worksheet for the teacher and for each student. You may have the students cut apart their own Picture Cards, as appropriate, or you may cut them out for the students ahead of time.
3. Gather the materials listed to the right from the enCORE Manipulatives Kit and/or from around your classroom.
 - Before teaching this lesson, print out pictures of your state, state flower, state animal, and state tree for students to glue/tape into their books.
4. Print out these data sheets (enough for each student/group of students):
 - Constant Time Delay Individual Data Sheet – Fill in the data sheet with the words North America, United States, and city.

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning level and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.



Learning Objectives

- Associate an outline map or image with the student's own state.
- Recognize the student's own state.
- Identify the student's city and state.
- Associate the name of the student's city with home.
- Locate pictures or symbols on a drawing or map.
- Identify state symbols (e.g., state bird, state flower, state tree, etc.) for the student's own state.

Materials

- *The Wizard of Oz* Picture Cards Worksheet
- *The Wizard of Oz* My State Book Worksheet
- Pictures of state and state symbols
- Markers/pencils
- Glue/tape
- Scissors

- Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

Anchor Instruction for All Students

We have been talking about the state and city we live in. Did you know each state has its own unique symbols? Today we are going to create a “My State Book “about the state we live in and learn more about our state symbols.

Core Vocabulary and Concepts

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> North America United States city 	<ul style="list-style-type: none"> North America United States city 	<ul style="list-style-type: none"> North America United States city

Review the Core Vocabulary and Concepts before beginning the activity.

LEVEL 1	LEVEL 2	LEVEL 3
Let’s review our words!	Let’s review our words!	Let’s review our words!

The following instruction is recommended for all learners. There are two rounds: zero-second time delay and four-second time delay. During the zero-second delay round, you will provide the direction and immediately give the correct response (i.e., “Touch the [target],” and immediately touch the [target]). There is no pause between giving the direction and providing the correct response. Vary the order in which you present the targets each time.

Zero-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing moderate to substantial prompting and support.

Materials: Picture Cards from *The Wizard of Oz* Picture Cards Worksheet

Data Sheet: Constant Time Delay Individual Data Sheet

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Hold up two Picture Cards, one correct response and one distractor. Say, for example, Find North America , and then immediately point to the correct response. While holding up the Picture Card, say, North America . Wait for the student to point to the card and/or say “North America” after you. Repeat this with other Picture Cards. Complete 5-10 trials per student. Use this opportunity to collect data on the students’ vocabulary acquisition on the data sheet.	Student touches and/or says, “North America.”	Great job! You found North America. North America is a continent. Repeat this with other Picture Cards. Include a description of each in your feedback (e.g., the United States is a country in North America, etc.).
	Student does not respond.	Point to the correct response. This is North America. [Touch/Say] “North America.” Wait for the student to respond and then give them positive reinforcement (see statement listed above). Provide physical guidance if needed.
	Student responds incorrectly.	Point to the correct response. This is North America. [Touch/Say] “North America.” Wait for the student to respond and then give them positive reinforcement (see statement listed above). Provide physical guidance if needed.

During the four-second delay round, you will provide the direction and wait four seconds for the student to respond. If the student does not respond within four seconds, provide the correct answer.

Four-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing some prompting and support.

Materials: Picture Cards from *The Wizard of Oz* Picture Cards Worksheet

Data Sheet: Constant Time Delay Individual Data Sheet

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p>For students who respond nonverbally, hold up two Picture Cards (e.g., North America and a distractor). Say, Find North America, and wait for the student to point to the correct Picture Card. Repeat this with the remaining Picture Cards, presenting them two at a time (i.e., the correct response and one other as a distractor).</p> <p>For students who respond verbally, hold up one Picture Card (e.g., North America) and say, What is this? Wait for the student to respond correctly. Repeat this with the remaining Picture Cards.</p> <p>Use this opportunity to collect data on the students' vocabulary acquisition on the data sheet.</p>	Student touches and/or says "North America."	Great job! You found North America. North America is a continent. Repeat this with other Picture Cards. Include a description of each in your feedback (e.g., the United States is a country in North America, etc.).
	Student does not respond.	Point to the correct response. This is North America.
	Student responds incorrectly.	[Touch/Say] "North America." "Wait for the student to respond and then give them positive reinforcement (see statement listed above). Provide physical guidance if needed.

Using What We Know

The students will create a "My State Book" that identifies their state and its symbols. Prior to the activity, print out pictures of your state, state flower, state animal, and state tree for students to glue/tape into their books. Prior to the activity, you may have the students cut apart their own Picture Cards, as appropriate, or you may cut them out for the students ahead of time.

Materials: *The Wizard of Oz* My State Book Worksheet, pictures of state and state symbols, markers/pencils, glue/tape, scissors

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Let's create a book about our state!</p> <p>Assist the students in gluing each state picture onto each page in their books (order doesn't matter, except that the outline of the state should appear on the cover). Assist</p>	<p>Let's create a book about our state and its symbols!</p> <p>Assist the students in gluing each state picture onto each page in their books (order doesn't matter, except that the outline of the state should appear on the cover). Assist</p>	<p>Let's create a book about our state and its symbols, such as our state flower!</p> <p>Assist the students in gluing each state picture onto each page in their books (order doesn't matter, except that the outline of the state should</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	the student as needed to write their name on the cover. Make a teacher’s copy of the book as well.	the student as needed to write their name on the cover. Make a teacher’s copy of the book as well.	appear on the cover). Assist the student as needed to write their name on the cover. Make a teacher’s copy of the book as well.
MODEL	<p>I’ll go first! Using the teacher’s copy, point to the My State Book and flip to the first page that says, “My state _____ is.” Point to the image glued/taped below. Say, for example, This is a picture of [state bird name]. It is a bird. In the blank space, I will place the Picture Card of a bird. Place the Picture Card of the bird in the blank space and glue/tape it down. Model the finished page.</p> <p>Read the completed sentence. Say, My state bird is [state bird name]. Assist the students as needed to glue/tape the bird Picture Card in the blank on the correct page in their books.</p>	<p>I’ll go first! Using the teacher’s copy, point to the My State Book and flip to the first page that says, “My state _____ is.” Point to the image glued/taped below. Say, for example, This is a picture of [state bird name]. It is a bird. In the blank space, I will place the Picture Card of a bird. Place the picture card of the bird from the worksheet in the blank space and glue/tape it down. Model the finished page. Read the completed sentence. Say, My state bird is [state bird name]. Assist the students as needed to glue/tape the bird Picture Card in the blank on the correct page in their books.</p>	<p>I’ll go first! We will make a book of [your state] symbols. Using the teacher’s copy, point to the My State Book and flip to the first page that says, “My state _____ is.” Point to the image glued/ taped below. Say, for example, This is a picture of [state bird name]. It is a bird. In the blank space, I will place the Picture Card of a bird. Place the picture card of the bird from the worksheet in the blank space and glue/tape it down. Model the finished page. Read the completed sentence. Say, My State bird is [state bird name]. Assist the students as needed to glue/ tape the bird Picture Card in the blank on the correct page in their books.</p>
LEAD	<p>Let’s do the next one together! Point to the My State Book and flip to the second page that says, “My state _____ is.” Point to the image the student glued/ taped below. Say, for example This is a picture of [state]’s animal. Hold up two Picture Cards, the correct response and one distractor. Say, Point to the animal. Give the student an opportunity to point to the correct Picture Card, then point to the Picture Card of the animal.</p> <p>(continued)</p>	<p>Let’s do the next one together! Point to the My State Book and flip to the second page that says, “My state _____ is.” Point to the image the student glued/ taped below. Say, for example, This is a picture of [state]’s animal. Hold up two Picture Cards, the correct response and one distractor. Say, Point to the animal. Give the student an opportunity to point to the correct Picture Card, then point to the Picture Card of the animal.</p> <p>(continued)</p>	<p>Let’s do the next one together! Point to the My State Book and flip to the second page that says, “My state _____ is.” Point to the image the student glued/ taped below. Say, for example, This is a picture of [state]’s animal. Hold up the Picture Card. Say, What is this? Give the student an opportunity to answer, and then say “animal.” Every state has its own animal. Place this in the blank space on your worksheet page.</p> <p>(continued)</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>Place this in the blank space on your worksheet page. Give the student an opportunity to place the picture in the blank space on the worksheet page, and then place it in the right spot. Help the students glue/tape down the Picture Card.</p> <p>Repeat with remaining Picture Cards until the student's entire book is filled out.</p>	<p>Every state has its own animal. Place this in the blank space on your worksheet page. Give the student an opportunity to place the picture in the blank space on the worksheet page, and then place it in the right spot. Help the students glue/tape down the Picture Card.</p> <p>Repeat with remaining Picture Cards until the student's entire book is filled out.</p>	<p>Give the student an opportunity to place the picture in the blank space on the worksheet page, and then place it in the right spot. Help the students glue/tape down the Picture Card.</p> <p>Repeat with remaining Picture Cards until the student's entire book is filled out.</p>
TEST	<p>Your turn! Using the completed "My State Book," say, Show me our state [bird, animal, flower, tree, etc.]. Wait for student to respond by pointing to the corresponding picture in their book.</p> <p>Repeat until you have gone through the whole book.</p>	<p>Your turn! Using the completed "My State Book," say, Show me our state [bird, animal, flower, tree, etc.]. Wait for student to respond by pointing to the corresponding picture in their book.</p> <p>Repeat until you have gone through the whole book.</p>	<p>Your turn! Using the completed "My State Book," say, What is our state [bird, animal, flower, tree, etc.]? Wait for students to respond verbally or point to the corresponding picture in their book.</p> <p>Repeat until you have gone through the whole book.</p>
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, Show me our state [bird, animal, flower, tree, etc.].</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct picture on the page and say, Our state [bird, animal, flower, tree, etc.] is [name of state symbol]. Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt.</p>	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, Show me our state [bird, animal, flower, tree, etc.].</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct picture on the page and say, Our state [bird, animal, flower, tree, etc.] is [name of state symbol]. Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt.</p>	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, What is our state [bird, animal, flower, tree, etc.]?</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct picture on the page and say, Our state [bird, animal, flower, tree, etc.] is [name of state symbol]. Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	For example, use hand-over-hand assistance to help them point to the correct picture on the page and say, [Name of state bird, animal, flower, tree] .	For example, use hand-over-hand assistance to help them point to the correct picture on the page and say, [Name of state bird, animal, flower, tree] .	For example, use hand-over-hand assistance to help them point to the correct picture on the page and say, [Name of state bird, animal, flower, tree] .
REINFORCE	Great job! You created a book about our state!	Great job! You created a book of our state’s symbols!	Great job! You created a book about our state and its symbols, such as our state flower!

Sharing What We Know

The students will share the books they created with the class.

Materials: Completed *The Wizard of Oz* My State Book Worksheets from the previous activity

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	Now, let’s share our books with the class!	Now let’s share our “My State Books” with the class!	Now let’s share our “My State Books” with the class so we can learn more about our state symbols!
MODEL	<p>I’ll go first. I will stand up in front of the class. Hold up your “My State Book.” I live in [name of state]. Point to the state on the front cover of your book. Turn the page of the book. Read the sentence, My state [bird, animal, flower, tree, etc.] is, and point to the picture below while saying the name of the [bird, animal, flower, tree, etc.].</p> <p>Repeat until you have shared your whole book.</p>	<p>I’ll go first. I will stand up in front of the class. Hold up your “My State Book.” I live in [name of state]. This is located in the United States. Point to the state on the front cover of your book. Turn the page of the book. Read the sentence, My state [bird, animal, flower, tree, etc.] is, and point to the picture below while saying the name of the [bird, animal, flower, tree, etc.].</p> <p>Repeat until you have shared your whole book.</p>	<p>I’ll go first. I will stand up in front of the class. Hold up your “My State Book.” I live in [name of state]. This is located in the United States. The United States is part of the continent of North America. Point to the state on the front cover of your book. Turn the page of the book. I will read the sentence, “My state [bird, animal, flower, tree, etc.] is,” and point to the picture below while saying the name of the [bird, animal, flower, tree, etc.].</p> <p>Repeat until you have shared your whole book.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	<p>Let’s work together! Hold up your “My State Book.” We live in [name of state]. Point to the state we live in. Give the students a brief opportunity to respond and then point to the picture of the state on the cover of the book. Turn the page of the book. Read the sentence, My state [bird, animal, flower, tree, etc.] is [name the item]. Say, Point to the picture of our state [bird, animal, flower, tree, etc.]. Give the students a brief opportunity to respond and then point to the picture of the state [bird, animal, flower, tree, etc.] on the page.</p> <p>Repeat until you have shared your whole book.</p>	<p>Let’s work together! Hold up your “My State Book.” We live in [name of state]. Point to the state we live in. Give the students a brief opportunity to respond and then point to the picture of the state on the cover of the book. Turn the page of the book. Read the sentence, My state [bird, animal, flower, tree, etc.] is [name the item]. Say, Point to the picture of our state [bird, animal, flower, tree, etc.]. Give the students a brief opportunity to respond and then point to the picture of the state [bird, animal, flower, tree, etc.] on the page. Let’s read the sentence, “My state [bird, animal, flower, tree, etc.] is,” and point to the picture below while saying the name of the [bird, animal, flower, tree, etc.].</p> <p>Repeat until you have shared your whole book.</p>	<p>Let’s work together! Hold up your “My State Book.” What state do we live in? Give the students a brief opportunity to respond and then point to the picture of the state on the cover of the book and say, [Name of state]. Turn the page of the book. Read the sentence. Give the student an opportunity to respond and then say, My state [bird, animal, flower, tree, etc.] is [name the item]. Say, Point to the picture of our state [bird, animal, flower, tree, etc.]. Give the students a brief opportunity to respond and then point to the picture of the state [bird, animal, flower, tree, etc.] on the page. Let’s read the sentence again together. My state [bird, animal, flower, tree, etc.] is and point to the picture below while saying the name of the [bird, animal, flower, tree, etc.], encouraging the students to read chorally.</p> <p>Repeat until you have shared your whole book.</p>
TEST	<p>Your turn! Show me our state [bird, animal, flower, tree, etc.]. Wait for student to respond by pointing to the corresponding picture in their book.</p> <p>Repeat until you have gone through the whole book.</p>	<p>Your turn! Your turn! Show me our state [bird, animal, flower, tree, etc.]. Wait for student to respond by pointing to the corresponding picture in their book.</p> <p>Repeat until you have gone through the whole book.</p>	<p>Your turn! What is our state [bird, animal, flower, tree, etc.]? Wait for student to respond verbally or point to the corresponding picture in their book.</p> <p>Repeat until you have gone through the whole book.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, Show me our state [bird, animal, flower, tree, etc.].</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct picture on the page and say, Our state [bird, animal, flower, tree, etc.] is [name of state symbol]. Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct picture on the page and say, [Name of state bird, animal, flower, tree].</p>	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, Show me our state [bird, animal, flower, tree, etc.].</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct picture on the page and say, Our state [bird, animal, flower, tree, etc.] is [name of state symbol]. Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct picture on the page and say, [Name of state bird, animal, flower, tree].</p>	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, What is our state [bird, animal, flower, tree, etc.]?</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct picture on the page and say, Our state [bird, animal, flower, tree, etc.] is [name of state symbol]. Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct picture on the page and say, [Name of state bird, animal, flower, tree].</p>
REINFORCE	<p>Great job! You shared your book with the class!</p>	<p>Great job! You shared your “My State Book” with the class!</p>	<p>Great job! You shared your “My State Book” with the class, and we learned about our state’s symbols.</p>

Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Important Landmarks	Show the students various landmarks that are unique to your state. Discuss whether any of the students have visited any of the landmarks.
Our State Capital	Have the students work on identifying their state capital and discuss what a capital is. Teach them songs, do puzzles, etc., to enhance their learning.

Making Connections

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following words:
 - continent
 - North America
 - United States
 - state
2. Print and cut out (if applicable):
 - One copy of the Social Studies Newsletter for each student
 - One copy of the Social Studies Newsletter for the teacher
3. Gather the materials listed to the right from the enCORE Manipulatives Kit and/or from around your classroom.
 - One highlighter (or yellow marker) per student
 - One pencil (or other writing utensil) per student
4. Print out these data sheets (enough for each student/group of students):
 - Use the completed Social Studies Newsletter as a permanent product.

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning levels and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

Anchor Instruction for All Students

We have been learning about maps and where we live. Now we are going to read a newsletter to learn more about continents, countries, and states.



Learning Objectives

- Recognize a map as a drawing of a place.
- Recognize a map of North America.
- Recognize a map of the United States.
- Recognize a primary source, such as pictures or artifacts.
- Recognize that the United States is made up of different states.
- Use a resource to answer questions pertaining to social studies.

Materials

- Unit 33: Social Studies Newsletter
- Highlighters or yellow markers (one per student)
- Pencils or other writing utensils (one per student)

Finding Information

Materials: Social Studies Newsletters, highlighters or yellow markers (one per student)

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Now we're going to read about maps. Listen for the words: continent, North America, United States, state. Show students how to use a highlighter by assisting them in highlighting the enCORE logo at the top of the page. Let's read our newsletter. I'll help you highlight words we find.</p>	<p>Now we're going to read a newsletter about maps. There are pictures above the words to help us. We'll look for the words: continent, North America, United States, state. We will use a highlighter. Show students how to use a highlighter by assisting them in highlighting the enCORE logo at the top of the page. I'm going to read our Social Studies Newsletter. Follow along with your finger as I read. When I get to a word we are looking for, let's read the word together. We will highlight the words we find.</p>	<p>Now we're going to read a newsletter to learn more about maps. We'll look for the words: continent, North America, United States, state. We'll use a highlighter to keep track of important words and ideas. Show students how to use a highlighter by assisting them in highlighting the enCORE logo at the top of the page. Let's read our Social Studies Newsletter. Follow along with your finger or read along with me. When I get to a word we are looking for, let's read the word together. I'm going to show you how we can highlight words we find or words that are important.</p>
MODEL	<p>My turn. Follow along while I read. Let's listen for "continent." Begin reading. Pause any time you read "continent" so students can repeat the word using choral response, using their voices, or by activating an AAC device. After pausing at the first core word/concept ("continent"), say, Continent. I'll highlight it! Model highlighting the word on your paper.</p> <p>You may assist the students in highlighting the target word on their papers as needed. Point to the icon above the words. There is a picture for "continent." I will look</p> <p style="text-align: right;"><i>(continued)</i></p>	<p>My turn. I'll read the newsletter. You'll follow with your finger. If I hear a word we are looking for, I'm going to highlight that word. Then I'll keep reading. Let's listen for "continent." Begin reading. Pause any time you read "continent" so students can repeat the word using choral response, using their voices, or by activating an AAC device. After pausing at the first core word/concept ("continent"), say, "Continent" is what we were looking for, so I'll highlight it! Model highlighting the word on</p> <p style="text-align: right;"><i>(continued)</i></p>	<p>My turn. I'll read the newsletter. You'll follow with your finger or read with me. When I hear a word we are looking for, I'm going to highlight that word. Then I'll keep reading. Let's listen for "continent." Begin reading. Pause any time you read "continent" so students can repeat the word using choral response, using their voices, or by activating an AAC device. After pausing at the first core word/concept ("continent"), say, "Continent" is what we were looking for, so I'll highlight it!</p> <p style="text-align: right;"><i>(continued)</i></p>

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>for the other pictures like this. Model scanning, stopping at, and highlighting the other “continent” words/icons throughout the Social Studies Newsletter.</p> <p>Assist the students as needed to highlight all instances of the target vocabulary.</p>	<p>your paper. Let’s highlight this word on your paper, too.</p> <p>Assist the students in highlighting the target word as needed. Point to the icon above the words. There is a picture for “continent.” I will look for other pictures like this. Model scanning, stopping at, and highlighting the other “continent” words/icons throughout the Social Studies Newsletter.</p> <p>Assist the students as needed to highlight all instances of the target vocabulary.</p>	<p>Model highlighting the word on your paper. Let’s highlight this word on your paper, too.</p> <p>Assist the students as needed to highlight all instances of the target vocabulary.</p>
LEAD	<p>Let’s work together. Let’s listen for “North America.” Reread the Social Studies Newsletter using the same procedures. Here is the word “North America.” Point to the word and the icons above the word. Encourage students to point to the word on their Social Studies Newsletter as well. Let’s highlight “North America.” Model highlighting the word on your paper. We can use the pictures to help us find this word in other places.</p> <p>Assist the students in highlighting the target word as needed throughout the remainder of the Social Studies Newsletter.</p>	<p>Let’s work together. Let’s listen for “North America.” Reread the Social Studies Newsletter using the same procedures. Here is the word “North America.” Point to the word and the icons above the word. Encourage students to point to the word on their Social Studies Newsletter as well. Let’s highlight “North America.” Model highlighting the word on your paper. Remember, you can use the pictures to help us find this word in other places in the newsletter.</p> <p>Assist the students in highlighting the target word as needed throughout the remainder of the Social Studies Newsletter.</p>	<p>Let’s work together. Let’s listen for “North America.” Reread the Social Studies Newsletter using the same procedures. Here is the word “North America.” Point to the word and encourage students to point to the word on their Social Studies Newsletter as well. Let’s highlight “North America.” Model highlighting the word on your paper.</p> <p>Give the students the opportunity to highlight the target word, and assist them as needed to find/highlight the word throughout the remainder of the Social Studies Newsletter.</p>
TEST	<p>Your turn. Listen and point to “United States.” Reread the Social Studies Newsletter and encourage students to follow along with their fingers.</p>	<p>Your turn. Listen for “United States” and highlight it on your paper. Reread the Social Studies Newsletter and encourage</p>	<p>Your turn. Listen for “United States” and highlight it on your paper when you hear it. Reread the Social Studies Newsletter</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	Repeat with the word “state.” Assist the students in highlighting the target word as needed once they have found the word on the page.	students to follow along with their fingers. Repeat with the word “state.” Assist the students in highlighting the target word as needed once they have found the word on the page.	and encourage students to follow along with their fingers. Repeat with the word “state.” Assist the students in highlighting the target word as needed once they have found the word on the page.
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, Find “United States,” while pointing to the sentence that contains the word on the Social Studies Newsletter.</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the word, and say, United States. Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the target word, and say, United States, as you prompt them.</p>		
REINFORCE	Great! You found words we were looking for!	Great! You found all the words we were looking for in our newsletter!	Great! You found all the important words we were looking for and highlighted them in our newsletter!

Concept Building

Materials: Completed/highlighted Social Studies Newsletters from the previous activity, pencils or other writing utensils (one per student)

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	Let’s answer questions about our newsletter. Point to the highlighted text as you introduce the activity.	Now we are going to use our newsletter to help us answer questions about what we read. Point to the highlighted text as you introduce the activity.	Can you tell me anything you remember about what we just read? Wait for students to share words or ideas they remember from the text. Now we are going to use our newsletter to help us answer questions about what we read. Point to the highlighted text as you introduce the activity.
MODEL	My turn. Point to the first question as you read it aloud. “What can show us places like continents?” I will look <i>(continued)</i>	My turn. Point to the first question as you read it aloud. “What can show us places like continents?” I will look <i>(continued)</i>	My turn. Point to the first question as you read it aloud. “What can show us places like continents?” I will look <i>(continued)</i>

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>at my newsletter. Point to the correct response option. It says, “Maps can show us places like continents.” The answer is “maps.” Model marking/circling this response.</p>	<p>at my newsletter. Point to the Social Studies Newsletter. I am going to look for a sentence that has “continents” in it. It says, “Maps can show us places like continents.” “Maps” is one of my choices. Point to the correct response option. The answer is “maps.” Model marking/circling this response.</p>	<p>at my newsletter. Point to the Social Studies Newsletter. I am going to look for a sentence that has “continents” in it. Here it says, “Maps can show us places like continents.” “Maps” is one of my choices. Point to the correct response option. The answer is “maps.” Model marking/circling this response. The newsletter helped me answer the question.</p>
LEAD	<p>Let’s work together. Point to the next question as you read it aloud. “What does the United States have many of?” I will look at my newsletter. Point to the Social Studies Newsletter. It says, “The United States has many different states.” Allow the students a chance to point to this sentence in their Social Studies Newsletter and assist them as needed. States. Point to the correct response option. The answer is “states.” Model marking/circling this response. Assist each student as needed to circle the response on their paper.</p>	<p>Let’s work together. Point to the next question as you read it aloud. “What does the United States have many of?” Our choices are: states, continents, globes, pictures. I will look at my newsletter. I am going to look for a sentence that has “United States” in it. Point to the Social Studies Newsletter. It says, “The United States has many different states.” Allow the students a chance to point to this sentence in their Social Studies Newsletter and assist them as needed. “States” is one of our choices. Point to the correct response option. The answer is “states.” Let’s mark it. Model marking/circling this response. Assist each student as needed to circle the response on their paper.</p>	
TEST	<p>Your turn. “What can we look at to learn about our state?” Your choices are: countries, the sky, pictures, oceans. Point to each response option as you say it aloud. Wait for the student to point to/say their response. You may assist them with marking their response once they’ve made their choice.</p>	<p>Your turn. “What can we look at to learn about our state?” Your choices are: countries, the sky, pictures, oceans. What does our newsletter say? Mark your answer. Wait for the student to point to/say their response. You may encourage them to refer to the text in the Social Studies Newsletter and you can assist them with marking their response as needed once they’ve made their choice.</p>	

	LEVEL 1	LEVEL 2	LEVEL 3	
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, point to the line of text with the answer and say, “We can look at pictures of the state where we live.” Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct response option and say, Pictures. Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to and/or circle the response and say, Pictures, as you prompt them.</p>	<p>If the student does not respond within four seconds, point towards the line of text with the answer and say, Find the question word “state” in your newsletter to help you answer.</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. Read the line of text with the answer and then say the answer. “We can look at pictures of the state where we live.” “Pictures” is the answer! Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to and/or circle the response and say, Pictures, as you prompt them.</p>		
REINFORCE	<p>Great work! You answered questions about maps.</p>	<p>Great job! You used the newsletter to answer questions about maps.</p>	<p>Great job! You used the highlighted words in the newsletter to help you answer questions about maps. You reread important text and listened for the answer.</p>	



Instructional Tip!

- For students who have fine motor difficulties, allow them to use a bingo marker or stamp or to draw an “x” or a check mark, etc. to mark their responses to the questions, instead of requiring that they circle their responses.
- If students need fewer response options, you can reduce the choices to two or three by covering a portion of the paper with your hand or with another piece of paper. Ensure that the correct response is still visible.

Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
My State	Make a poster of state artifacts, including your state flag, state bird, and state flower, and pictures of prominent landforms or features of your state.
Places We've Been	Using maps of the United States, have the class place stickers on all the states that they have lived in or visited.