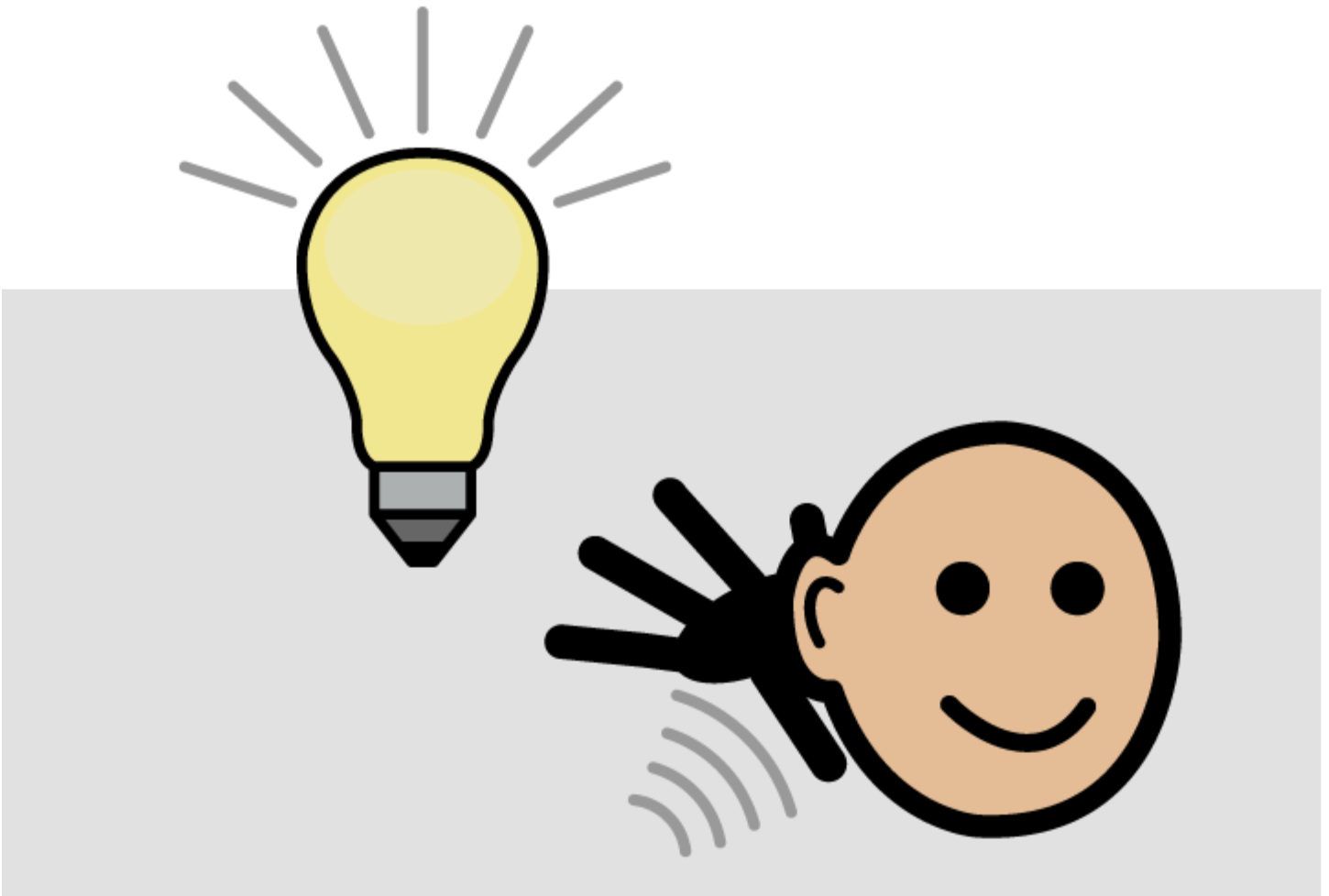


Lights and Sounds: They Are All Around



Instructional Targets

Toddler 3-4 Years

Language and Literacy Development: Early Reading/Print Concepts

- Distinguish pictures from letters and words in text.
- Show growing interest in reading-related activities.
- Show awareness of different functions of print materials, such as menus, lists, newspapers, letters, etc.
- Participate in reading through page turning, pointing, etc.

Language and Literacy Development: Early Reading/Comprehension

- Use pictures to describe information in books.
- Recall specific characters and actions in a story.

Pre-Kindergarten 4-5 Years

Language and Literacy Development: Early Reading/Print Concepts

- Follow words left to right, top to bottom, page to page.
- Recognize that spoken words are represented by written language.
- Recognize that words are separated by spaces in print.
- Actively engage in group reading activities.

Language and Literacy Development: Early Reading/Comprehension

- Describe events or information from a text.
- Identify characters and events in a story.
- Identify the author and illustrator of a story.

Differentiated Tasks

Level 3 Students will...

- Follow left-to-right progression during shared reading.
- Identify and attempt to read word units within a sentence.
- Participate in shared reading through retelling and pretend reading.
- Participate in a shared story by stating repeated words and phrases.
- Use pictures from a text to describe a story's actions and characters.

Level 2 Students will...

- Assist in page turning during shared reading.
- Point to match a text word with a spoken word in a sentence.
- Participate in shared reading by pointing to pictures to convey information.
- Point to pictures in a text to identify actions and characters.

Level 1 Students will...

- Show engagement in shared read-alouds through an active participation response (e.g., voice output device, eye gaze choice board, nonverbal indicators).
- Demonstrate a response to select a picture of a person, a thing or an action from a text read aloud.
- Speak words and sentences from a story through an active participation response (e.g., voice output device, eye gaze choice board).



Topic Connection

In this unit, students are learning about lights and sounds. In this unit's Leveled Book, *What Does Hugh Hear?*, Hugh hears different sounds all around his house. As you read this book, act out each sound or play the embedded sound clip. Then name or have students name the object that makes the sound.



Topic Words



sight* hear* sound



Literacy Words

author cover illustrator story*
book illustration/picture* read* title

* Power Words

Benchmark Assessments

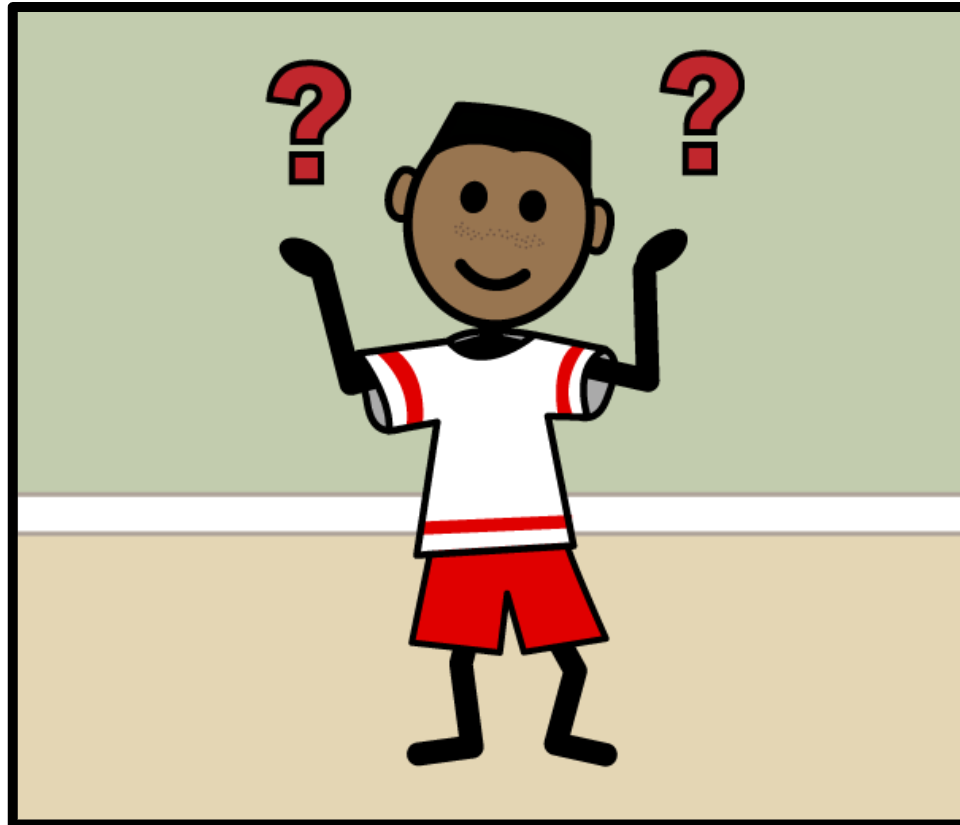
- Reading: Reading Level Assessment
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3 Language and Literacy Development
- Level 1 Combined Content, Questions 3 and 4

What Does Hugh Hear?

Level B

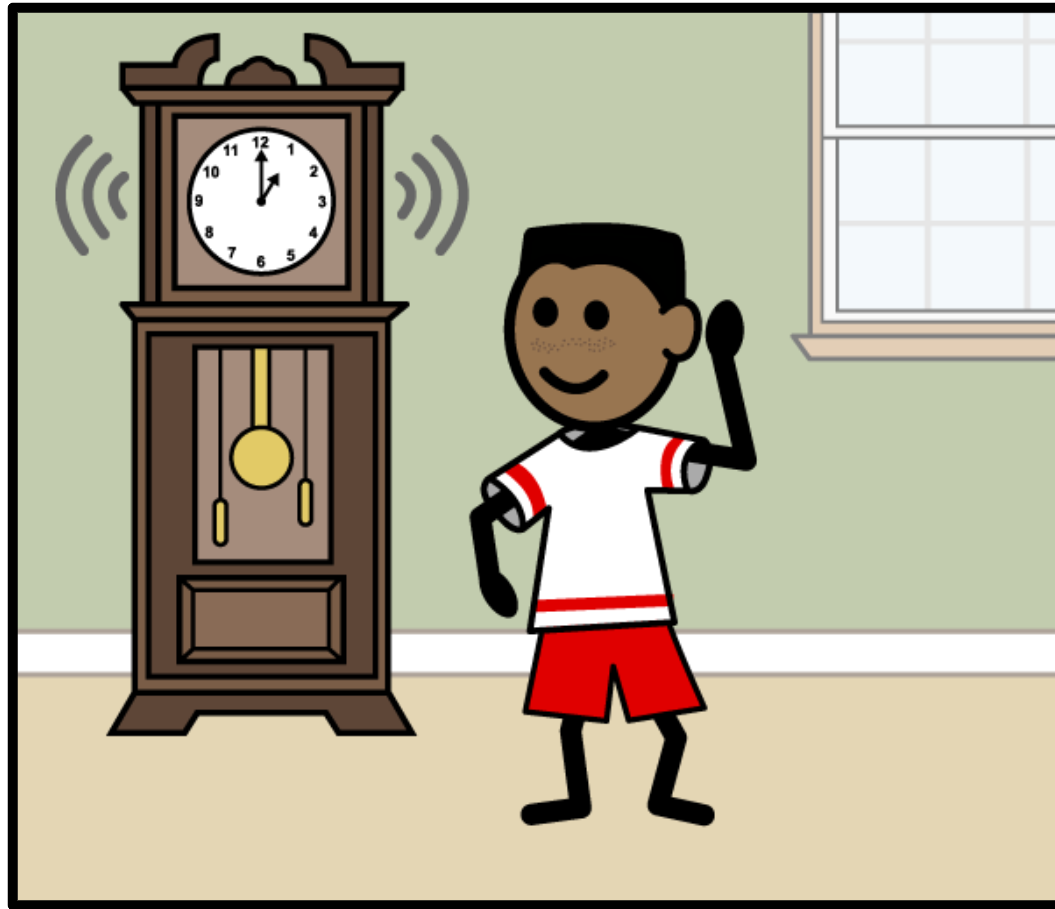


by Jen Voight

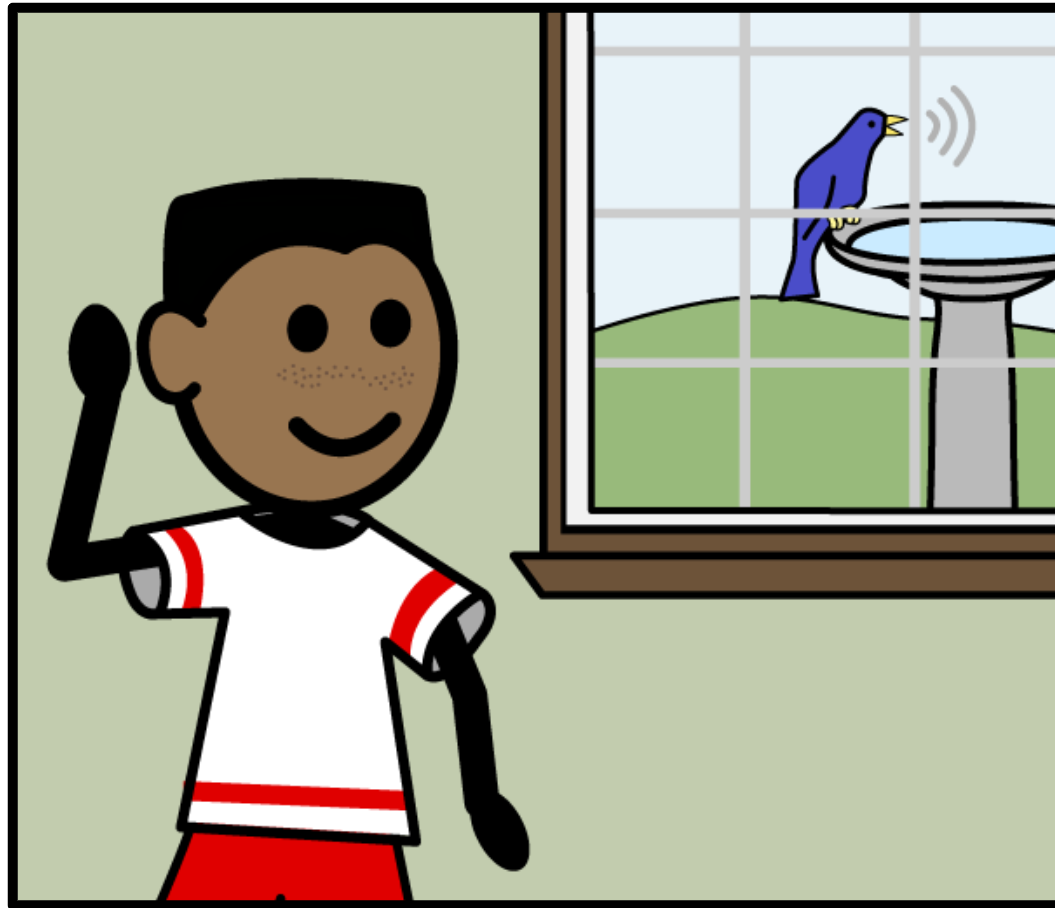
Illustrated by Katie Zolnowski



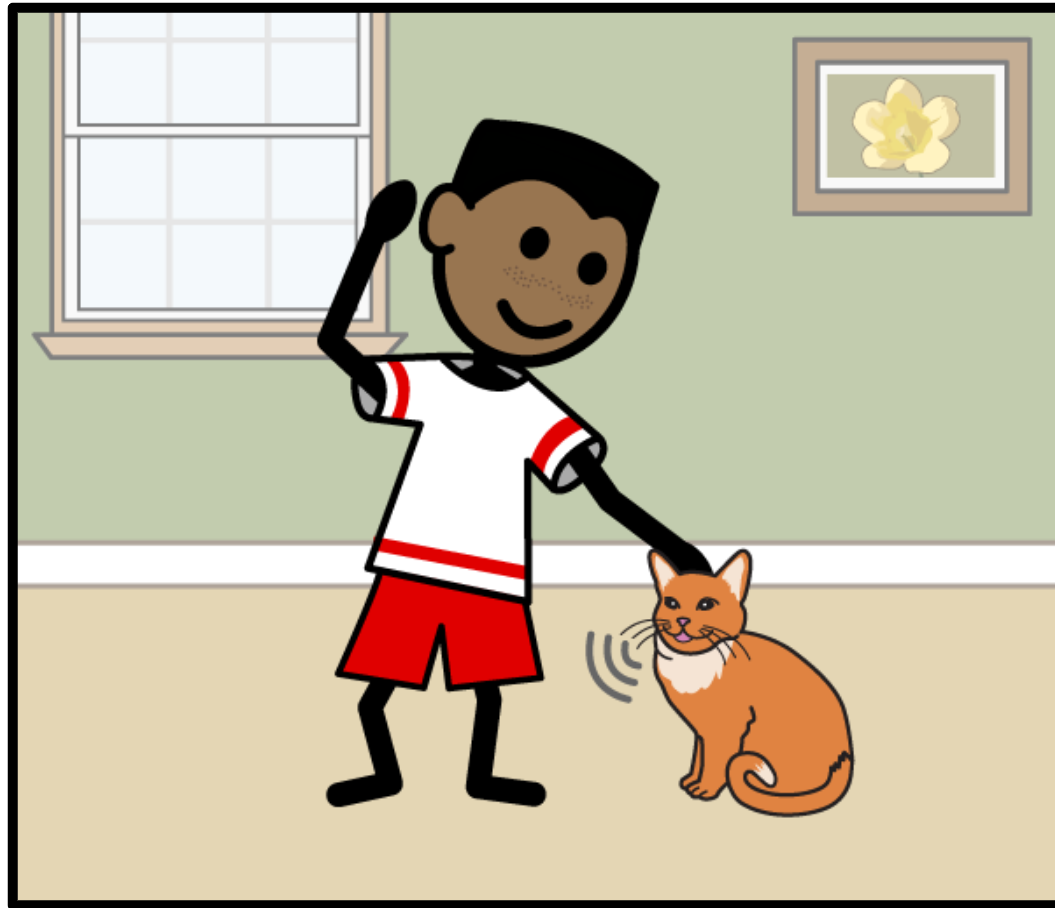
Hugh hears many sounds.



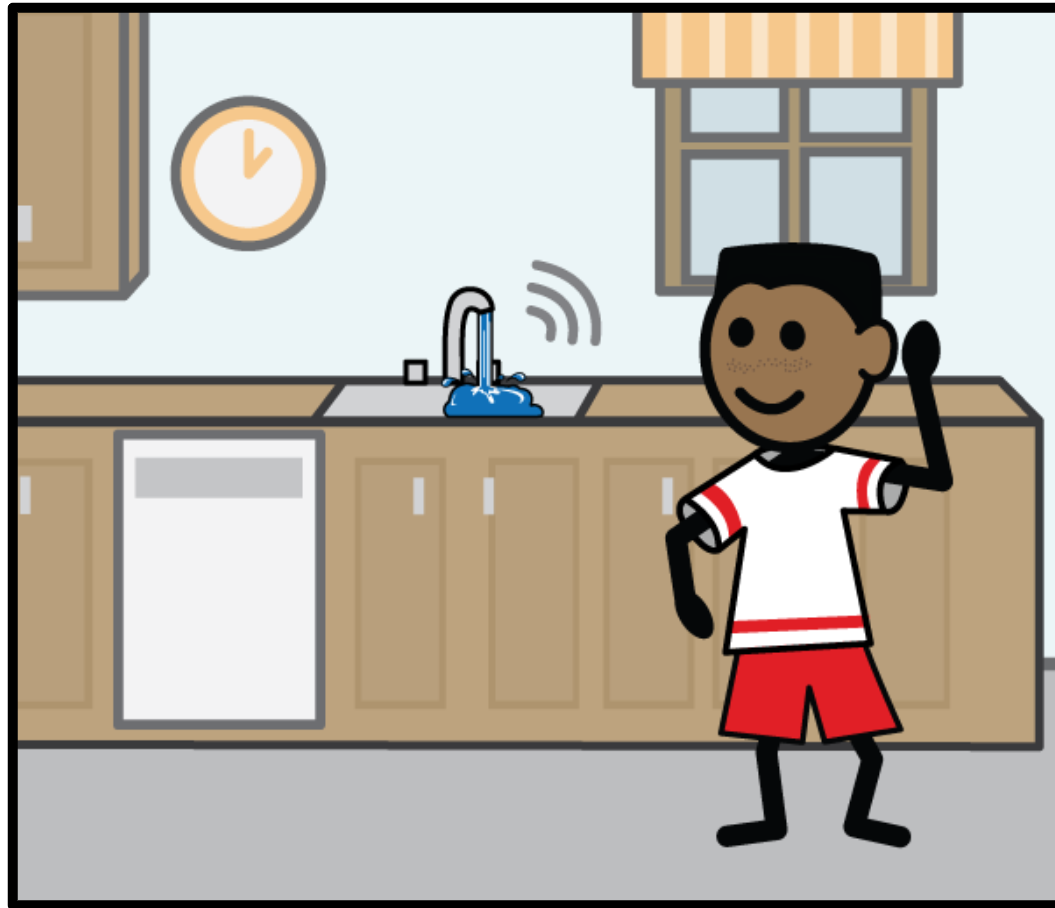
Tick, tock.
Hugh hears a clock.



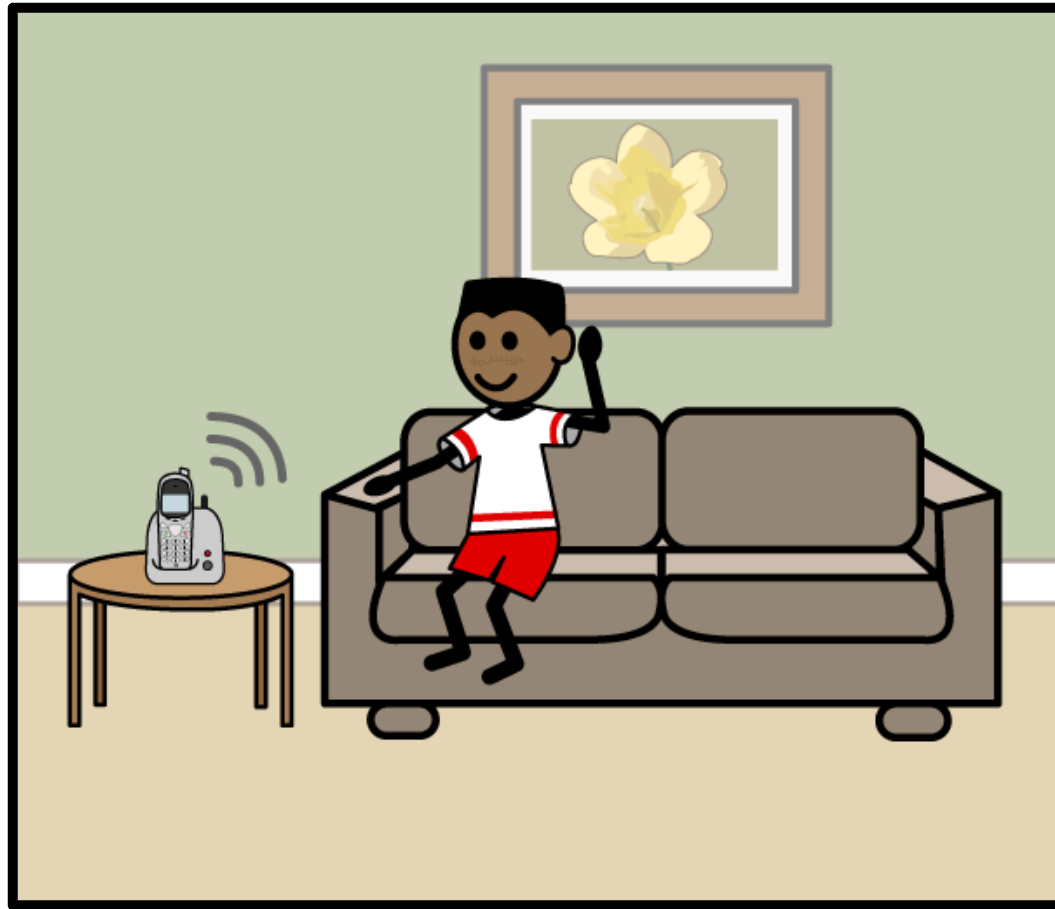
Chirp, chirp.
Hugh hears a bird.



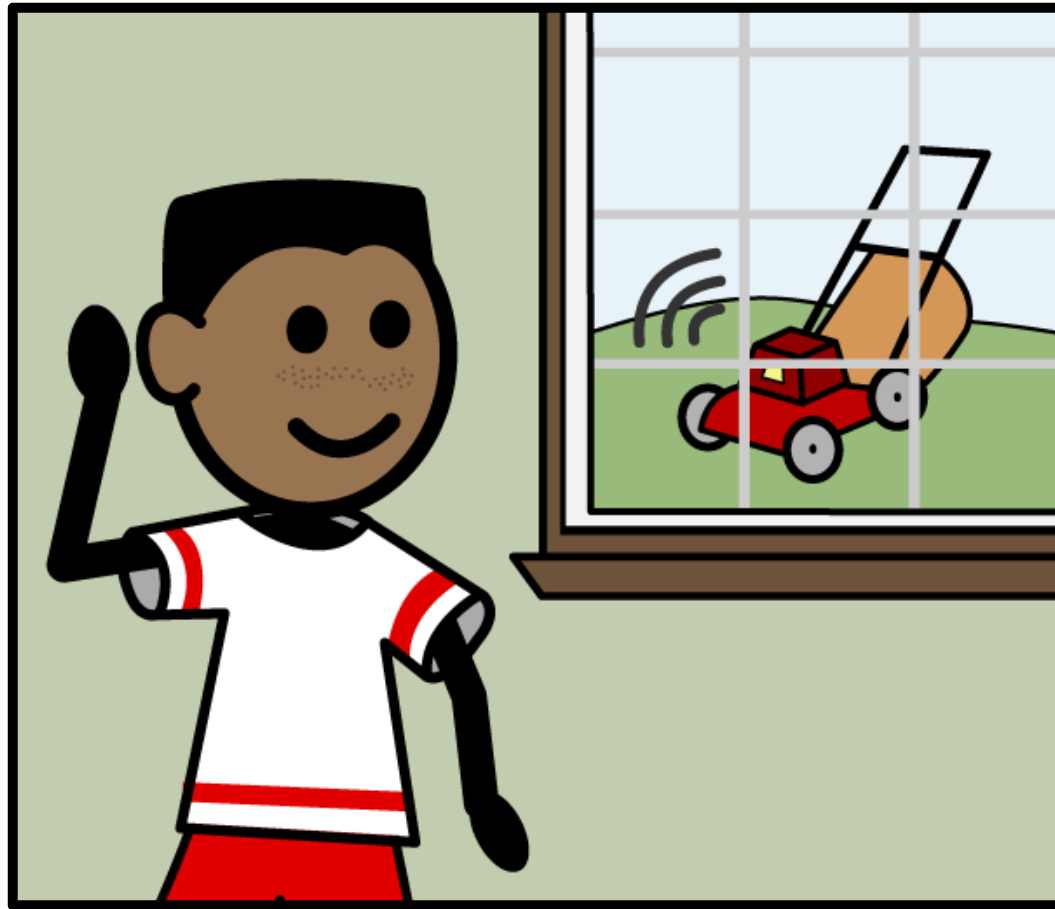
Meow, meow.
Hugh hears a cat.



**Splash, splash.
Hugh hears water.**

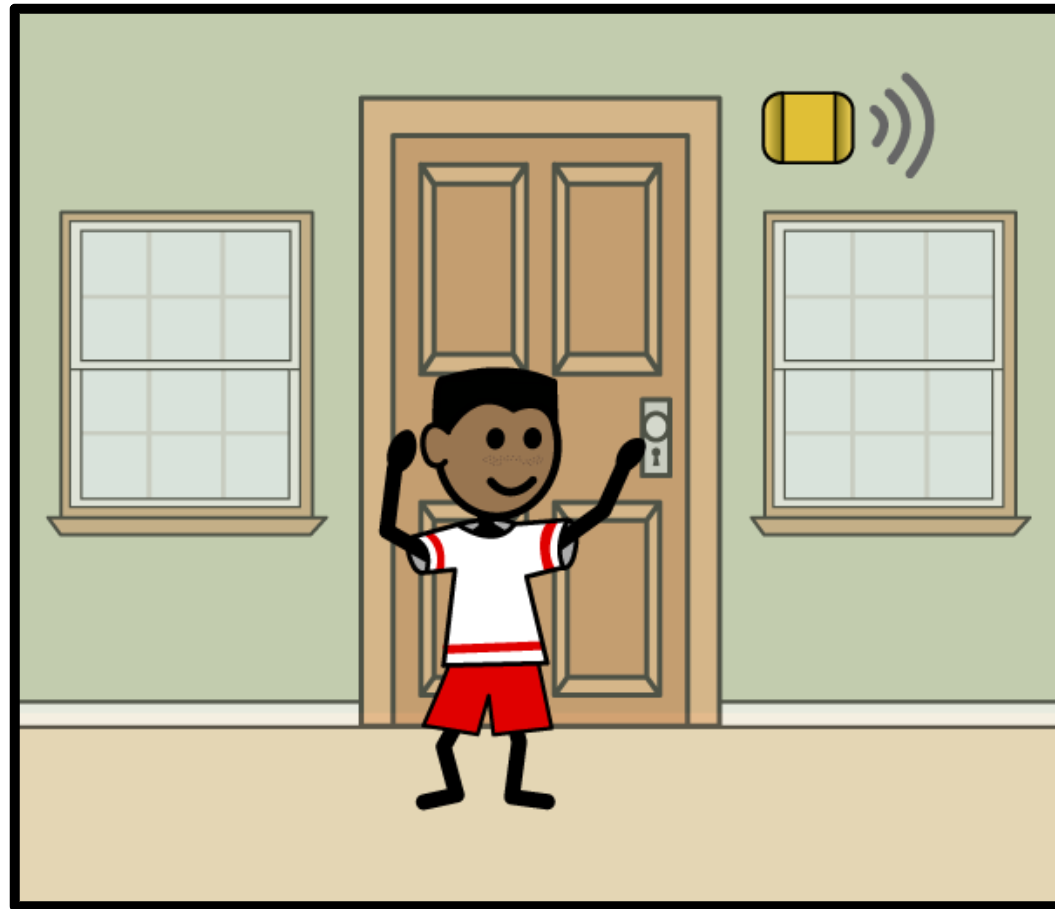


Ring, ring.
Hugh hears a phone.

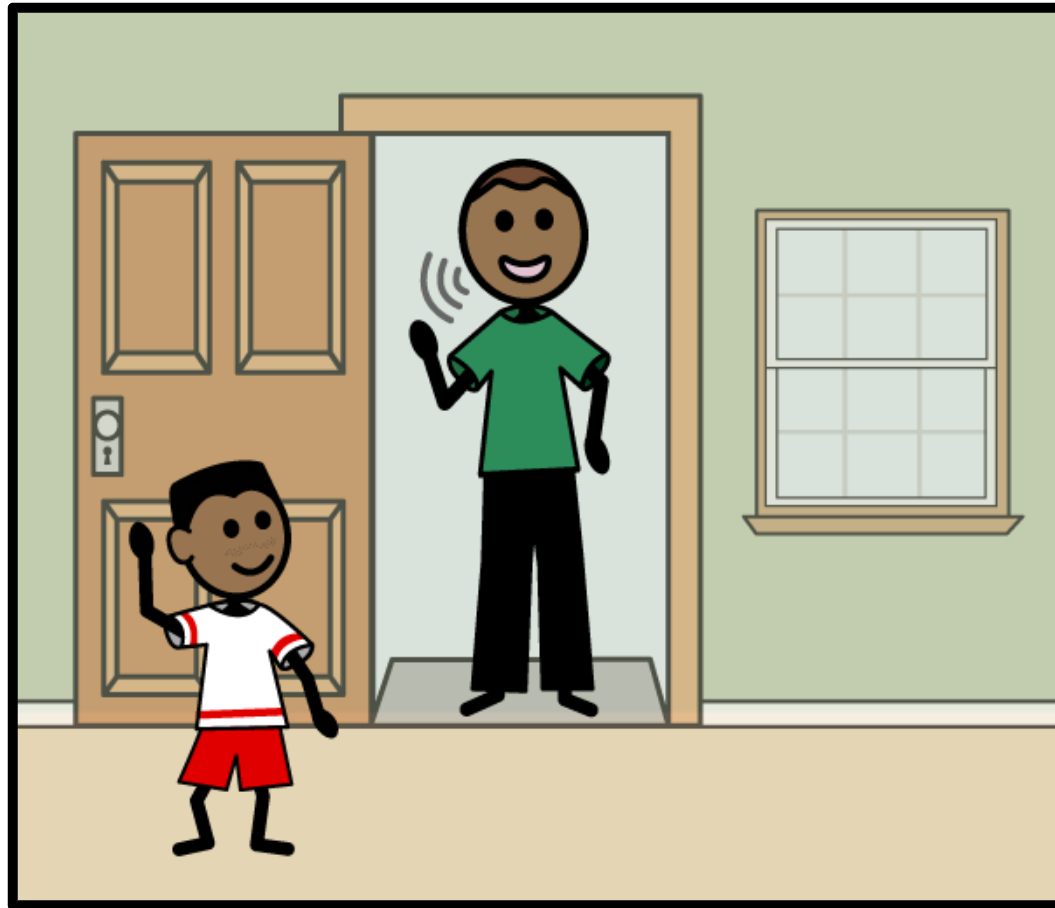


Hummm.

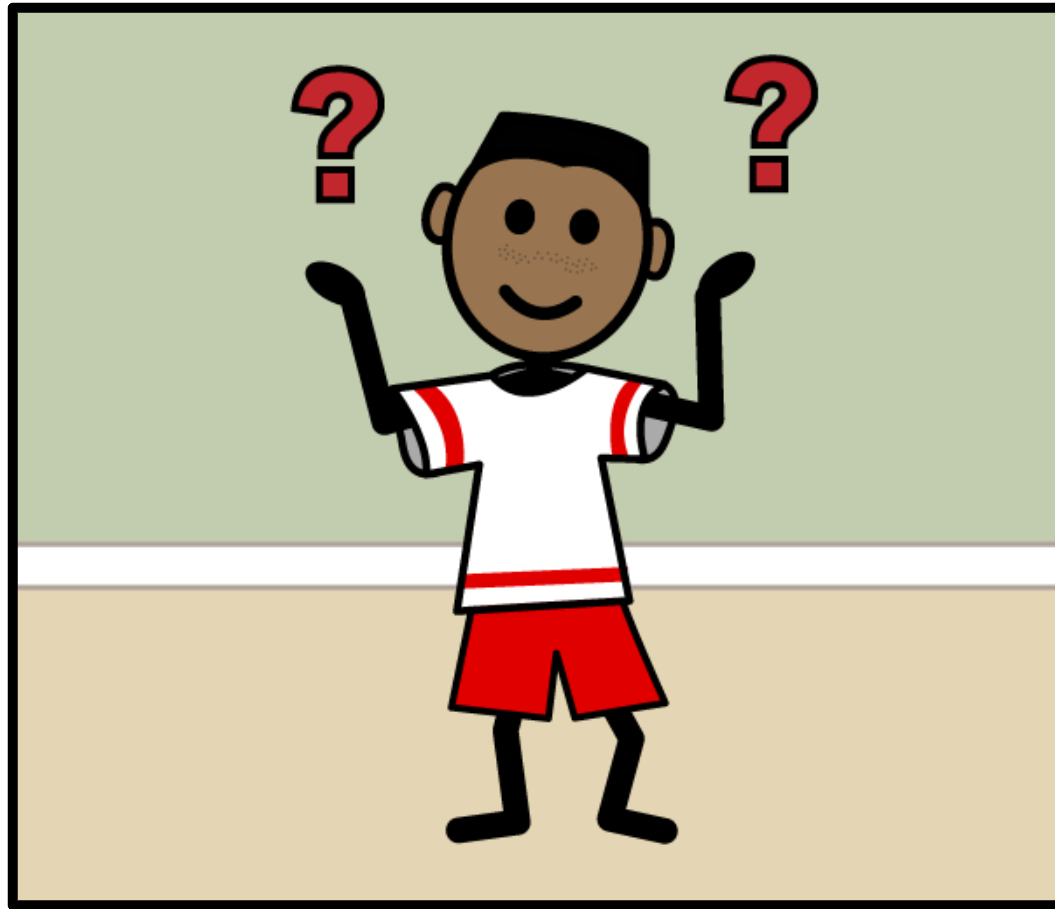
Hugh hears a lawn mower.



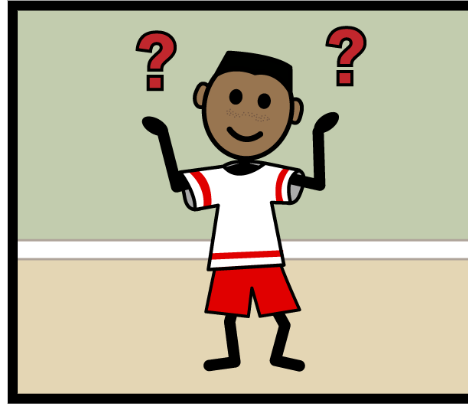
Ding, dong.
Hugh hears a doorbell.



“Hi, Hugh.”
Hugh hears his dad.

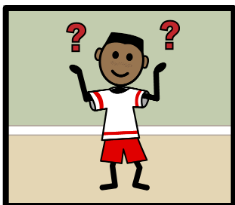


**Hugh hears sounds.
What do you hear ?**



The End

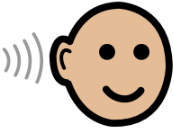








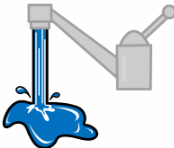
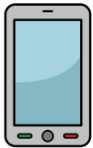

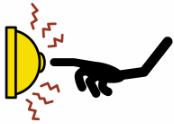

yes



What Does Hugh Hear?

no



hear 	Hugh 	sound 	house 
stop 	clock 	bird 	cat 
listen 	water 	phone 	lawn mower 
	doorbell 	dad 	

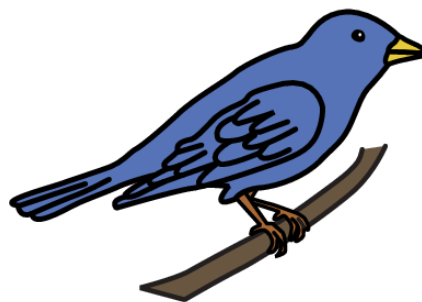
Within each category, pictures are listed from left to right in the order in which they appear in the text.



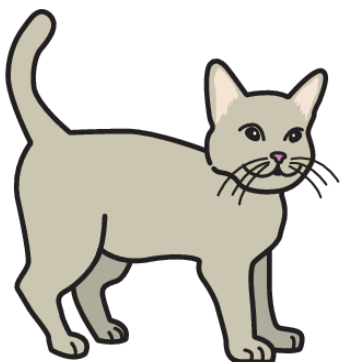
clock



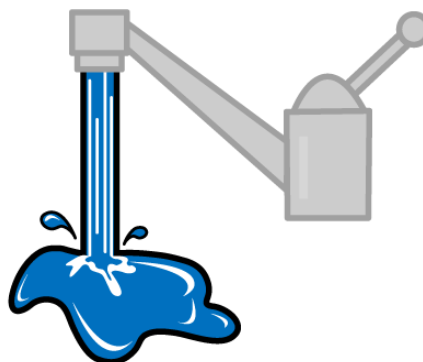
bird



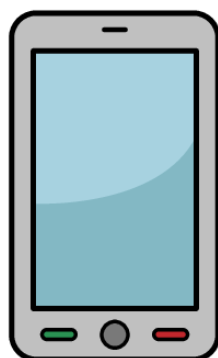
cat



water



phone



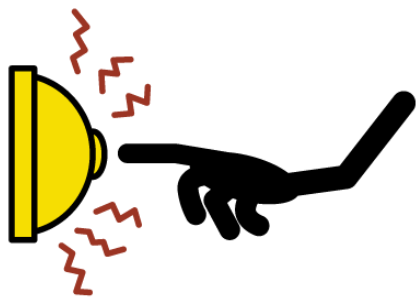
lawn
mower



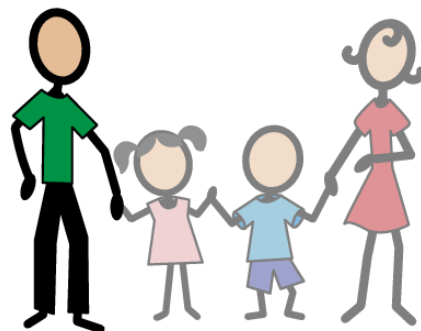


For hands-on instruction, print, cut out and laminate.

doorbell



dad





Instructional Targets

Toddler 3-4 Years

Language and Literacy Development: Early Writing

- Make marks or scribbles to represent objects and ideas.
- Explore various writing tools, such as crayons, pencils, computers, etc.

Language and Literacy Development: Listening and Speaking

- Show an understanding of statements referring to familiar people, places, things and events.
- Respond appropriately to simple questions.
- Combine words to express ideas, needs or wants.

Pre-Kindergarten 4-5 Years

Language and Literacy Development: Early Writing

- Use a combination of drawing, dictating, picture selection and emergent writing to express an opinion, share information about a topic, or tell a story (narration).

Language and Literacy Development: Listening and Speaking

- Follow rules for listening and speaking in a discussion (listening to others, turn-taking, etc.)
- Ask and answer questions about text or experience.
- Use conventions of grammar when speaking: correctly use nouns and verbs, plurals, conjunctions, adjectives, question words and prepositions.



Differentiated Tasks

Level 3 Students will...

- With guidance, create a written document that shares an opinion, gives information or tells a story by means of drawing, dictation or emerging writing.
- Share information in a discussion or conversation through multiple exchanges.
- Follow oral directions.
- Answer who, what, where questions about a shared text, experience or sequence of events.
- Use sentence formats to communicate an experience, including people, places and events.
- Use conventions of grammar when speaking, including simple sentences that contain nouns, verbs, adjectives, conjunctions, prepositions and question words.

Level 2 Students will...

- With guidance and support, add words or pictures to a writing template that shares an opinion, gives information or tells a story.
- Use picture supports to share information in a discussion or conversational exchange.
- With support, follow a one-step oral direction.
- Point to pictures to respond to who, what, where questions about a shared text, experience or sequence of events.
- Use multi-word combinations and picture supports to communicate an experience, including people and events.
- Combine 2 to 3 words or pictures to create a communication message.

Level 1 Students will...

- Select an object or a picture to participate in the completion of a writing template that shares an opinion, gives information or tells a story.
- Participate in conversational exchanges by using communication technology and picture supports.
- With support, actively participate in a direction-following activity.
- Select a picture of a person, a thing or an action from a shared text, experience or sequence of events through an active participation response (e.g., voice output device, eye gaze choice board, nonverbal indicators).
- Communicate an experience, using communication technology and picture supports to do so.
- Use picture supports or adaptive technology to create a communication message.



Topic Connection

Throughout this unit, students are learning about sounds that are all around. In this lesson, students will tell what sounds they hear outside their window. The students will then draw or add a Manipulative to the activity to show what they hear. You can also use the Sound Board in Lesson 5 for this Go Along lesson.



Topic Words

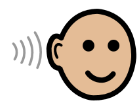
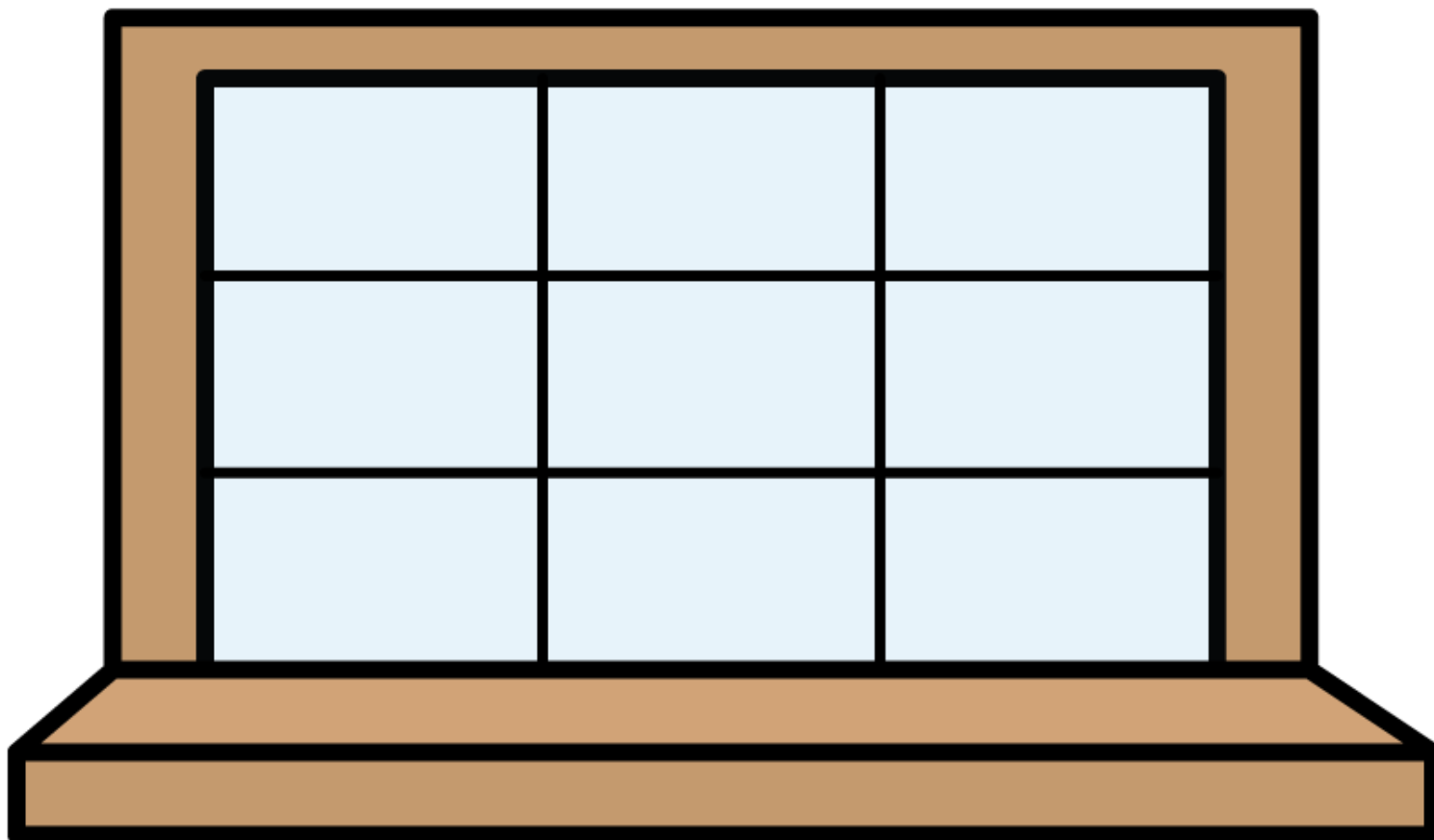
ear
hear*
listen*
sound



Literacy Words

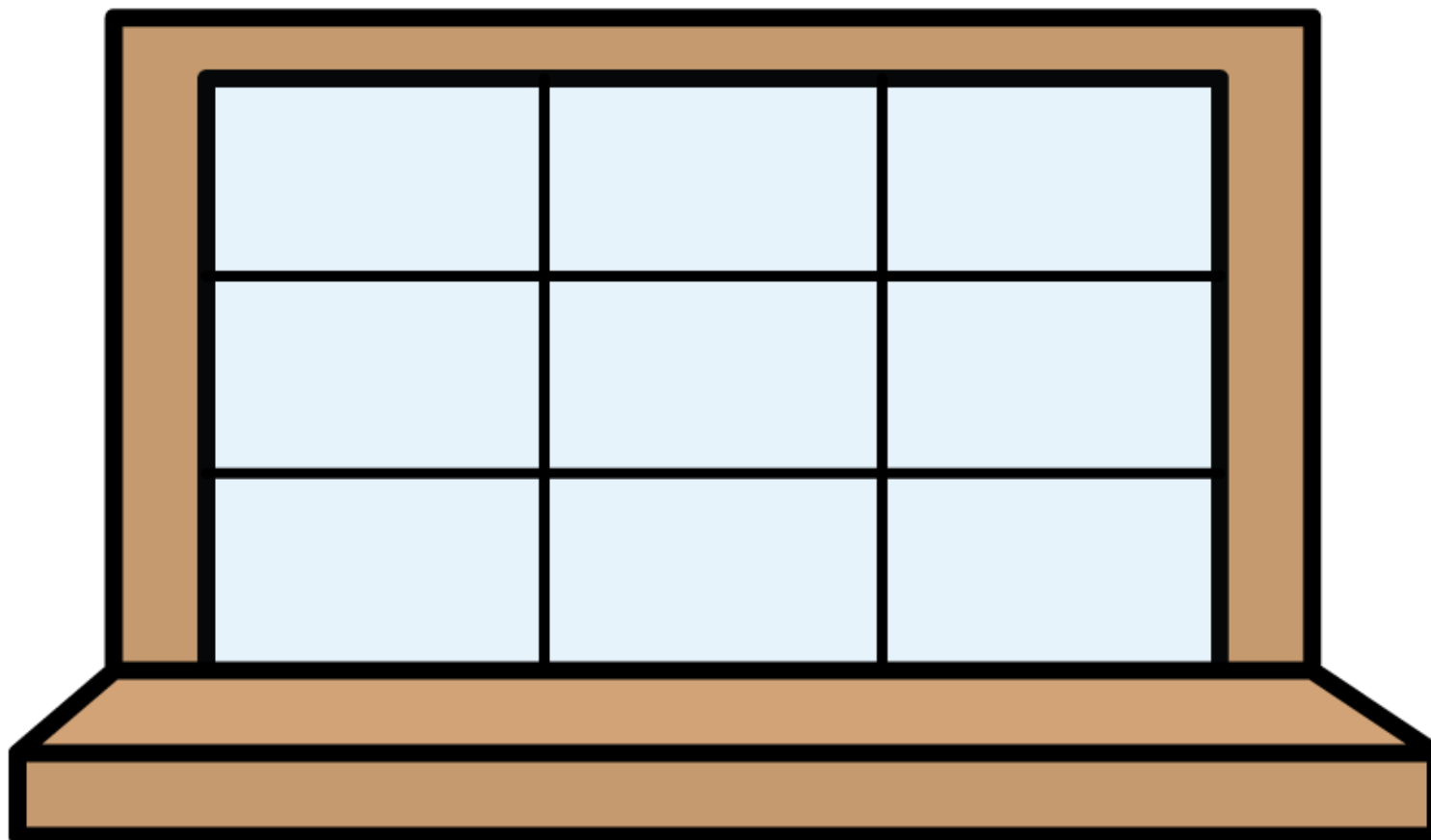
sentence
story*
write*

* Power Words

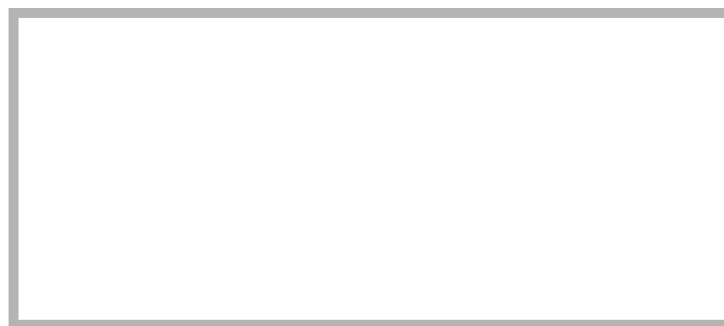


I hear a

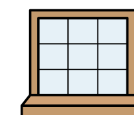
outside my window.



I hear a



outside my window.

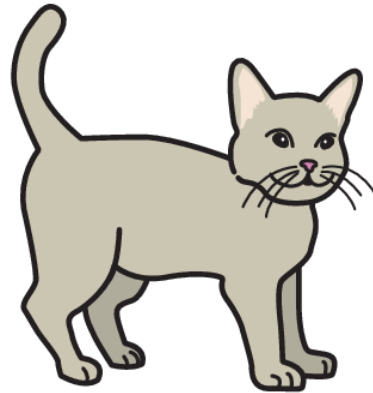




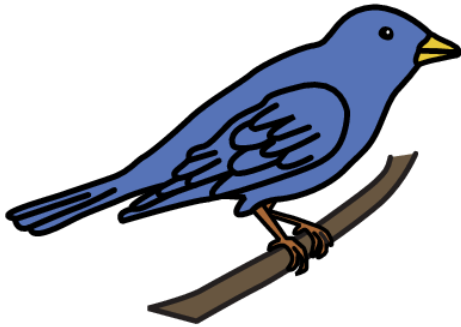
dog



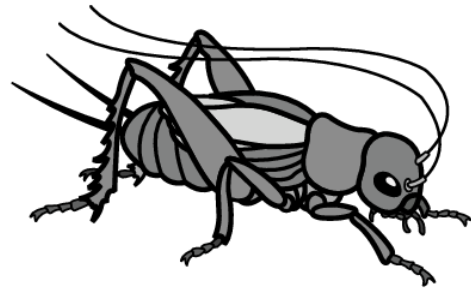
cat



bird



cricket



truck



lawn mower





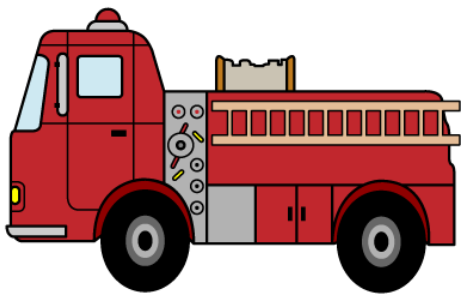
neighbor



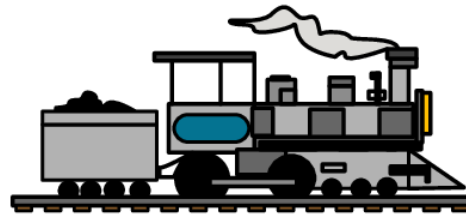
horn



firetruck



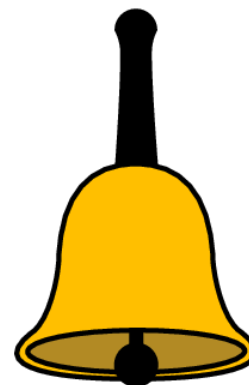
train



thunderstorm



bell





For hands-on instruction, print, cut out and laminate.

dog



bird



truck



lawn mower



firetruck



train



thunderstorm

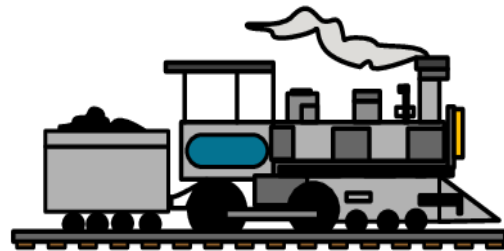
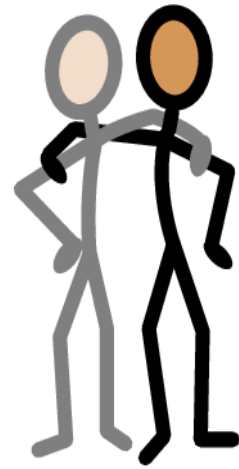
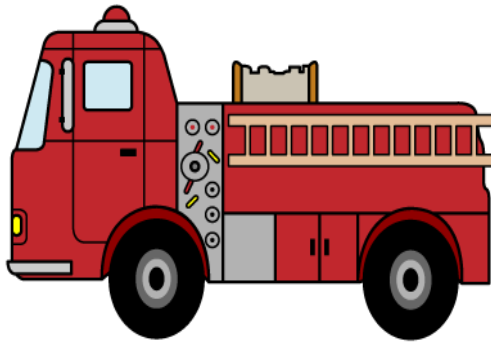
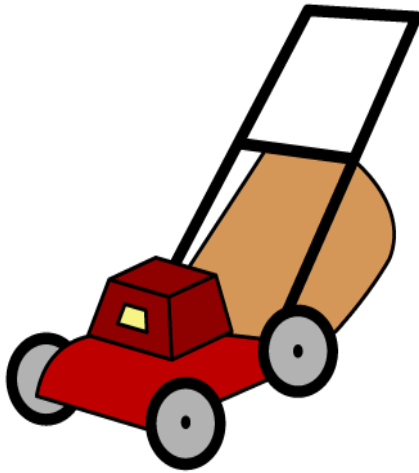
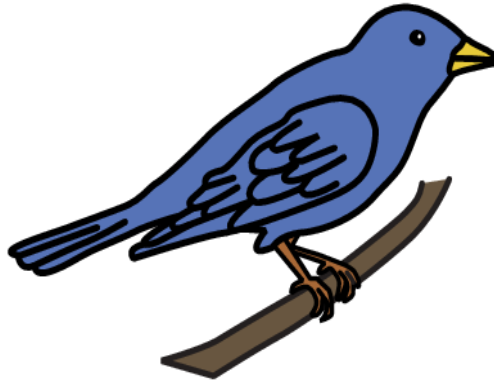


friend





For hands-on instruction, print, cut out and laminate.





Instructional Targets

Toddler 3-4 Years

Language and Literacy Development: **Early Reading/Print Concepts**

- Participate in reading through page turning, pointing, etc.
- Distinguish pictures from letters and words in text.
- Show growing interest in reading-related activities.

Language and Literacy Development: **Early Reading/Comprehension**

- Use pictures to describe information in books.
- Recall specific characters and actions in a story.

Pre-Kindergarten 4-5 Years

Language and Literacy Development: **Early Reading/Print Concepts**

- Follow words left to right, top to bottom, page to page.
- Recognize that spoken words are represented by written language.
- Actively engage in group reading activities.

Language and Literacy Development: **Early Reading/Comprehension**

- Retell familiar stories.
- Identify the author and illustrator of a story.
- Describe events or information from a text.



Differentiated Tasks

Level 3 Students will...

- Follow left-to-right progression during shared reading.
- Identify and attempt to read word units within a sentence.
- Participate in shared reading through retelling and pretend reading.
- Participate in a shared story by stating repeated words and phrases.
- Use pictures from a story to describe the story's actions and characters.

Level 2 Students will...

- With support, assist in page turning, pointing to words and pictures, during shared reading.
- Participate in a shared story by stating a word or point to a picture of an omitted word during shared reading.
- Point to match a text word with a spoken word in a sentence.
- Participate in shared reading by pointing to pictures to convey information.
- Point to pictures in a story to identify the story's actions and characters.

Level 1 Students will...

- Show engagement in shared read-alouds through an active participation response (e.g., voice output device, eye gaze choice board, nonverbal indicators).
- Speak words and sentences from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Demonstrate a response to select a picture of a person, a thing or an action from a text read aloud.



Topic Connection

This unit's Easy Read Book, *Ella Sees Lights*, identifies all the lights Ella sees when she walks through the park.



Topic Words

light*
see*



Literacy Words

author	cover	illustrator	story*
book	illustration/picture*	read*	title

* Power Words

Benchmark Assessments

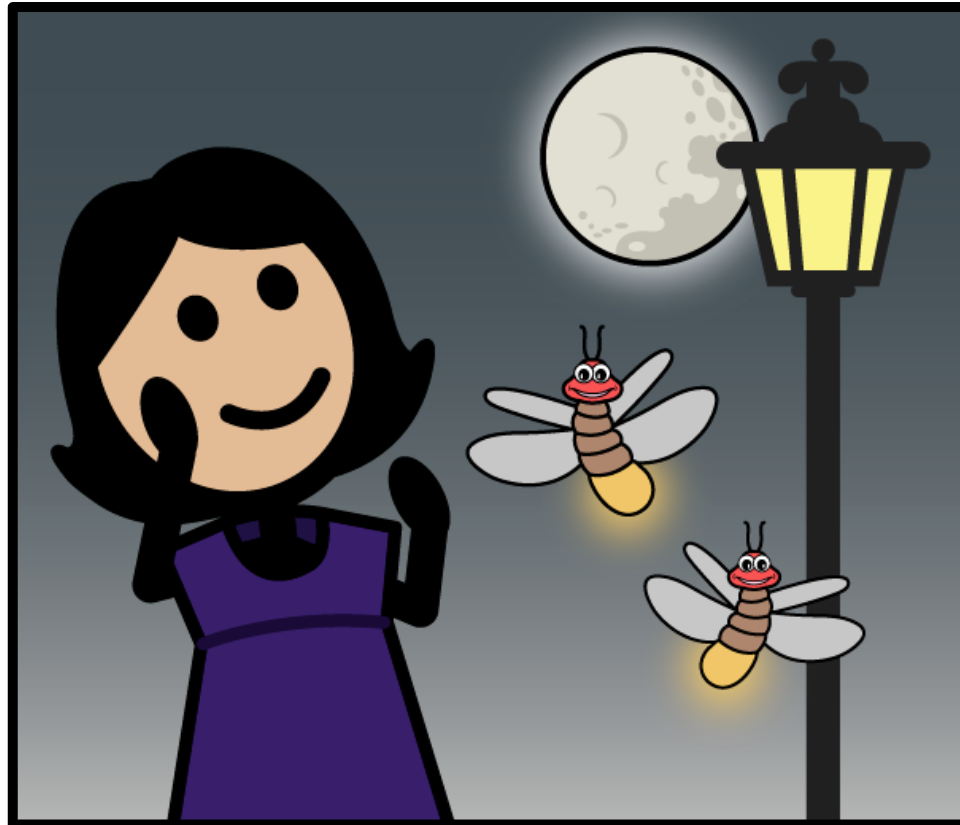
- Pre-K: Language and Communication
- Toddler: Language and Communication
- Emerging Skills: Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3: Language and Literacy Development
- Level 1: Combined Content, Questions 1, 2 and 4

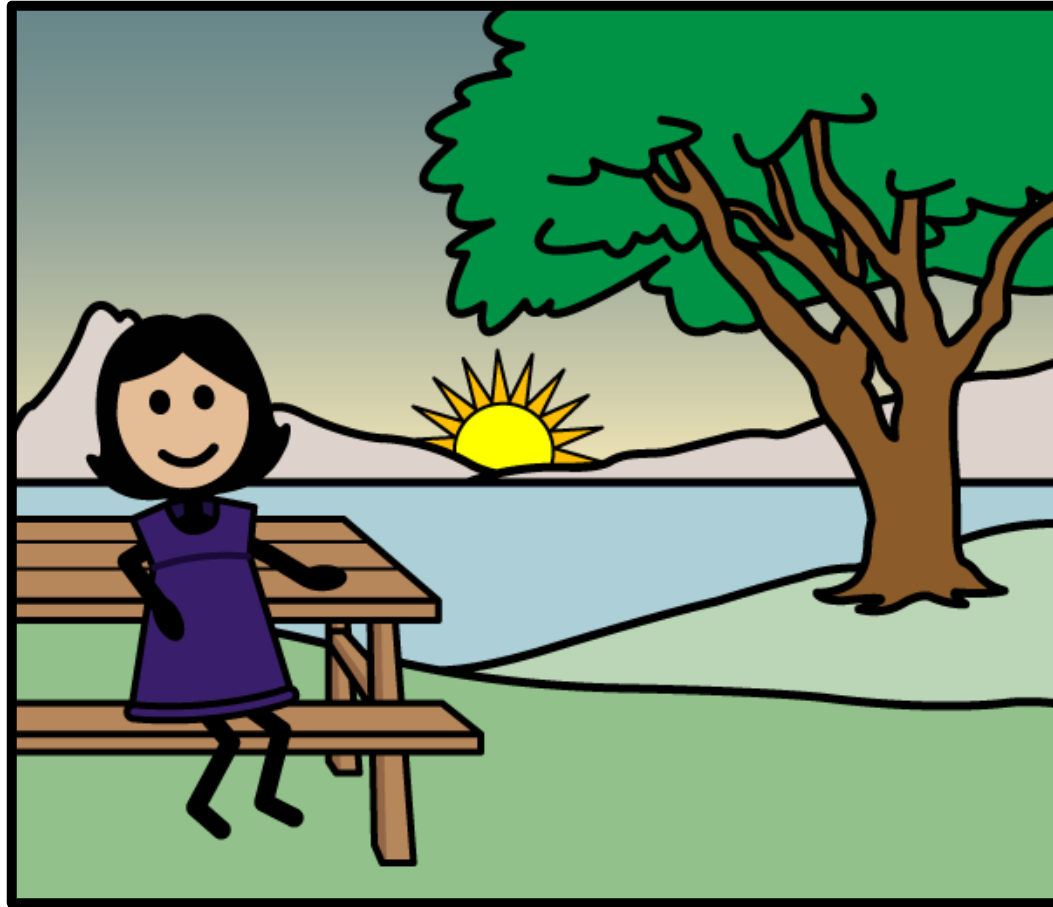
Ella Sees Lights

Unleveled



by Jen Voight

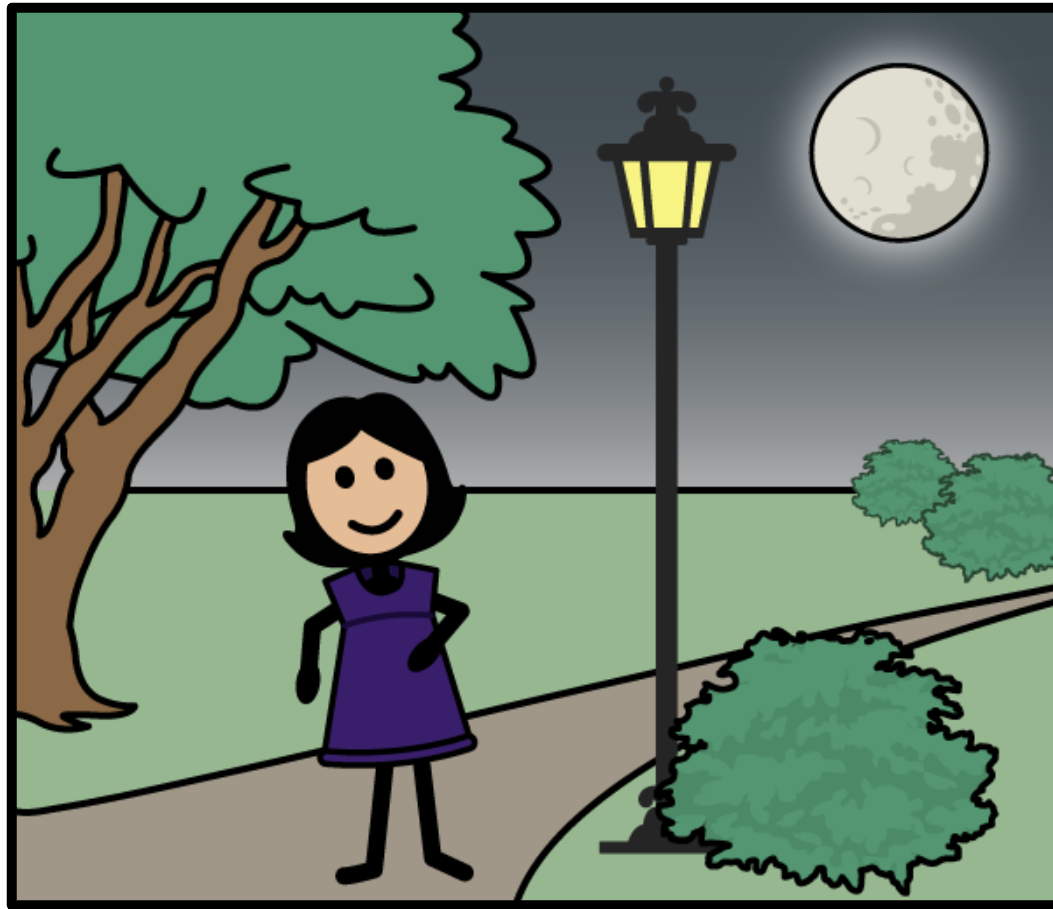
Illustrated by Katie Schwab



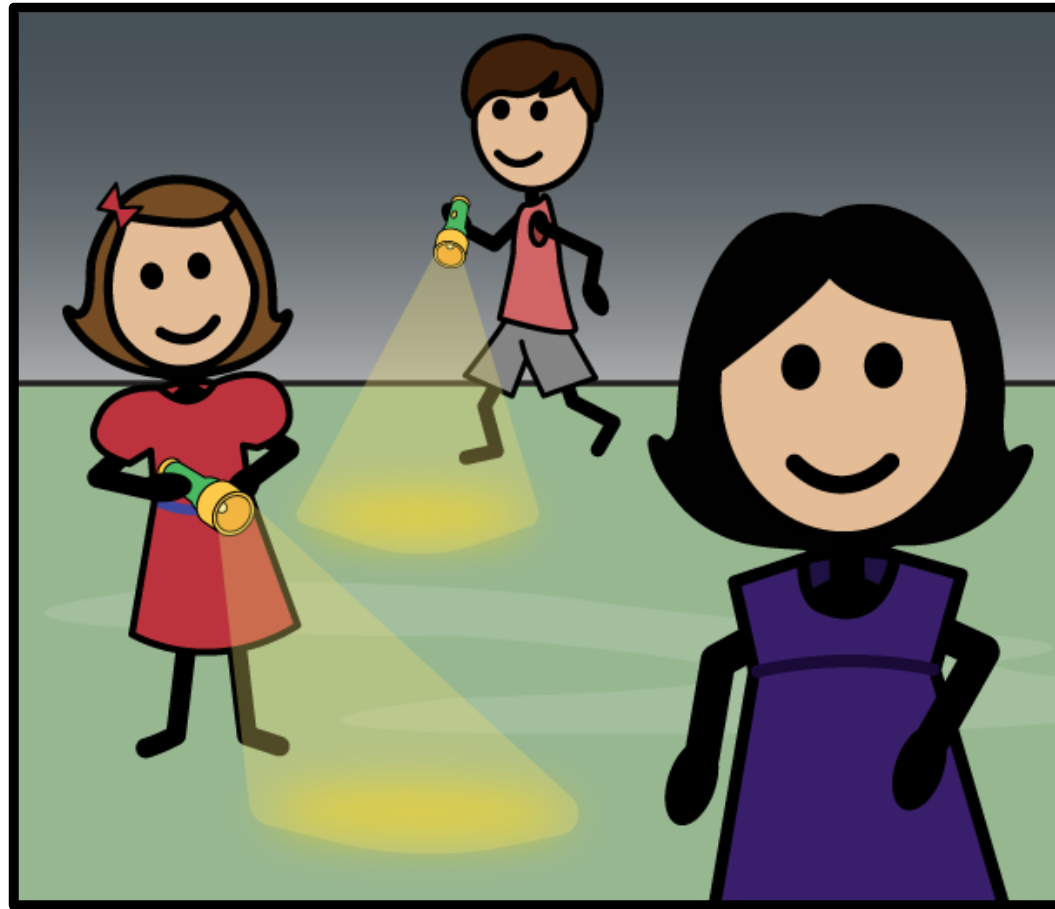
Ella sits on a picnic bench waiting for the Sun to go down.



Soon the Moon shines its light all around.



Ella sees a lamppost that lights her way.



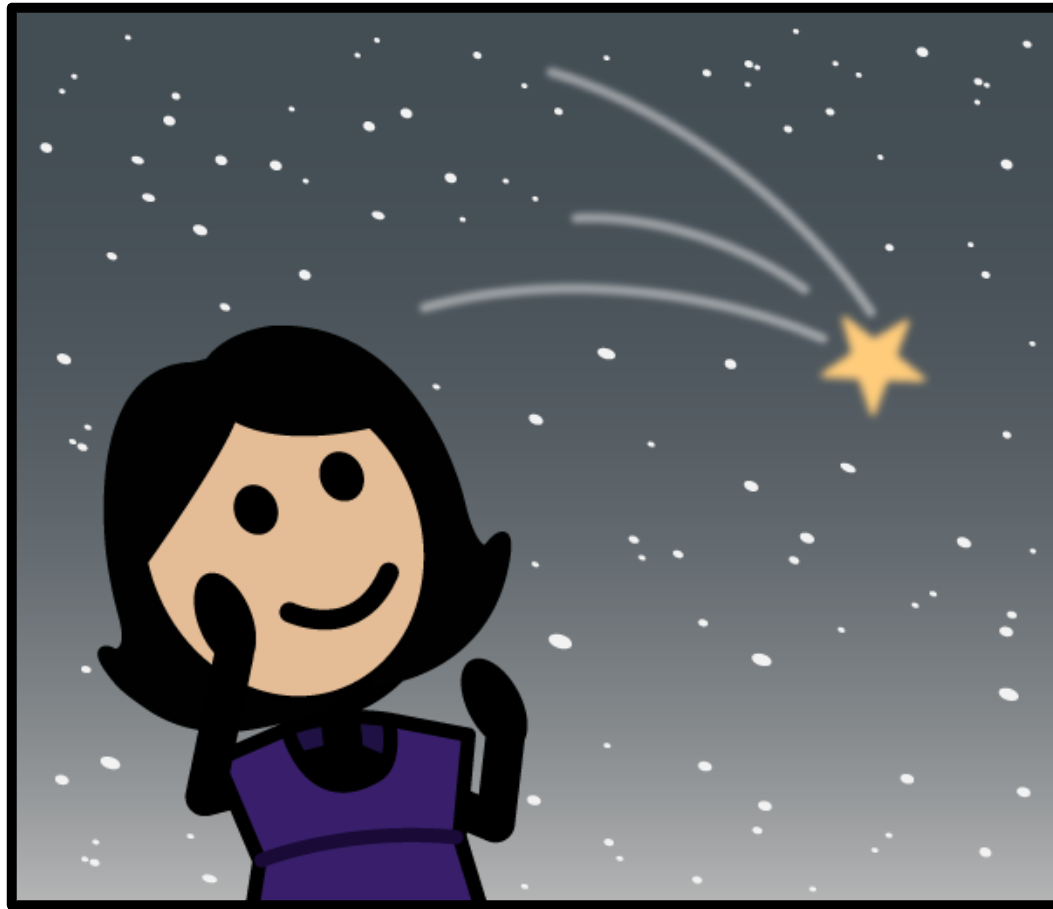
Ella sees a flashlight that shines as children play.



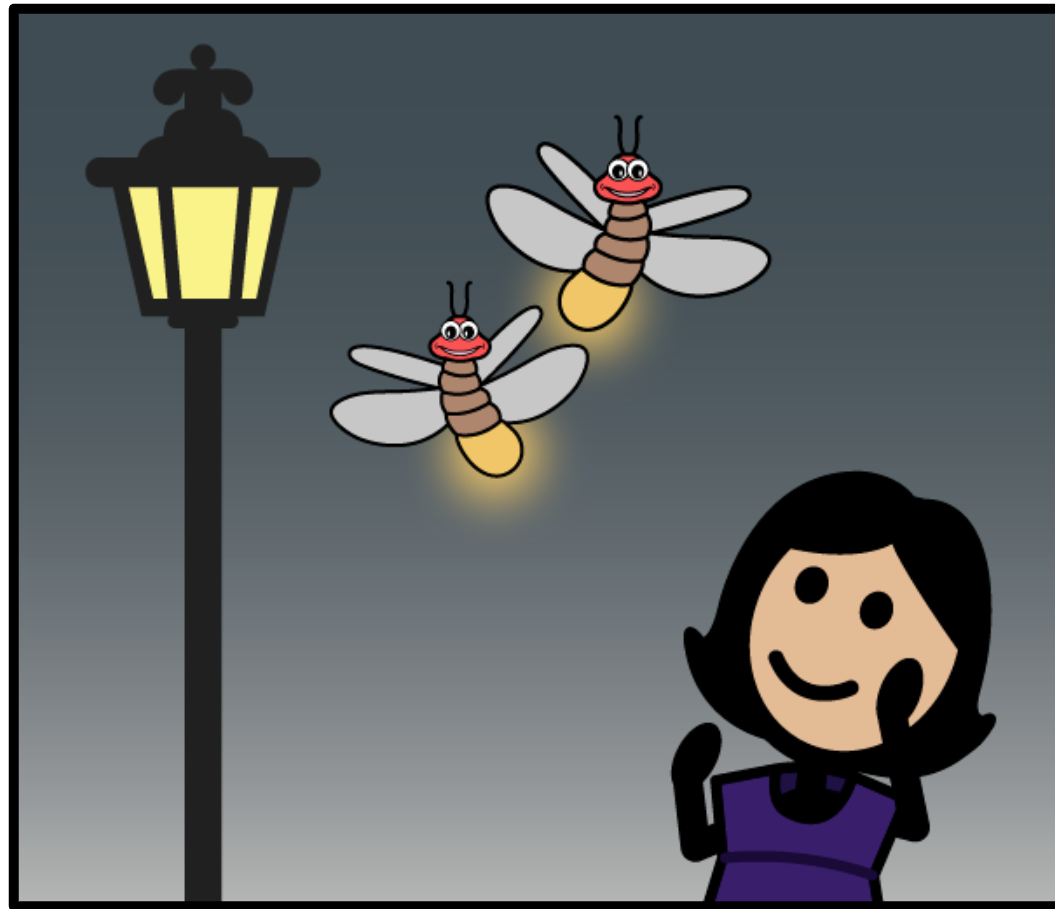
Ella sees a candle on a birthday cake.



Ella sees fireworks that light up the lake.



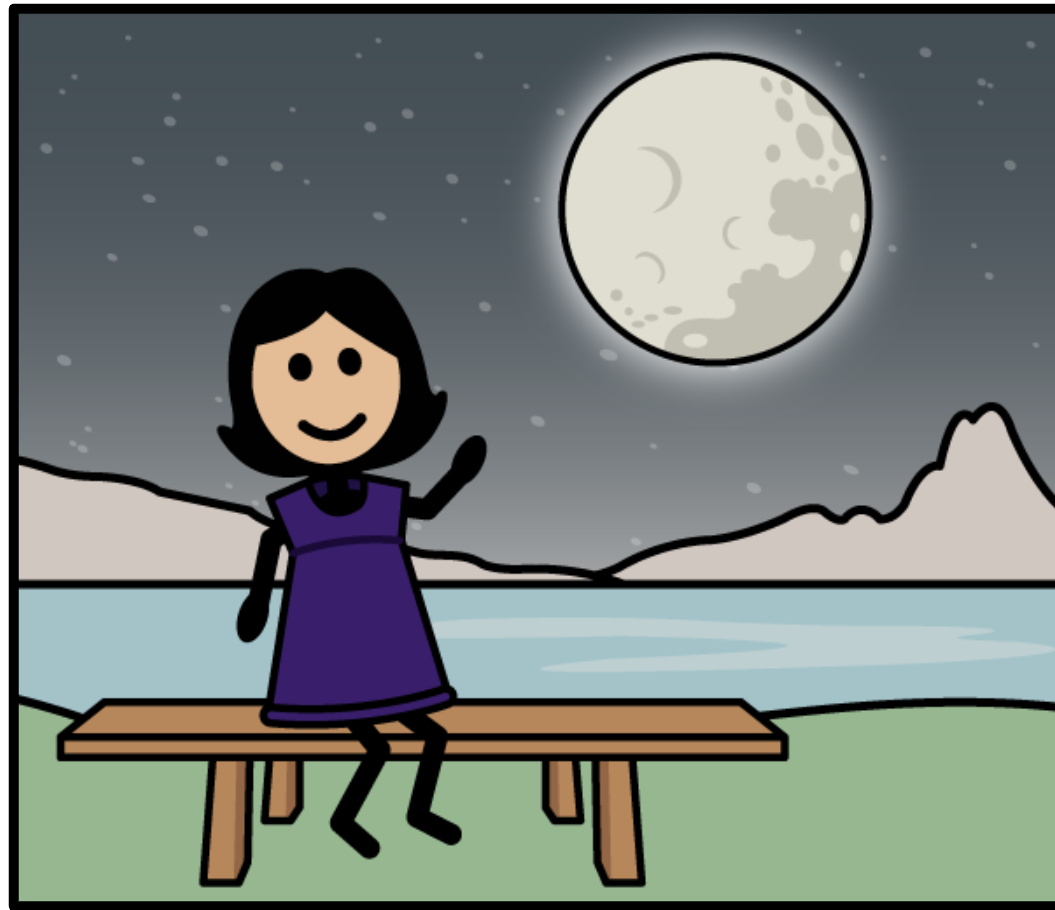
Ella sees stars in the night sky.



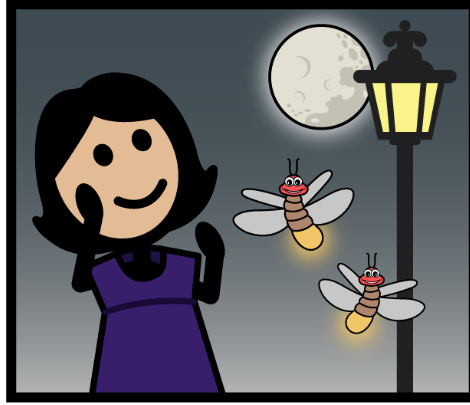
Ella sees fireflies dancing by.



Ella sees many lights in the park tonight.

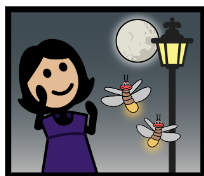


**The biggest light of all is the Moon
shining bright.**



The End

yes



Ella Sees Lights

no

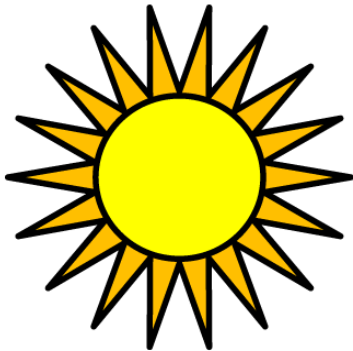


<p>sit</p>	<p>wait</p>	<p>down</p>	<p>Ella</p>	<p>Sun</p>	<p>Moon</p>
<p>shine</p>	<p>see</p>	<p>around</p>	<p>light</p>	<p>lamppost</p>	<p>flashlight</p>
<p>play</p>	<p>dance</p>	<p>many</p>	<p>children</p>	<p>candle</p>	<p>birthday cake</p>
		<p>biggest</p>	<p>fireworks</p>	<p>lake</p>	<p>star</p>
		<p>bright</p>	<p>night sky</p>	<p>firefly</p>	<p>park</p>

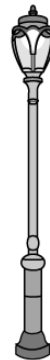
Within each category, pictures are listed from left to right in the order in which they appear in the text.



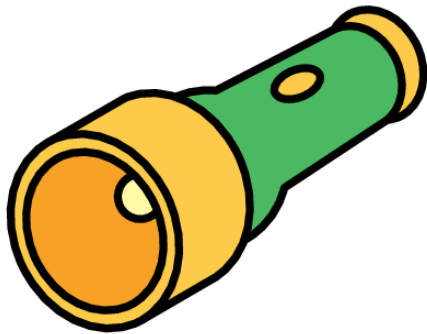
Sun



lamppost



flashlight



candle



fireworks



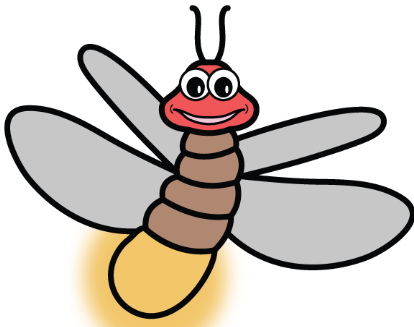
star





For hands-on instruction, print, cut out and laminate.

firefly



Moon



Instructional Targets

Toddler 3-4 Years

Language and Literacy Development: Early Reading/Comprehension

- Use pictures to describe information in books.

Language and Literacy Development: Listening and Speaking

- Show an understanding of statements referring to familiar people, places, things, and events.
- Combine words to express ideas, needs or wants.

Pre-Kindergarten 4-5 Years

Language and Literacy Development: Early Reading/Comprehension

- Retell familiar stories.

Language and Literacy Development: Listening and Speaking

- Follow rules for listening and speaking in a discussion (listening to others, turn-taking, etc.).
- Continue a conversation through multiple exchanges.
- Use conventions of grammar when speaking: correctly use nouns and verbs, plurals, conjunctions, adjectives, question words and prepositions.

Differentiated Tasks

Level 3 Students will...

- Participate in shared reading through retelling and pretend reading.
- Share information in a discussion or conversation through multiple exchanges.
- Use conventions of grammar when speaking, including simple sentences that contain nouns, verbs, adjectives, conjunctions, prepositions and question words.

Level 2 Students will...

- Participate in shared reading by pointing to pictures to convey information.
- Use picture supports to share information in a discussion or conversational exchange.
- Combine 2 to 3 words or pictures to create a communication message.

Level 1 Students will...

- Speak words and sentences from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Participate in conversational exchanges by using communication technology and picture supports.
- Use picture supports or adaptive technology to create a communication message.



Topic Connection

Throughout this unit, students learn about lights and sounds. This lesson is a Go Along Activity for the Easy Read Book, *Ella Sees Lights*. In this lesson, students will identify lights Ella sees in the park and add the lights to the park scene to help retell the story.



Topic Words



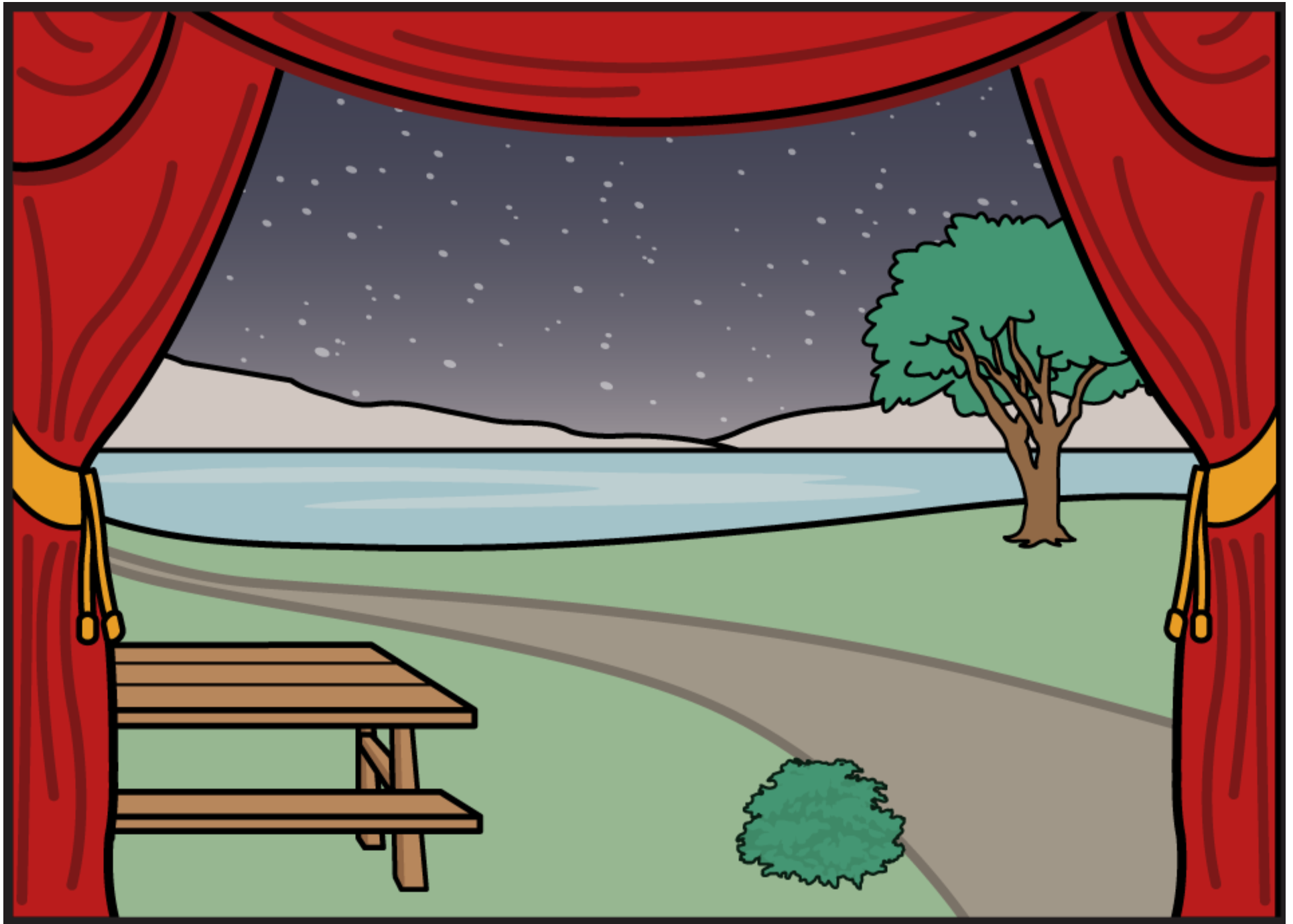
light*
see*
sound



Literacy Words

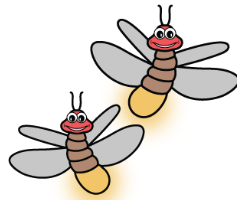
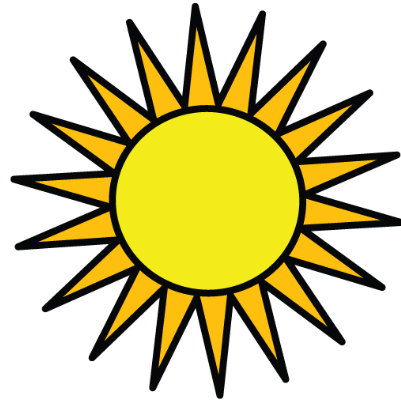
communicate (share) retell (tell)

* Power Words





For hands-on instruction, print, cut out and laminate.





Instructional Targets

Toddler 3-4 Years

Language and Literacy Development: Early Writing

- Make marks or scribbles to represent objects and ideas.
- Explore various writing tools, such as crayons, pencils, computers, etc.

Pre-Kindergarten 4-5 Years

Language and Literacy Development: Early Writing

- Use a combination of drawing, dictating, picture selection and emergent writing to express an opinion, share information about a topic, or tell a story (narration).
- Participate in shared research and writing.



Differentiated Tasks

Level 3 Students will...

- With guidance, create a written document that shares an opinion, gives information or tells a story by means of drawing, dictation or emerging writing.

Level 2 Students will...

- With guidance and support, add words or pictures to a writing template that shares an opinion, gives information or tells a story.

Level 1 Students will...

- Select an object or a picture to participate in completion of a writing template that shares an opinion, gives information or tells a story.



Topic Connection

Throughout this unit, students learn about lights and sounds. In this lesson, students choose and write about a sound they hear with their ears.



Topic Words



Literacy Words

ear*
hear*


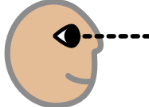
light*
sound





details
information

sentence
write*

* Power Words

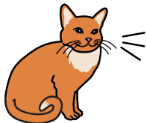



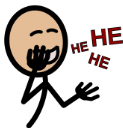







	I hear a	<div data-bbox="804 345 1518 659"></div>	.
	I see a	<div data-bbox="779 724 1493 1037"></div>	.

I	hear	a		.
				
I	see	a		.
				

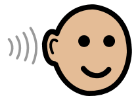


For hands-on instruction, print, cut out and laminate.

meow 	cat 
beep 	car 
giggle 	friend 
buzz 	bee 
choo-choo 	train 



The Sounds I Hear



I hear a sound in my ear.



It is a



that I hear.



The Sounds I Hear



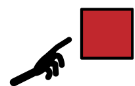
I hear a sound in my ear.











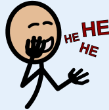






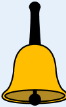





It is a



that I hear.



Sound Board

	 meow
	 beep
	 woof
	 buzz
	 giggle
	 boing
	 vroom
	 choo choo
	 ding ding
	 ring
	 la, la, la

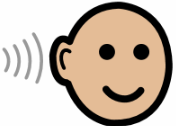








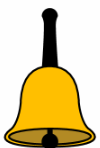




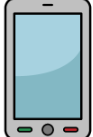

yes



The Sounds I Hear

no



hear 	I 	sound 	ear 	cat 
	dog 	bee 	horn 	giggle 
	bell 	ball 	truck 	whistle 
	song 	phone 	train 	



For hands-on instruction, print, cut out and laminate.

cat



horn



dog



bee



giggle



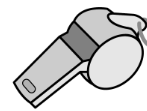
ball



truck



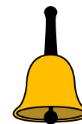
whistle



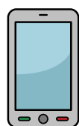
train



bell



phone



song





Instructional Targets

Toddler 3-4 Years

Language and Literacy Development: Early Reading/Print Concepts

- Show growing interest in reading related activities.

Language and Literacy Development: Early Reading/Phonological Awareness

- Begin to recognize words that rhyme in songs and nursery rhymes.

Language and Literacy Development: Listening and Speaking

- Participate in songs and rhymes that require listening.

Pre-Kindergarten 4-5 Years

Language and Literacy Development: Early Reading/Print Concepts

- Follow words left to right, top to bottom, page to page.
- Recognize that spoken words are represented by written language.

Language and Literacy Development: Early Reading/Phonological Awareness

- Show understanding of spoken words, syllables and sounds (phonemes); counting syllables, sounds and words; rhyming words; phoneme blending; and common initial phonemes.



Differentiated Tasks

Level 3 Students will...

- Follow left-to-right progression during shared reading.
- Identify and attempt to read word units within a sentence.
- Identify two words that rhyme.
- Listen to and follow directions while participating in songs and rhymes.

Level 2 Students will...

- With support, will assist in page turning during shared reading.
- Point to match a text word with a spoken word in a sentence.
- Match pictures of two rhyming words said aloud.
- With support, will listen to and follow directions while participating in songs and rhymes.

Level 1 Students will...

- Show engagement in shared read-alouds through an active participation response (e.g., voice output device, eye gaze choice board, nonverbal indicators).
- Select a picture of a word that rhymes with a named word (errorless choice).



Topic Connection

Throughout this unit, students learn about things that make light, such as stars. In this lesson, students will use the song, "Star Light, Star Bright," to identify words that rhyme.



Topic Words



light*
see*



Rhyme Words

rhyme sound

* Power Words

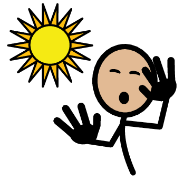
Benchmark Assessments

- Early Learning: Rhyming Words
- Emerging Skills: Rhyming Words Picture Recognition

Monthly Checkpoint Assessments

- Level 2-3 Language and Literacy Development, Questions 1 and 2.

★ Star Light, Star Bright



Star light, star bright,



First star I see tonight.



I wish I may, I wish I might,



Have this wish I wish tonight.

★ Star Light, Star Bright

Star light, star bright,



First star I see tonight.



I wish I may, I wish I might,



Have this wish I wish tonight.

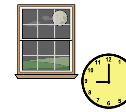
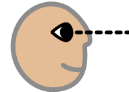


★ Star Light, Star Bright

Star light, star bright,



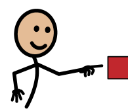
First star I see tonight.



I wish I may, I wish I might,



Have this wish I wish tonight.



★ Star Light, Star Bright



Star light, star bright,



First star I see

.



I wish I may, I wish I might,



Have this wish I wish

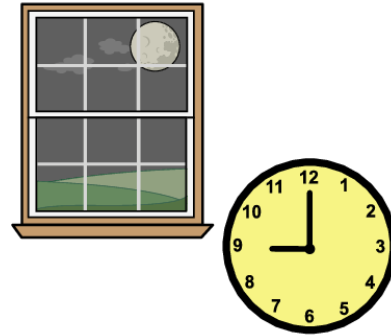
.



bright



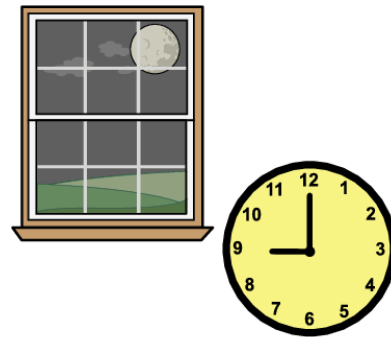
tonight



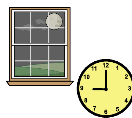
might



tonight



tonight



tonight





For hands-on instruction, print, cut out and laminate.





Instructional Targets

Toddler 3-4 Years

Language and Literacy Development: Early Reading/Phonological Awareness

- Begin to recognize that words are made of spoken sounds.
- Distinguish and identify sounds in the environment.

Pre-Kindergarten 4-5 Years

Language and Literacy Development: Early Reading/Phonological Awareness

- Show understanding of spoken words, syllables and sounds (phonemes); counting syllables, sounds and words; rhyming words; phoneme blending; and common initial phonemes.
- Understand the link between letters and sounds.



Differentiated Tasks

Level 3 Students will...

- Tap or clap sounds or syllables of a spoken word.
- Blend and segment sounds to produce a spoken word.

Level 2 Students will...

- Participate in a supported tap or clap to indicate sounds or syllables in a word.
- Identify pictures that represent sound blending of words.

Level 1 Students will...

- Participate in a supported tap or clap to indicate sounds or syllables in a word or words in a sentence.
- Attend to sound blending activities.



Topic Connection

Throughout this unit, students discuss sounds they hear all around them. In this lesson, students will manipulate sounds in words such as ape and van. NOTE: The letter x will be used in the final position in some words.



Topic Words



hear*
sound



Literacy Words

blend
segment

sentence
sound

syllable
word

* Power Words

Benchmark Assessments

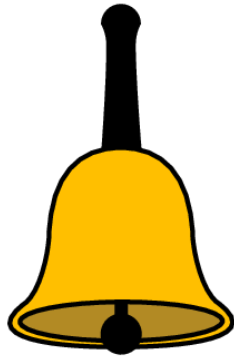
- Early Learning: Phonemic Awareness Phoneme Blending
- Reading: Final Letters

Monthly Checkpoints

- Level 2-3 Language and Literacy Development

Syllables

bell



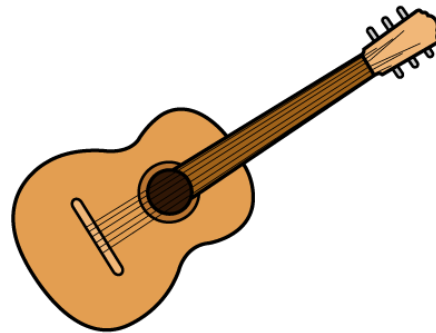
drum



horn



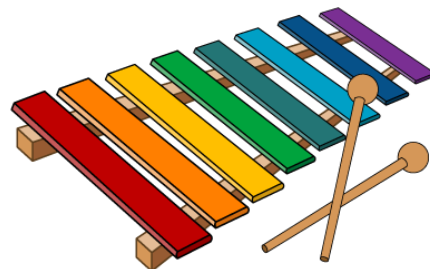
guitar



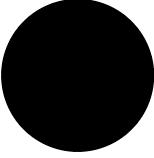
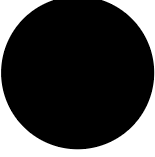
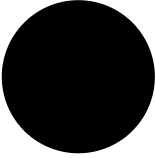
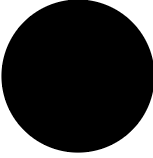
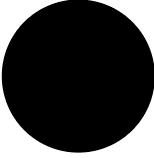
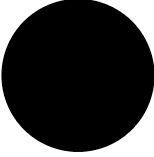
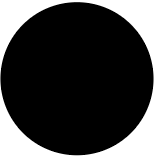
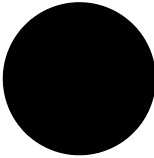
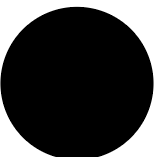
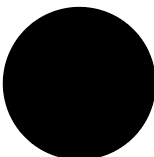
piano



xylophone



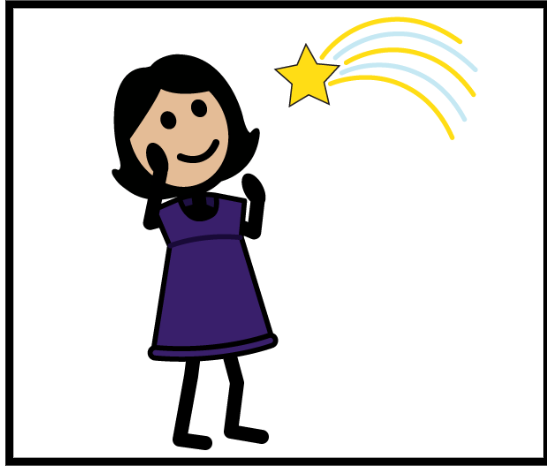
Syllables

<p>1</p> 	<p>2</p>  
<p>3</p>   	<p>4</p>    

Sound Imagery

Ella sees a shooting star in the sky. She opens her mouth (ask students to open their mouth), points in the sky and says /a/, /a/, /a/.

long /a/



Aa

Hugh watches his mom vacuum. The vacuum makes a loud /v/ sound. (Hold /v/ and encourage students to place hand on throat to feel the vibration.)

/v/



Vv

Ella hears the sound of fireworks. She covers her ears and smiles (have students pull lips back in a smile) as the fireworks shoot into the sky /ks/, /ks/, /ks/.

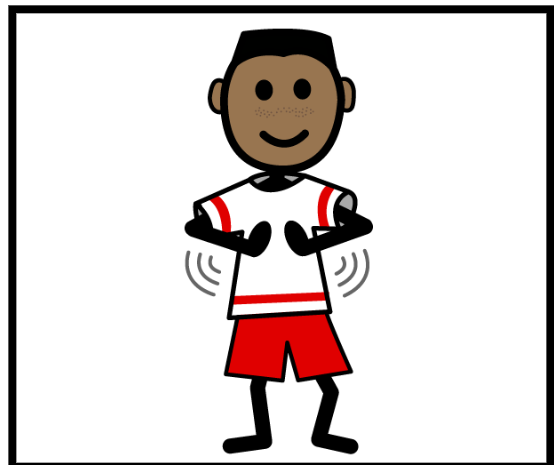
/ks/



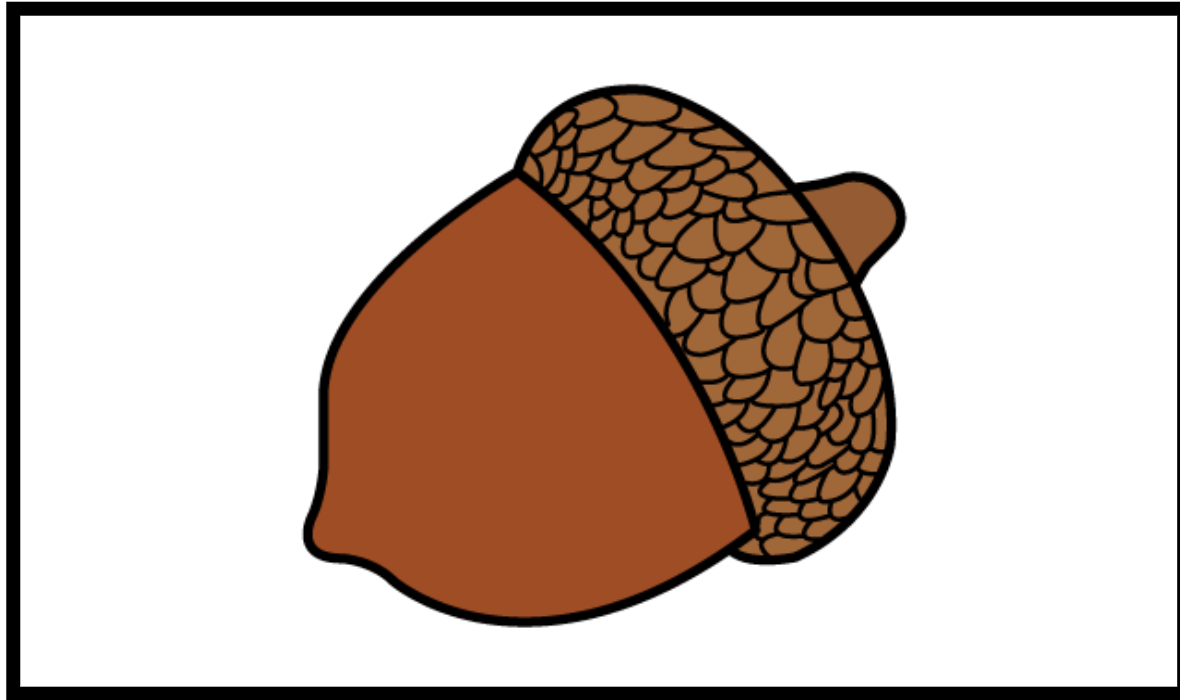
Xx

Hugh hears the pounding of the drum. He claps his hands together to the beat and says /y/, /y/, /y/.

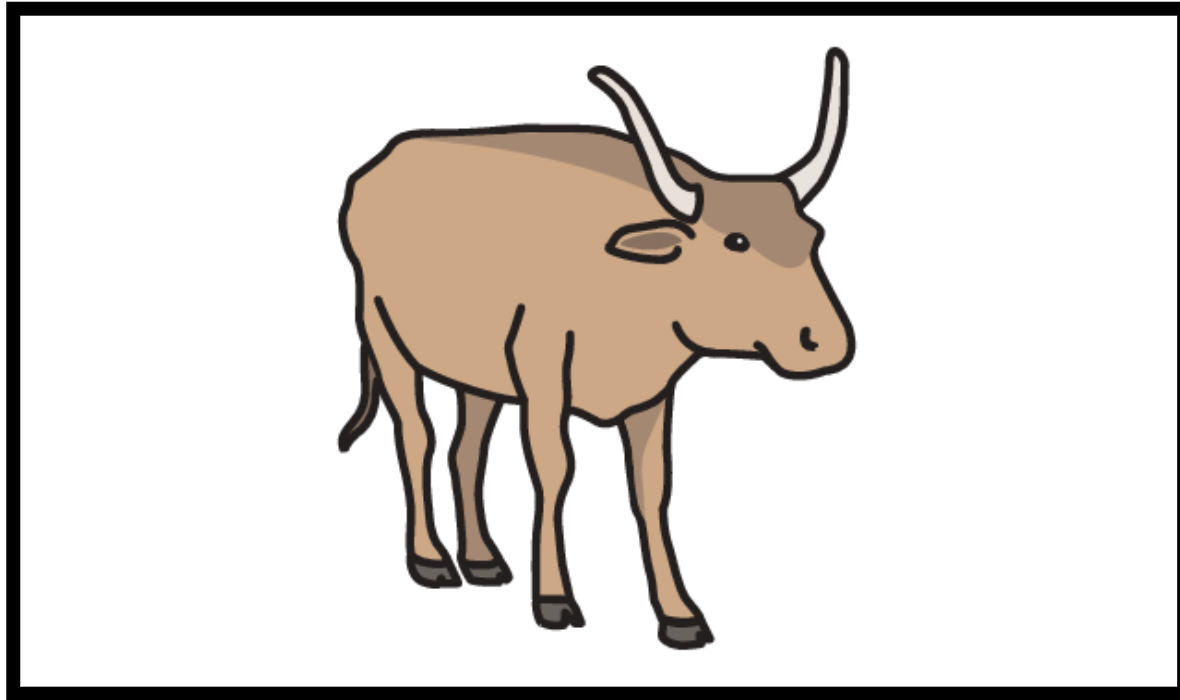
/y/



Yy

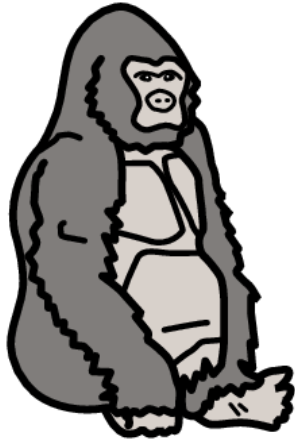








Phonemic Awareness



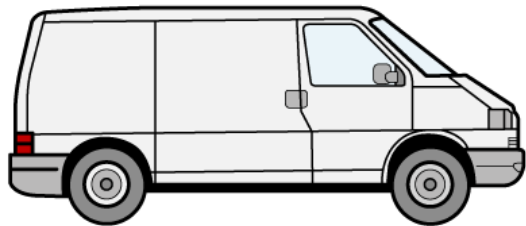
ape



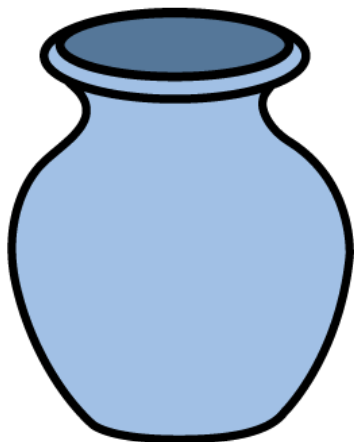
April



angel



van

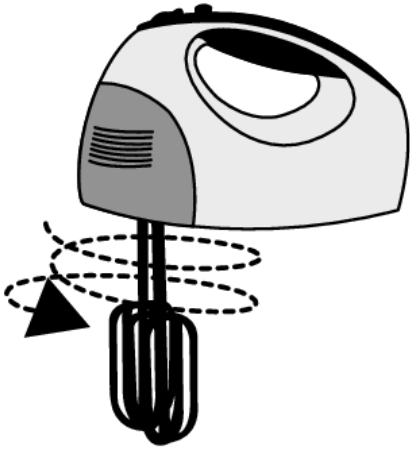


vase

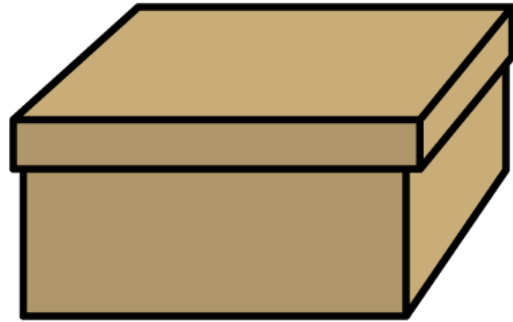


vest

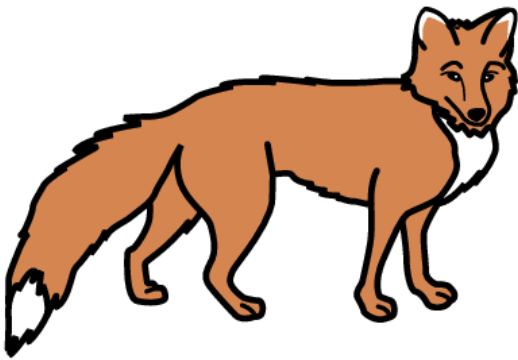
Phonemic Awareness



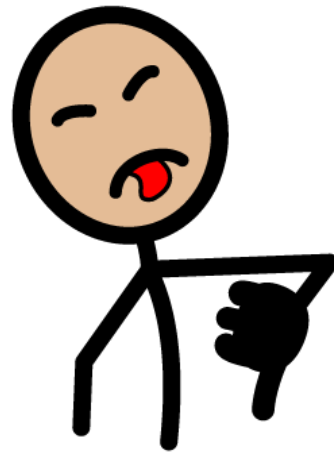
mix



box



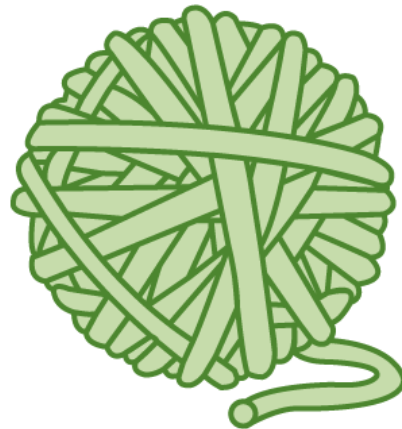
fox



yuck



yak



yarn

Phonemic Awareness

A

a

V

v

Phonemic Awareness

X

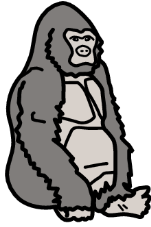
x

Y

y



ape



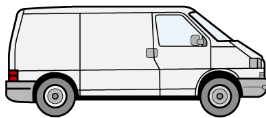
April



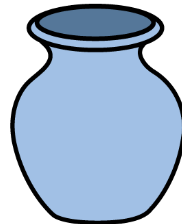
angel



van



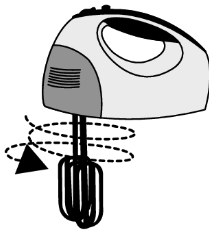
vase



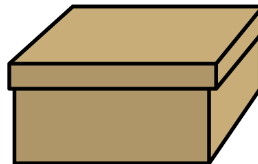
vest



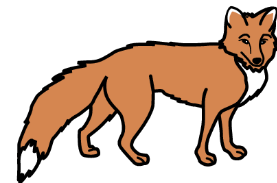
mix



box



fox



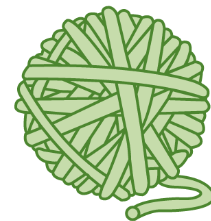
yuck



yak



yarn



Instructional Targets

Toddler 3-4 Years

Language and Literacy Development: Early Reading/Letter and Word Recognition

- Begin to recognize that words are made of letters.
- Recognize a letter as one component of a word.

Pre-Kindergarten 4-5 Years

Language and Literacy Development: Early Reading/Letter and Word Recognition

- Identify letters of the alphabet.
- Recognize letters in own name.
- With support, recognize the sound associated with letters.

Differentiated Tasks

Level 3 Students will...

- Name selected letters of the alphabet.
- Match letters to sounds.

Level 2 Students will...

- Match selected letters of the alphabet.
- Match a sound to a letter in a supported activity.

Level 1 Students will...

- Demonstrate a response to select a letter of the alphabet (errorless choice).
- Students will read own name, familiar words and frequently occurring environmental print words.
- Demonstrate a response to select a letter of the alphabet that matches a letter sound (errorless choice).



Topic Connection

Throughout this unit, students discuss lights and sounds that we can see and hear all around us. In this lesson, students will recognize targeted letters and their initial sounds in words, including words related to objects that make sounds.



Topic Words



hear* see*
light sound



Literacy Words

capital letter name sound
letter lowercase word

* Power Words

Benchmark Assessments

- Reading: Initial Letters
- Reading: Final Letters
- Early Learning: Letter ID - Upper Case
- Early Learning: Letter ID - Lower Case
- Emerging Skills: Letter Match

Monthly Checkpoint Assessments

- Level 2-3 Language and Literacy Development
- Questions 7-10

A

a



V

v



X

x



Y

y



A

a

V

v

X

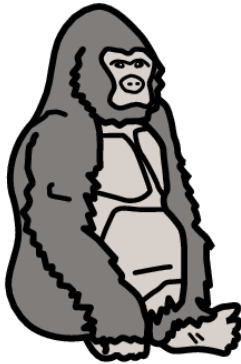
x

Y

y



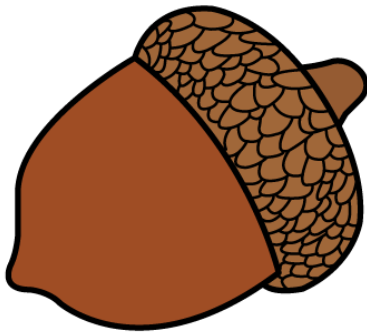
ape



apron



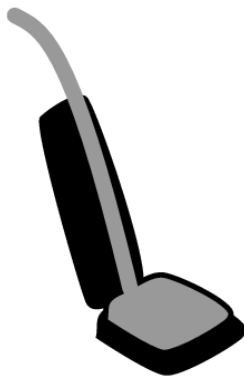
acorn



violin



vacuum



volcano





X-ray



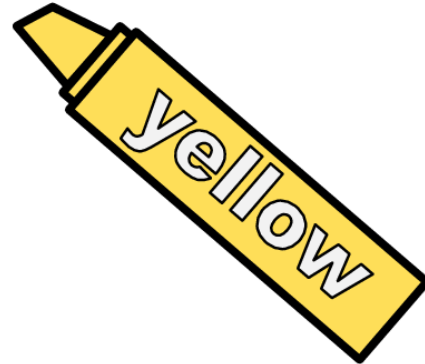
Xbox®



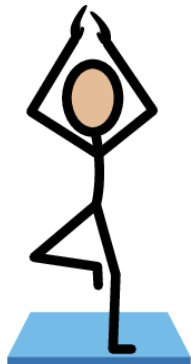
yo-yo



yellow

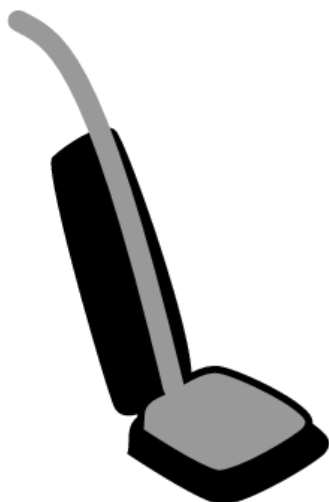
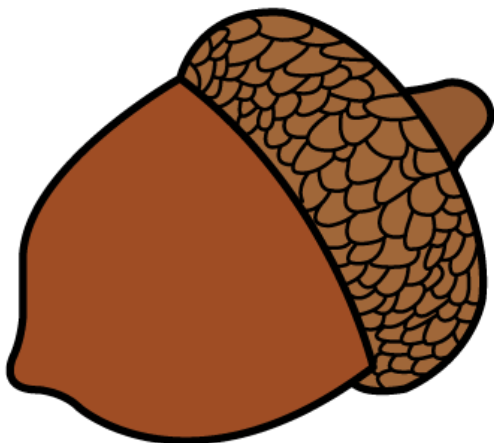
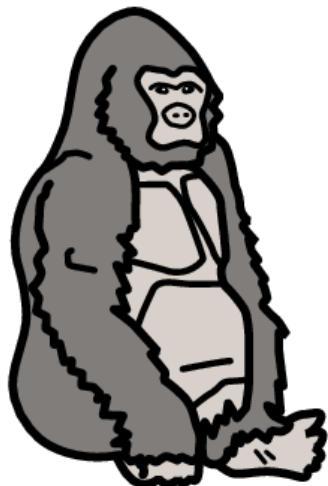


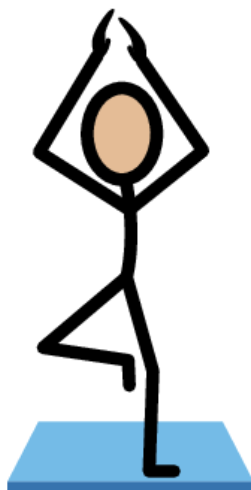
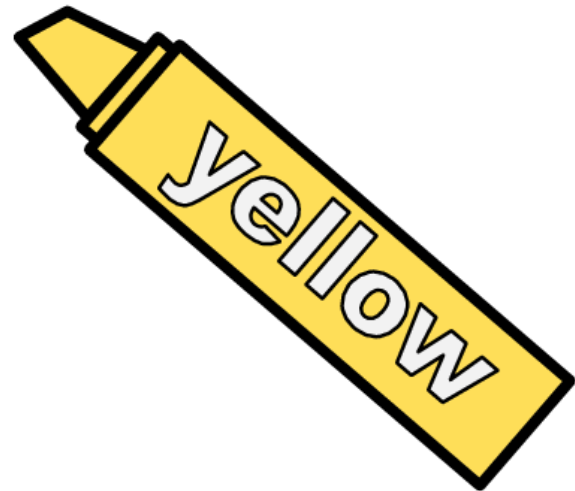
yoga





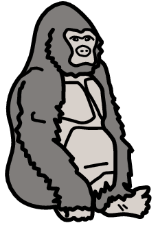
For hands-on instruction, print, cut out and laminate.



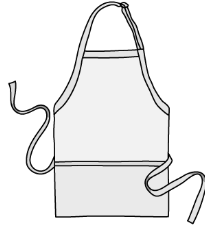




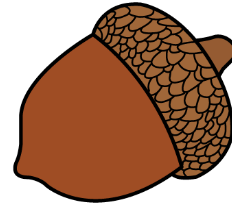
ape



apron



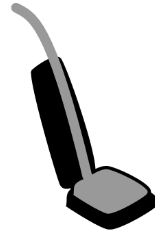
acorn



violin



vacuum



volcano



X-ray



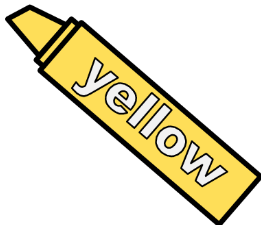
Xbox®



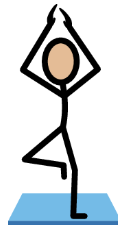
yo-yo



yellow



yoga





Instructional Targets

Toddler 3-4 Years

Language and Literacy Development: Vocabulary

- Label words for objects in the environment or pictures in books.
- Recognize associated words (e.g., food words, animals, names).
- Use words with meaning in conversations.

Pre-Kindergarten 4-5 Years

Language and Literacy Development: Vocabulary

- Sort common objects into categories.
- Recognize word opposites.
- Make connection between words and their use.
- Use learned words and phrases in story-reading discussion and conversation.



Differentiated Tasks

Level 3 Students will...

- Identify and sort like words into appropriate categories.
- Use a variety of words with meaning in conversation.

Level 2 Students will...

- Sort pictures into appropriate categories.
- Identify pictures and words from unit topics in conversations.

Level 1 Students will...

- Make a selection to indicate a picture within a given category (errorless choice).
- Demonstrate a response to select pictures or words related to unit topics or conversations.



Topic Connection

In this unit, students are learning about the lights and sounds that are all around us. In this lesson, they will explore things that give us light, such as a candle, and things that make a sound, such as a drum.



Topic Words



Literacy Words

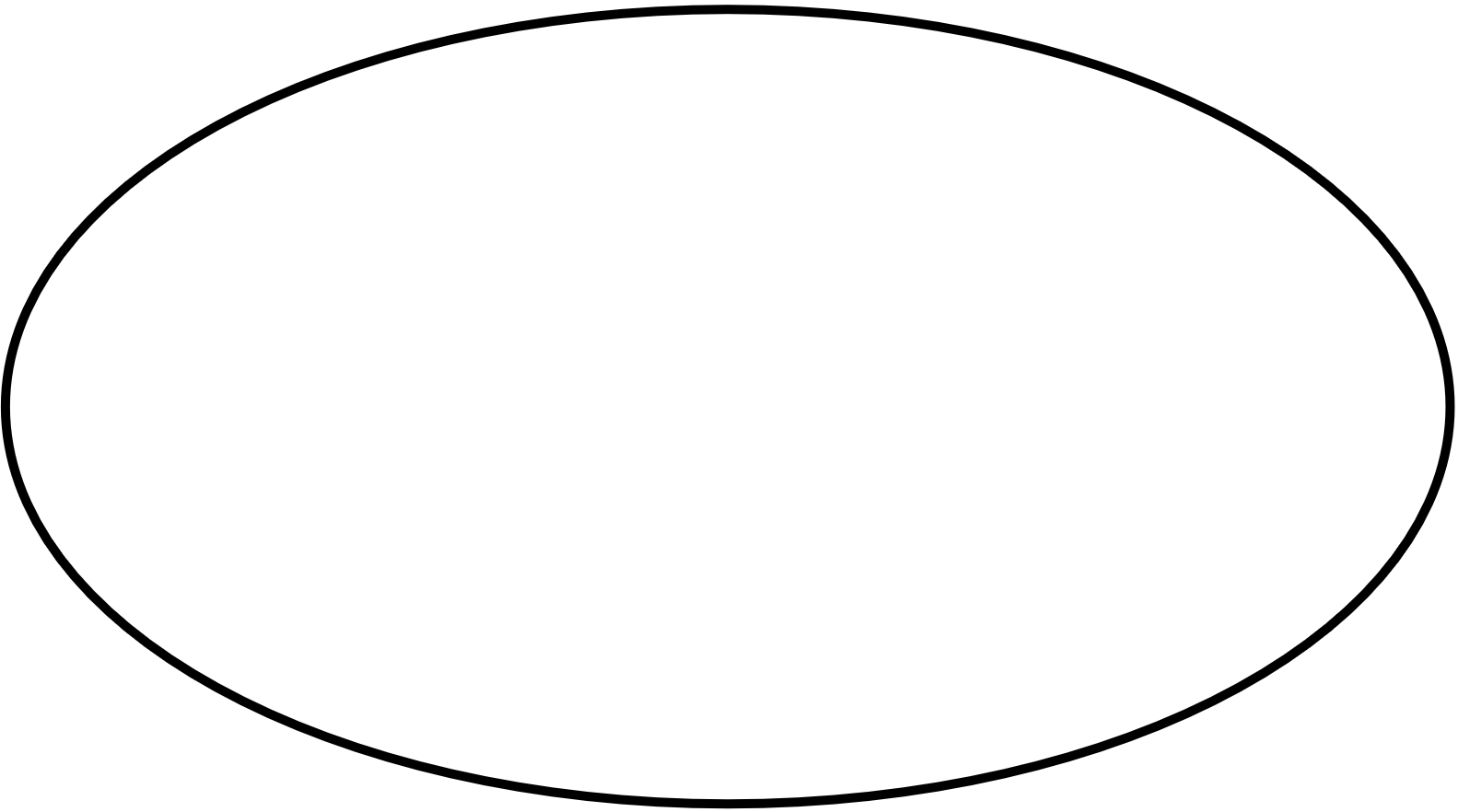
ear
eye*
hear*
light*
see*
sound

category meaning/definition sort word

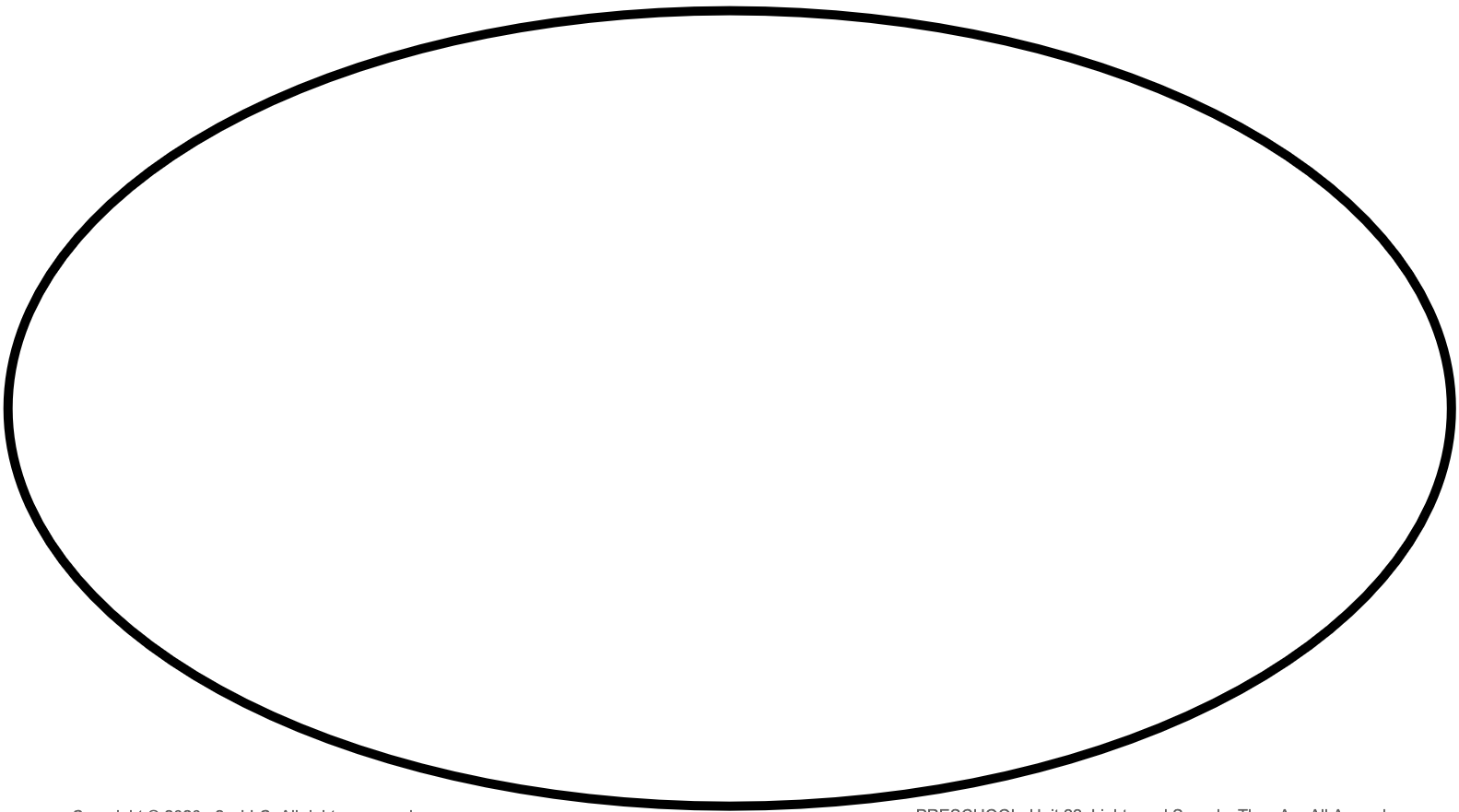
* Power Words



Light

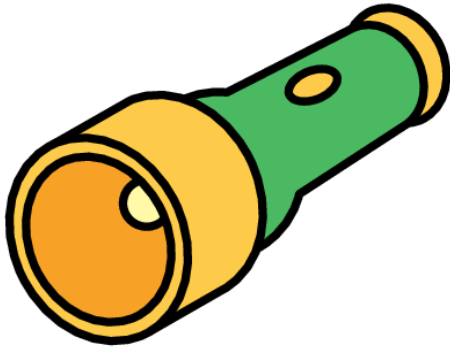


Sound

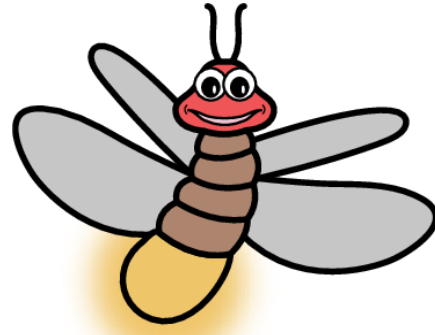




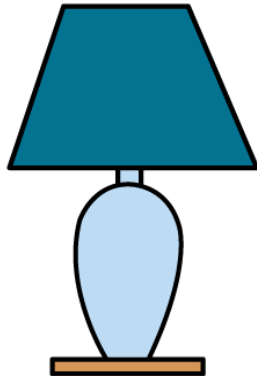
flashlight



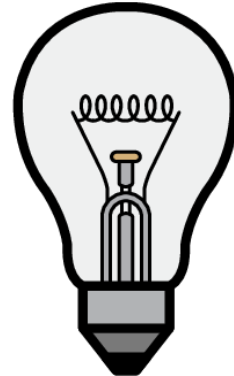
firefly



lamp



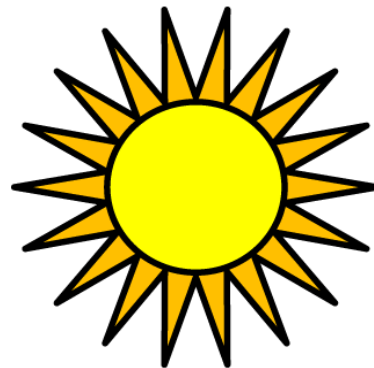
light bulb



candle

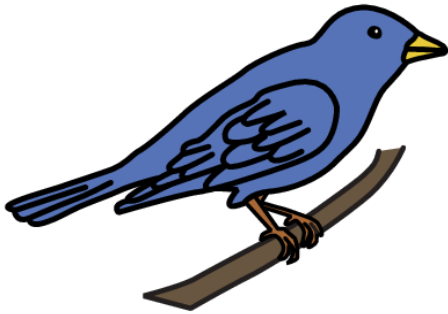


Sun





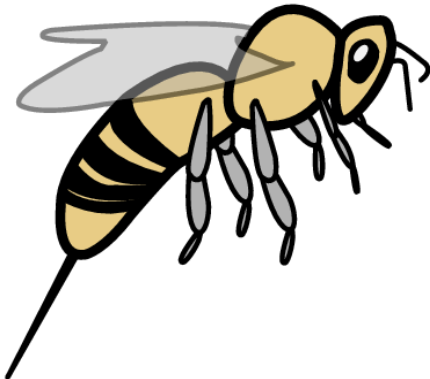
bird



dog



bee



drum



horn



train whistle



Instructional Targets

Toddler 3-4 Years

Language and Literacy Development: Vocabulary

- Label words for objects in the environment or pictures in books.
- Use words with meaning in conversation.

Language and Literacy Development: Listening and Speaking

- Respond appropriately to simple questions.

Pre-Kindergarten 4-5 Years

Language and Literacy Development: Vocabulary

- Make connections between words and their use.
- Use learned words and phrases in story-reading discussion and conversation.

Language and Literacy Development: Listening and Speaking

- Ask and answer questions about text or experience.

Differentiated Tasks

Level 3 Students will...

- Use a variety of words with meaning in conversation.
- Answer who, what, where questions about a shared text, experience or sequence of events.

Level 2 Students will...

- Identify pictures and words from unit topics or conversations.
- Point to pictures to respond to who, what, where questions about a shared text, experience or sequence of events.

Level 1 Students will...

- Demonstrate a response to select pictures or words related to unit topics or conversations.
- Demonstrate a response to select a picture of a person, a thing or an action from a shared text, experience or sequence of events.



Topic Connection

Throughout this unit, students learn about lights and sounds that are all around us. In this lesson, students will develop vocabulary by answering questions about lights and sounds they see and hear all around them.



Topic Words



hear
light*
sound
see*

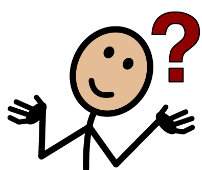
* Power Words

Benchmark Assessments

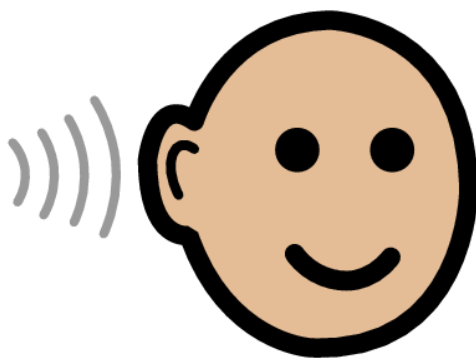
- Emerging Skills: Picture Math

Monthly Checkpoint Assessments

- Level 2-3 Content Understanding

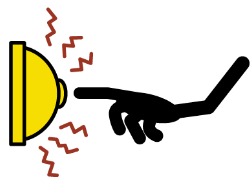


Question of the Day

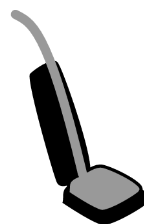


1. What sound do you hear in your house?

doorbell



vacuum

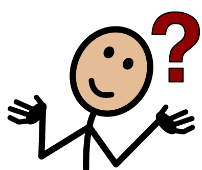


pet

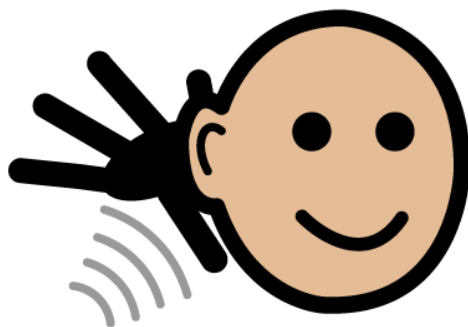


music





Question of the Day



2. How can you make a sound?

clap



sing

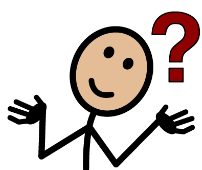


hum

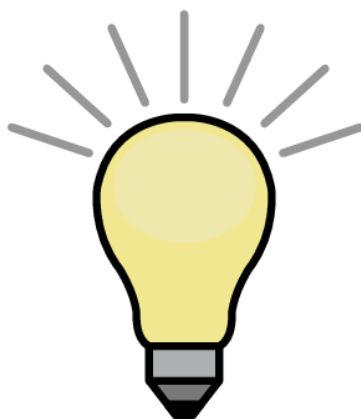


stomp



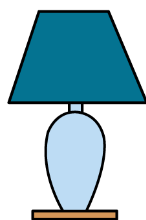


Question of the Day

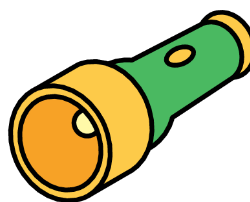


3. What gives us light?

lamp



flashlight



lantern

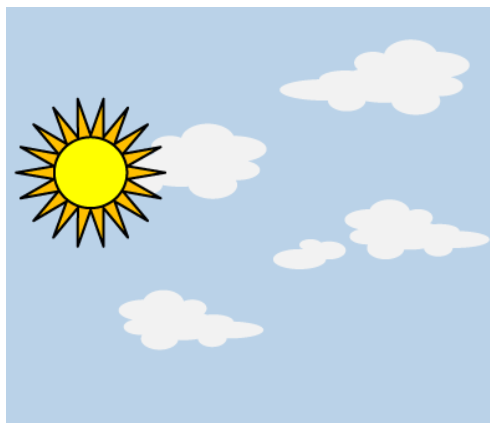


candle



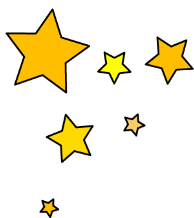


Question of the Day

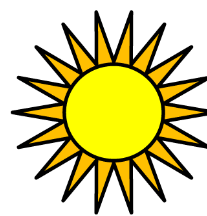


4. What lights do you see in the sky?

stars



Sun

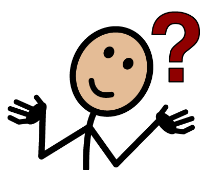


Moon



fireworks





Question of the Day

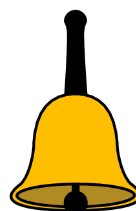


5. What can you use to make music?

drum



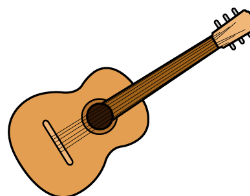
bell



maraca

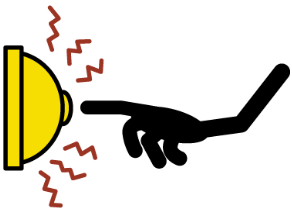
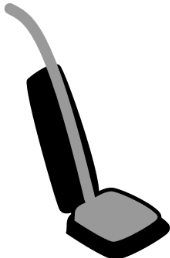






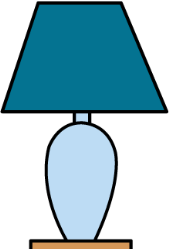



guitar






For hands-on instruction, print, cut out and laminate.


<p>doorbell</p> 	<p>vacuum</p> 	<p>pet</p> 
<p>music</p> 	<p>clap</p> 	<p>sing</p> 
<p>hum</p> 	<p>stomp</p> 	<p>lamp</p> 




5. What can you use to make music?




4. What lights do you see in the sky?



3. What gives us light?



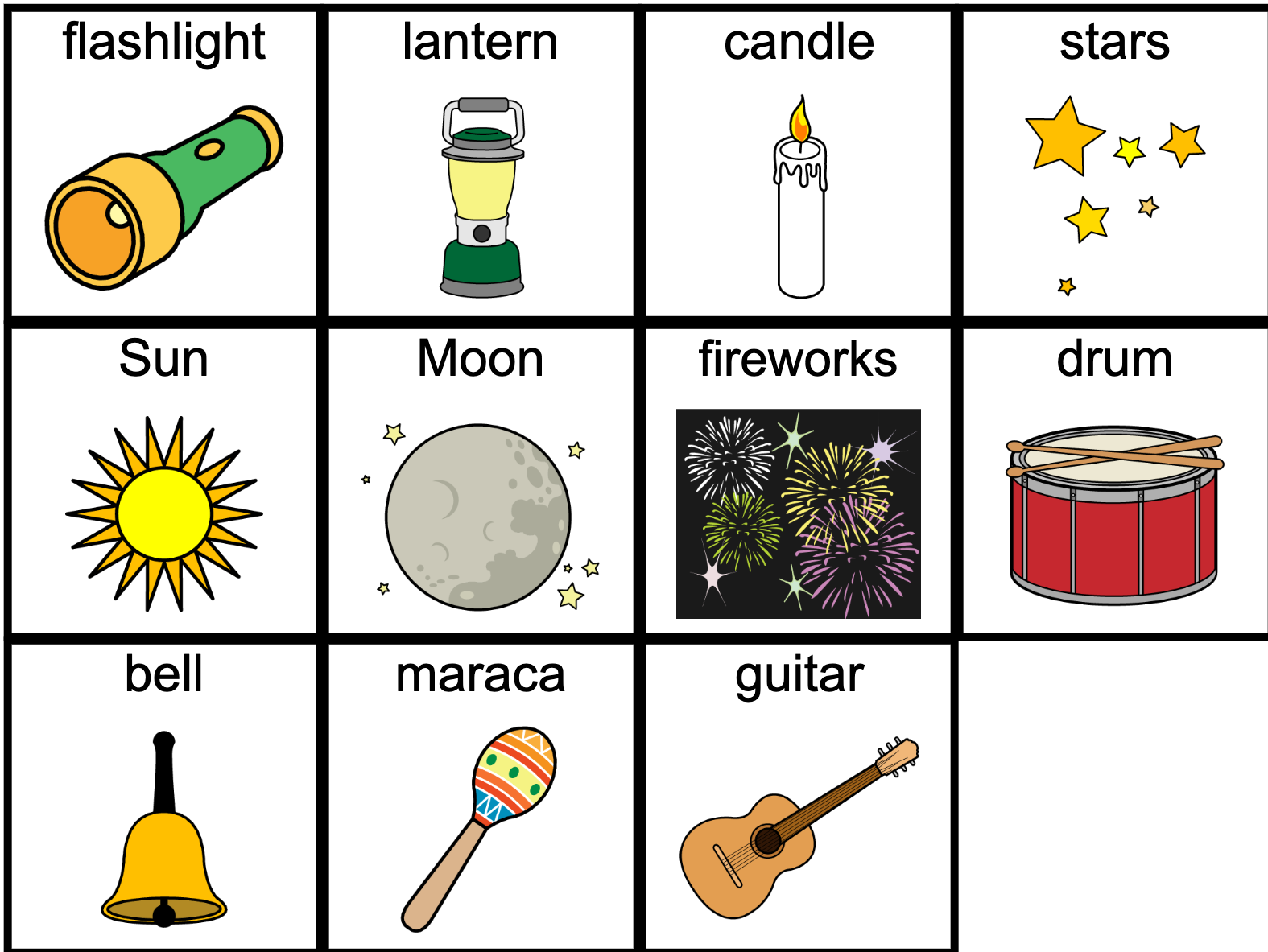
2. How can you make a sound?



1. What sound do you hear in your house?



For hands-on instruction, print, cut out and laminate.



Instructional Targets

Toddler 3-4 Years

Language and Literacy Development: Early Reading/Comprehension

- Use pictures to describe information in books.
- Recall specific characters and actions in a story.
- Tell about a story using words, gestures or pictures.

Language and Literacy Development: Early Writing

- Make marks or scribbles to represent objects and ideas.
- Explore various writing tools, such as crayons, pencils, computers, etc.
- "Read" or name scribbles or marks.

Pre-Kindergarten 4-5 Years

Language and Literacy Development: Early Reading/Comprehension

- Ask and answer questions about key details in text.
- Retell familiar stories.
- Identify characters and events in a story.
- Describe events or information from a text.
- Begin to recognize the difference between fantasy and reality in stories.
- Identify the author and illustrator of a story.

Language and Literacy Development: Early Writing

- Use a combination of drawing, dictating, picture selection and emergent writing to express an opinion, share information about a topic, or tell a story (narration).

Differentiated Tasks

Level 3 Students will...

- Participate in shared reading through retelling and pretend reading.
- Use pictures from a story to describe the story's actions and characters.
- With guidance, create a written document that shares an opinion, gives information or tells a story by means of drawing, dictation or emerging writing.

Level 2 Students will...

- Participate in shared reading by pointing to pictures to convey information.
- Point to pictures to identify actions and characters.
- With guidance and support, add words or pictures to a writing template that shares an opinion, gives information or tells a story.

Level 1 Students will...

- Show engagement in read-alouds through an active participation response form (e.g., voice output device, eye gaze choice board, nonverbal indicators).
- Demonstrate a response to select a picture of a person, a thing or an action from a text read aloud.
- Select an object or a picture to participate in the completion of a writing template that shares an opinion, gives information or tells a story.



Topic Connection

In Eric Carle's book, *The Very Lonely Firefly*, we follow a lonely firefly as she finds her friends. On her journey, she runs into lights that light up the night sky. In this lesson, students will listen to the story. Then they will write about what they might see while looking for fireflies.



Topic Words

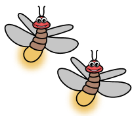
eye*
light*
see*



Literacy Words

author	cover	letter	story*
book	illustrator	read	title
character	illustration/picture*	sentence	write*

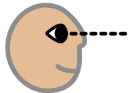
* Power Words



I am looking for fireflies.



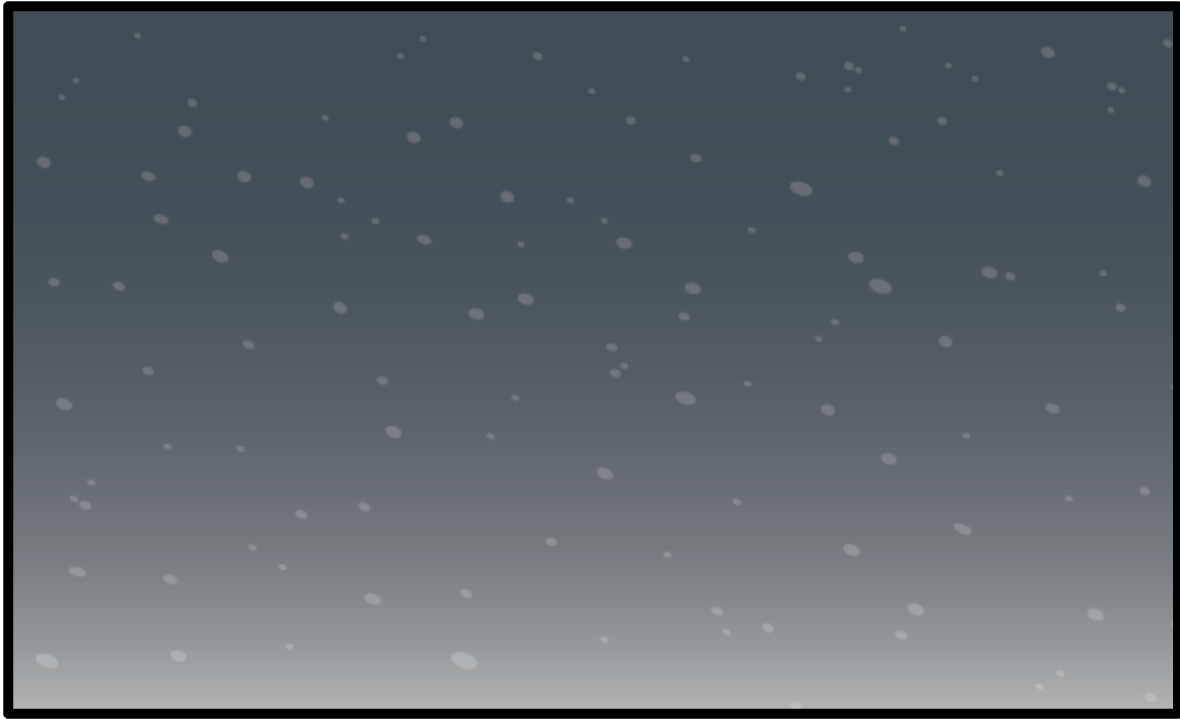
Where can they be ?



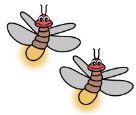
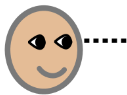
I see



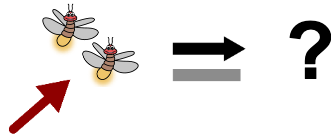
shining at me.



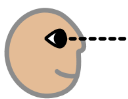
I am looking for fireflies.



Where can they be ?



I see


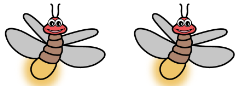






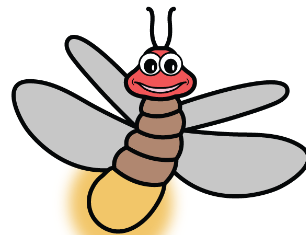
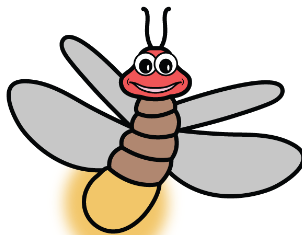
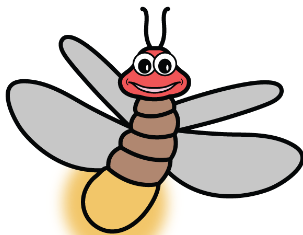
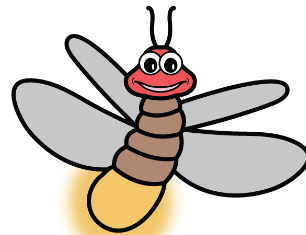
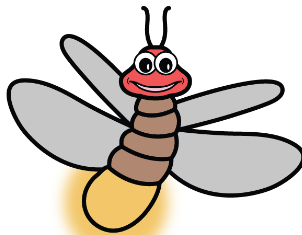
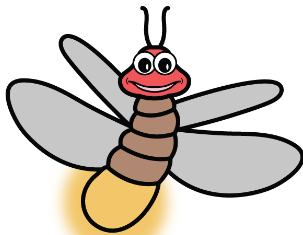
shining at me.





For hands-on instruction, print, cut out and laminate.

<p>1 firefly</p> 	<p>2 fireflies</p> 
<p>3 fireflies</p> 	<p>4 fireflies</p> 
<p>5 fireflies</p> 	<p>6 fireflies</p> 



Instructional Targets

Toddler 3-4 Years

Cognitive and General Knowledge:
Mathematical Concepts/Number Relationships and Operations

- Copy a pattern.

Pre-Kindergarten 4-5 Years

Cognitive and General Knowledge:
Mathematical Concepts/Number Relationships and Operations

- Extend the sequence of a non-numeric pattern according to one or more attributes (colors, shapes, etc.).



Differentiated Tasks

Level 3 Students will...

- Extend a pattern to show a sequence.

Level 2 Students will...

- Match objects in a pattern and determine the next item in the pattern.

Level 1 Students will...

- Select an object to indicate the next item in a pattern.



Topic Connection

Throughout this unit, students learn about lights and sounds that are all around. In this lesson, students will make patterns with objects that make sounds in the classroom.



Topic Words



Math Words

ear
hear*
light*

listen*
sound

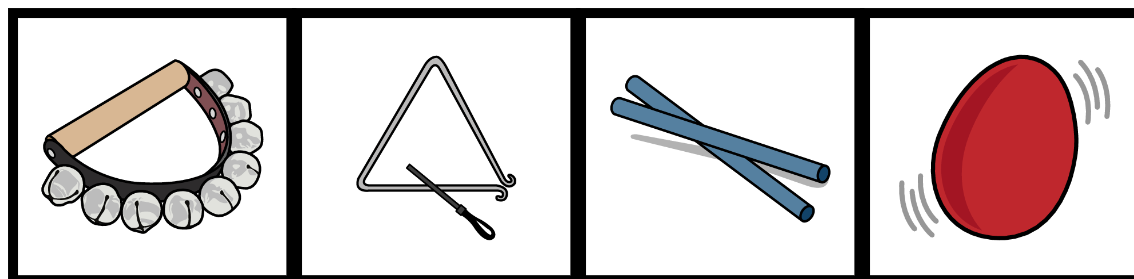
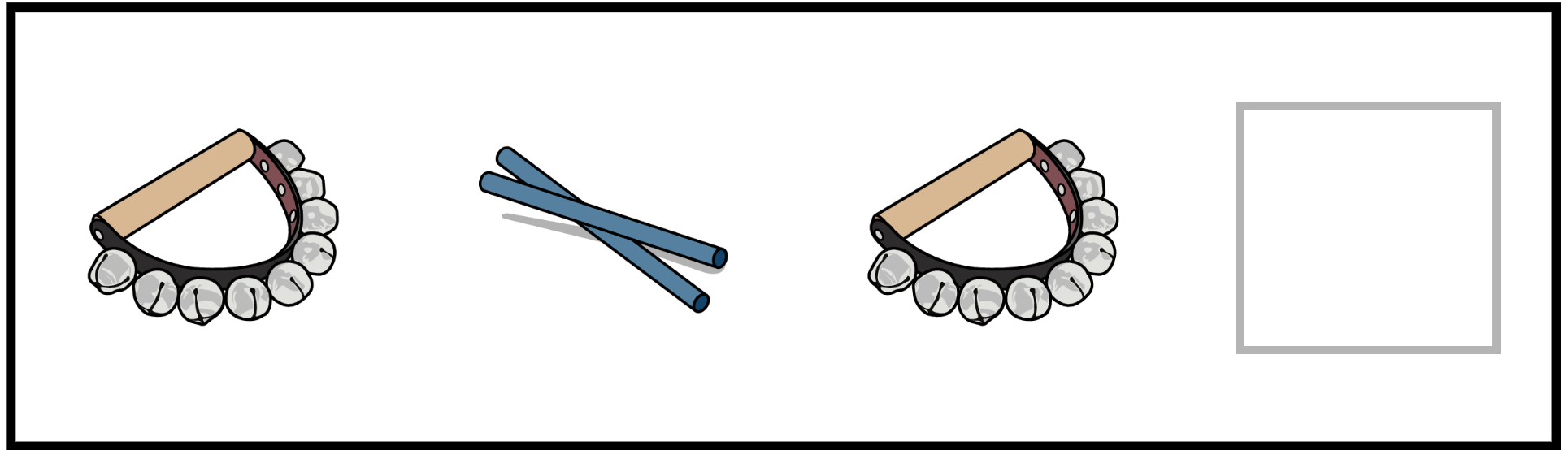
pattern

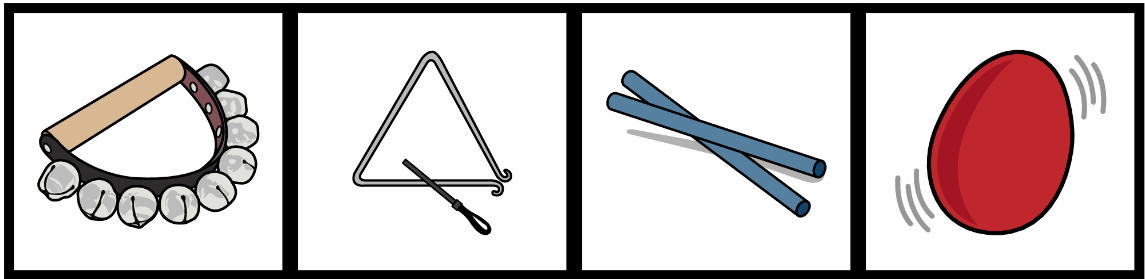
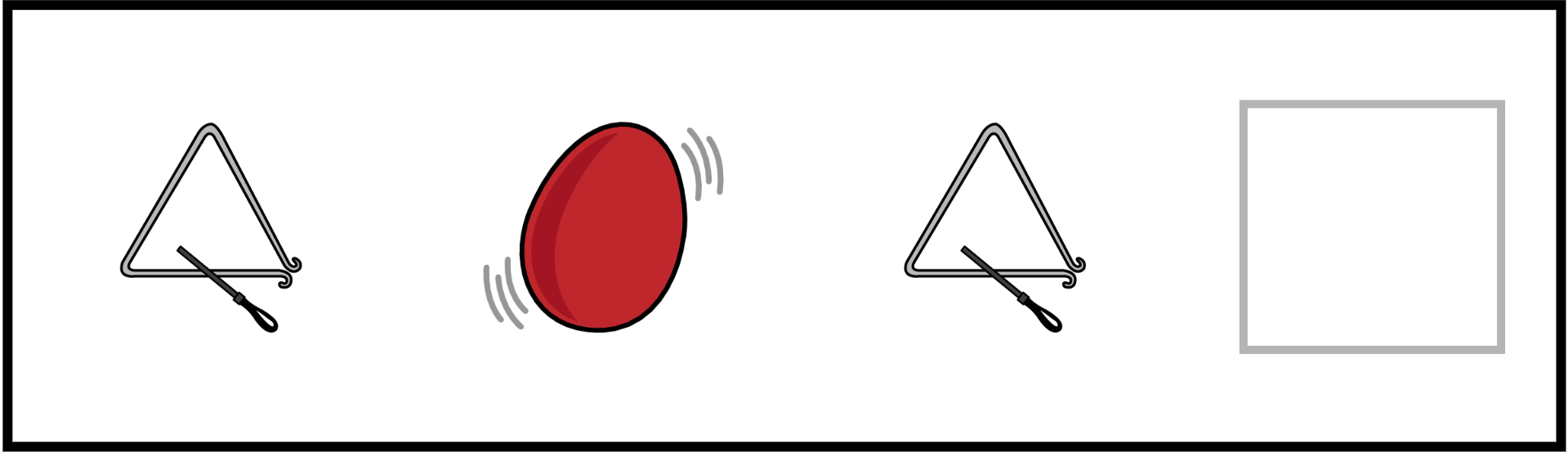
* Power Words

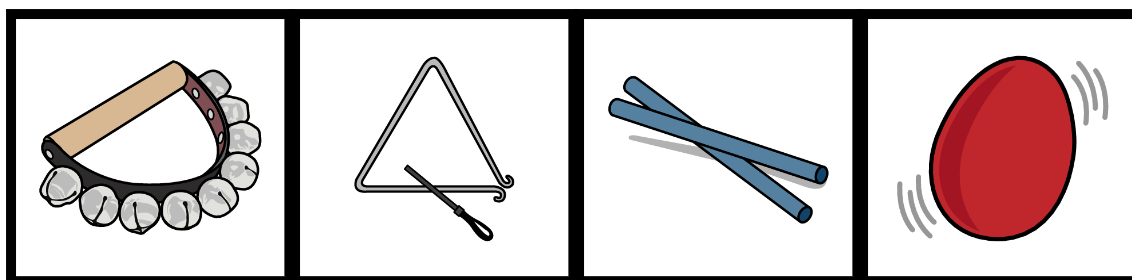
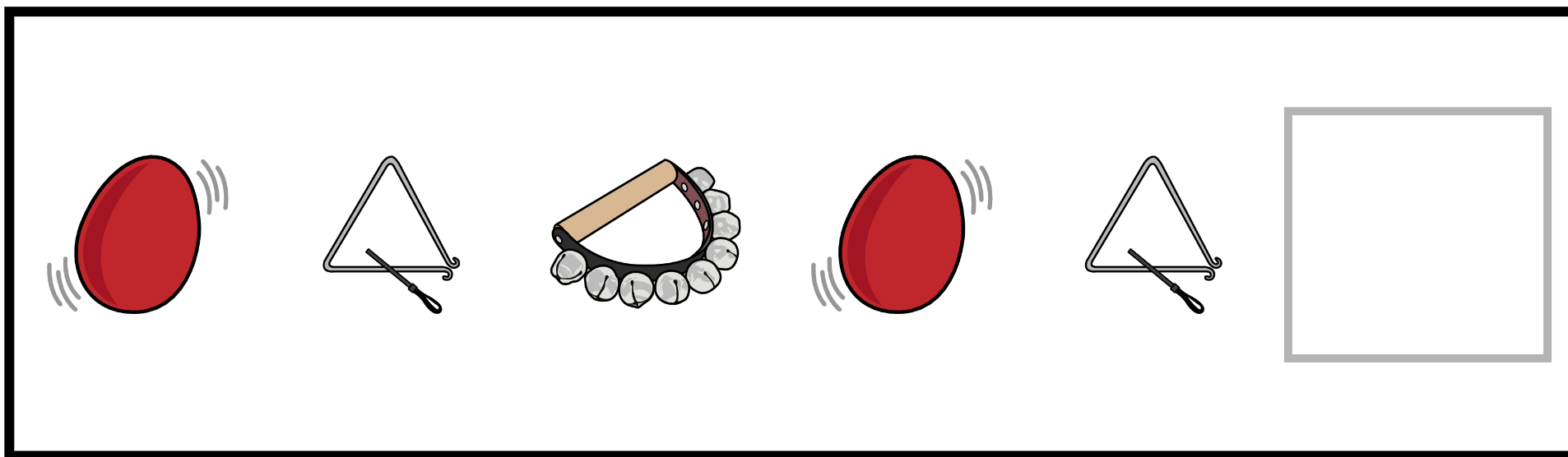
Monthly Checkpoint Assessments

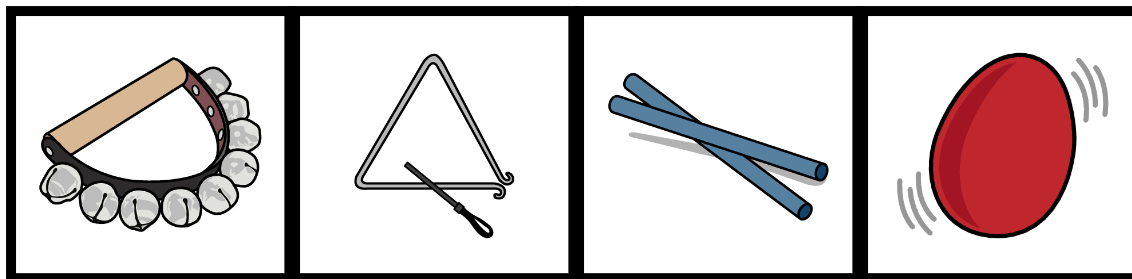
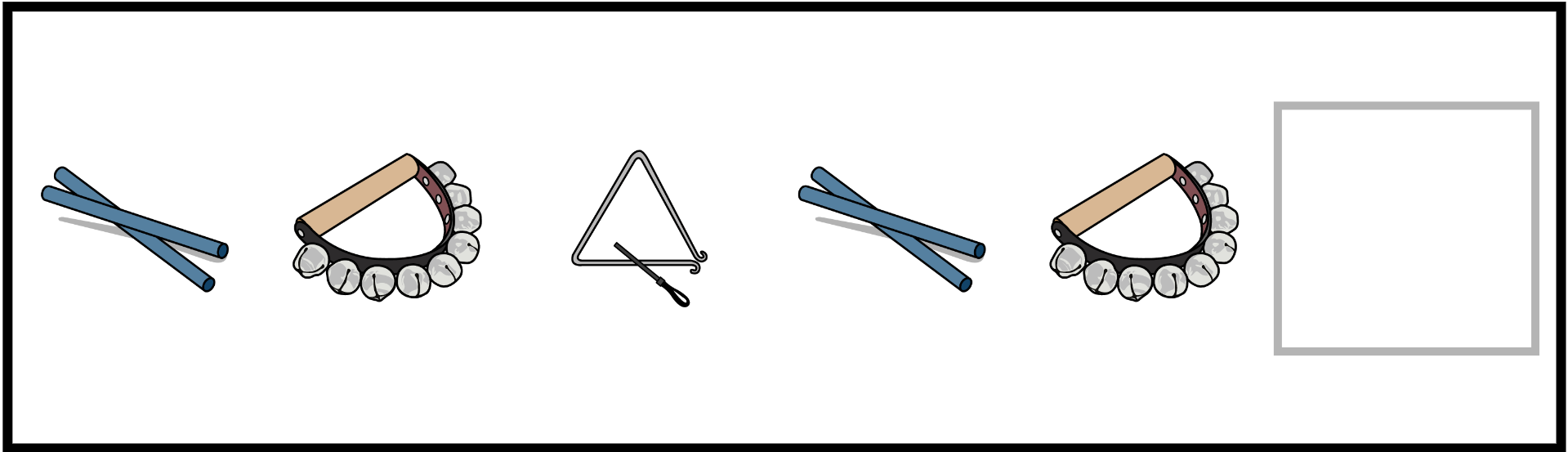
- Level 2-3 Mathematical Concepts, Questions 11 & 12

●■●■ Patterns











Instructional Targets

Toddler 3-4 Years

Language and Literacy Development:

Early Reading/Letter and Word Recognition:

- Recognize familiar logos and environmental print.

Language and Literacy Development:

Vocabulary:

- Recognize associated words (e.g., food words, animal names).
- Use words with meaning in conversation.

Language and Literacy Development:

Early Writing:

- Explore various writing tools, such as crayons, pencils, computers, etc.

Cognitive and General Knowledge:

Mathematical Concepts/Number Relationships and Operations

- Sort objects by a single characteristic (color, size, shape, etc.)

Pre-Kindergarten 4-5 Years

Language and Literacy Development:

Early Reading/Letter and Word Recognition:

- Recognize familiar words and environmental print.

Language and Literacy Development:

Vocabulary:

- Sort common objects into categories.
- Use learned words and phrases in story-reading discussion and conversation.

Language and Literacy Development:

Early Writing:

- With adult guidance and support, add details to a writing document, explore digital tools for writing and develop early handwriting skills.



Differentiated Tasks

Level 3 Students will...

- Read own name, familiar words and frequently occurring environmental print words.
- Identify and sort like words into appropriate categories.
- Use a variety of words with meaning in conversation.
- Use writing tools to print letters and numbers.

Level 2 Students will...

- Match familiar words to pictures.
- Sort pictures into appropriate categories.
- Identify pictures and words from unit topics or conversations.
- With support, use tools to print letters or number approximations.

Level 1 Students will...

- Using an active participation response form, select a familiar word in association with a picture.
- Make a selection to indicate a picture within a given category (errorless choice).
- Demonstrate a response to select pictures or words related to a unit topic or conversation.
- Engage in supported motor writing tasks.



Topic Connection

Throughout this unit, students learn about lights and sounds that are all around. In their neighborhoods, students may hear many different animals such as birds chirping and dogs barking. In this lesson, students will sort animals that make their own special sound into two colors: black and purple.



Topic Words



hear* light* sound

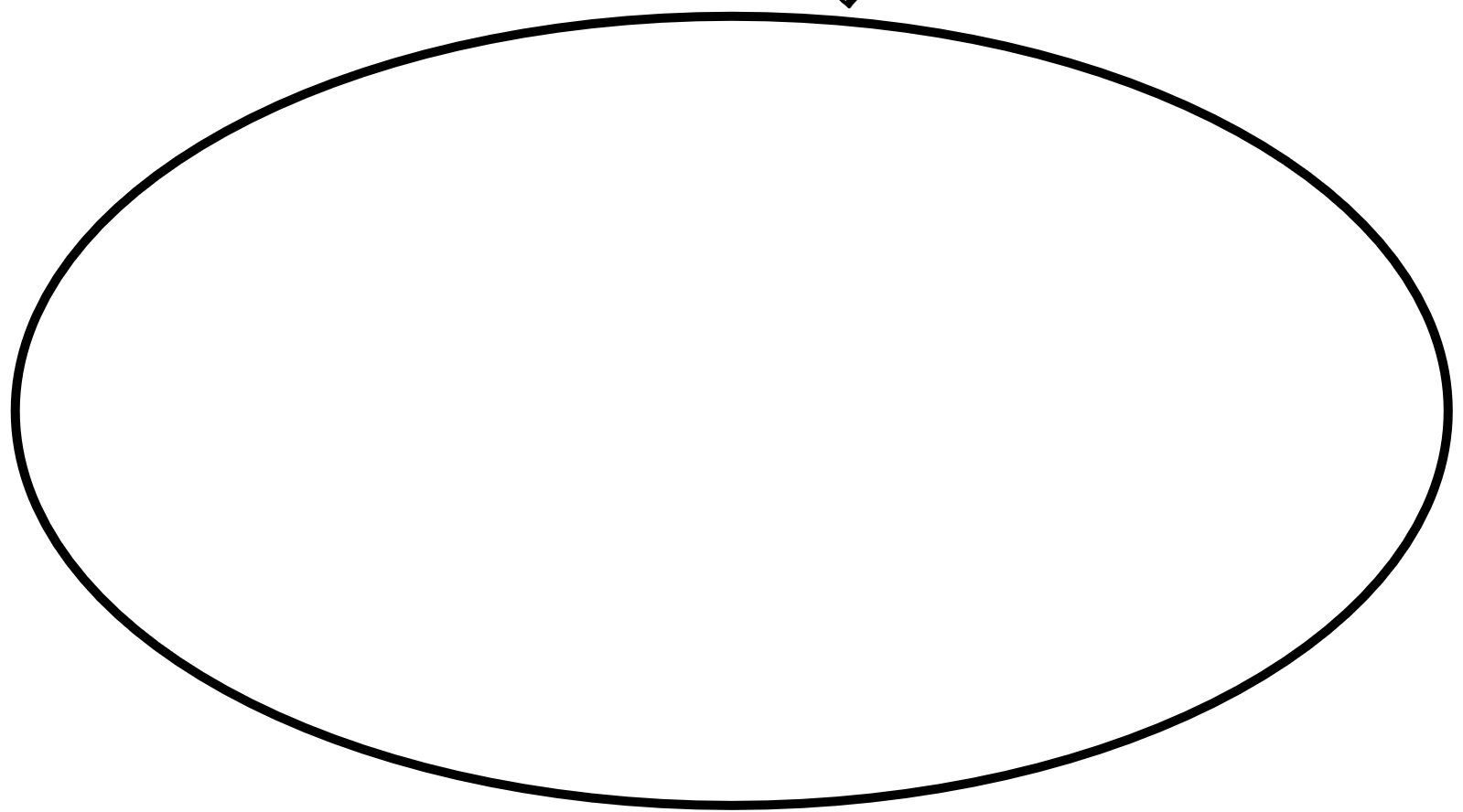


Literacy Words

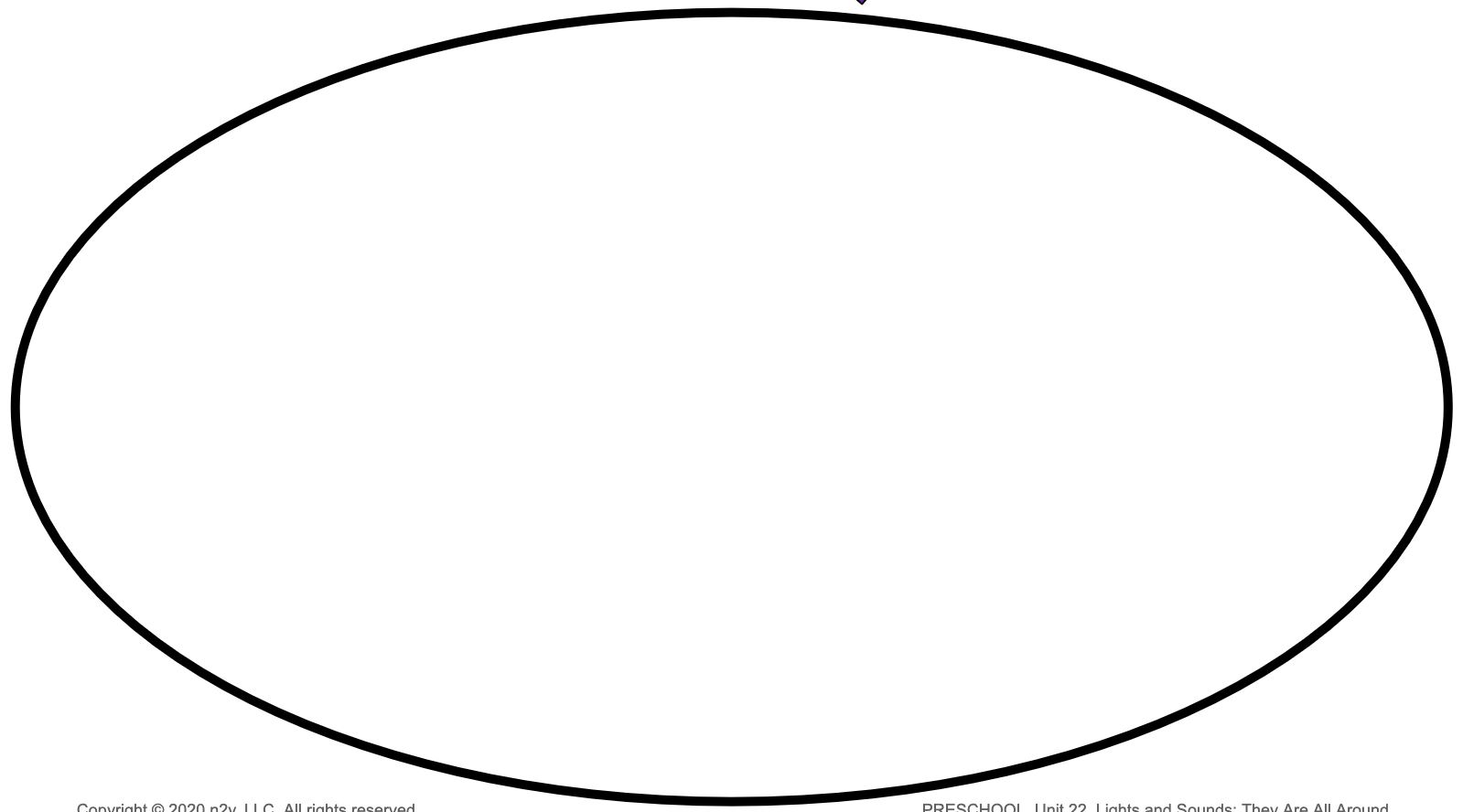
color* match sort trace

* Power Words

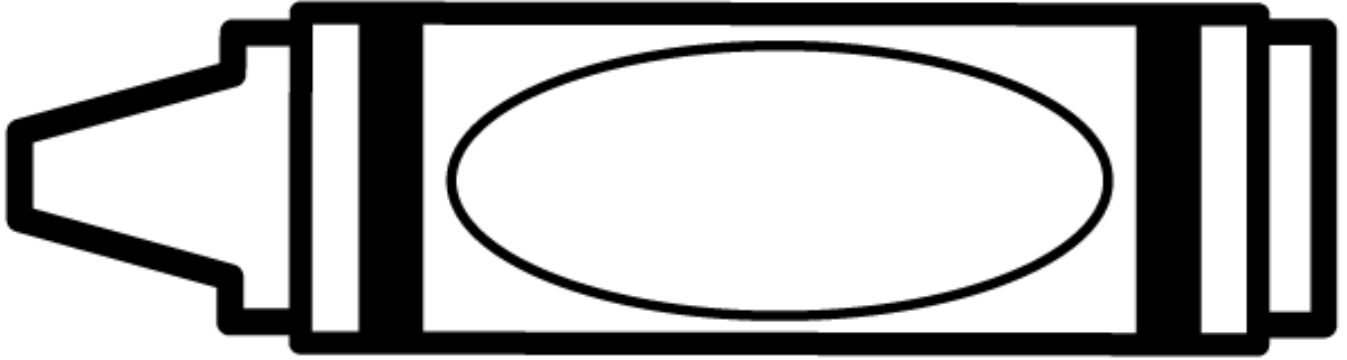
Black



Purple

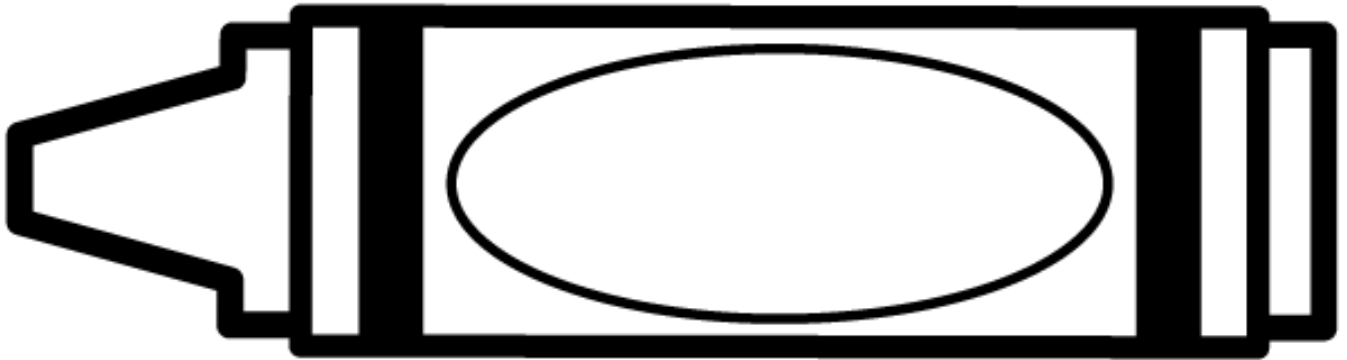


black



black

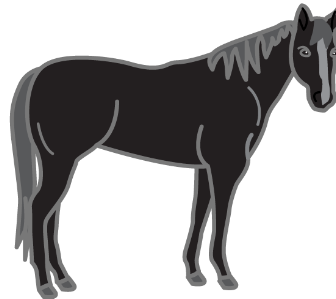
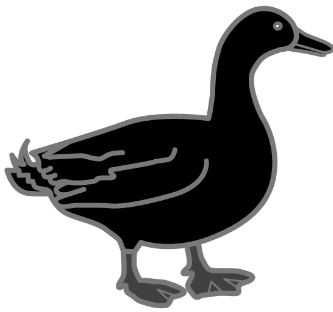
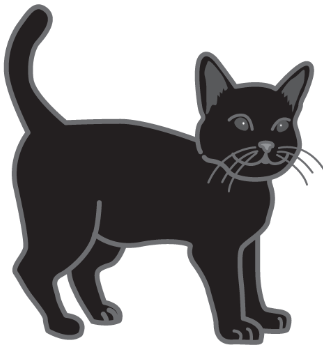
purple



purple

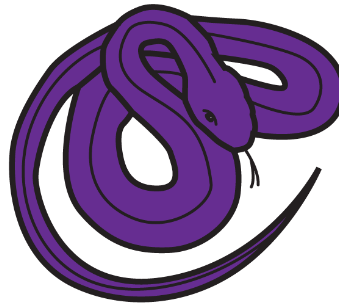
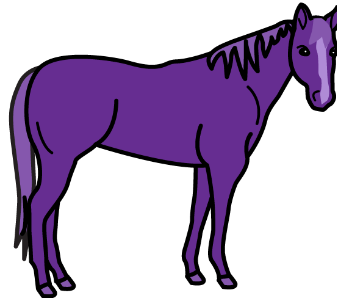
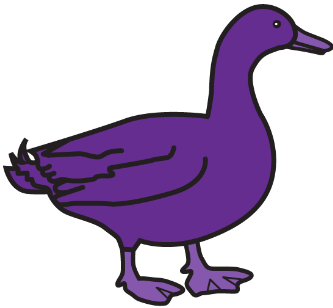
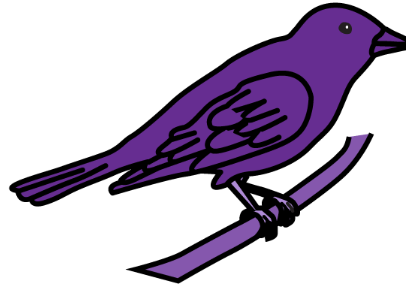
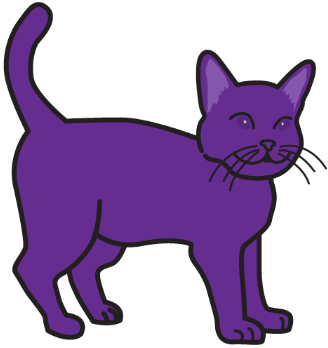


black





purple



Instructional Targets

Toddler 3-4 Years

Language and Literacy Development:

Early Reading/Letter and Word Recognition:

- Begin to recognize that words are made of letters.

Language and Literacy Development:

Early Writing:

- Make marks or scribbles to represent objects and ideas.

Pre-Kindergarten 4-5 Years

Language and Literacy Development:

Early Reading/Letter and Word Recognition:

- Identify letters of the alphabet.

Language and Literacy Development:

Early Writing:

- With adult guidance and support, add details to a writing document, explore digital tools for writing and develop early handwriting skills.



Differentiated Tasks

Level 3 Students will...

- Name selected letters of the alphabet.
- Use writing tools to print letters.

Level 2 Students will...

- Match selected letters of the alphabet.
- With support, use tools to print letters or letter approximations.

Level 1 Students will...

- Demonstrate a response to select a letter of the alphabet (may be errorless choice).
- Engage in supported motor writing tasks.



Topic Connection

Throughout this unit, students learn about lights and sounds. In this lesson, students will identify the letters *a*, *v*, *x*, *y*. These letters can be found in objects that are in the lights and sounds that are all around us.



Topic Words



light*
sound



Letter Words

letter
match

trace

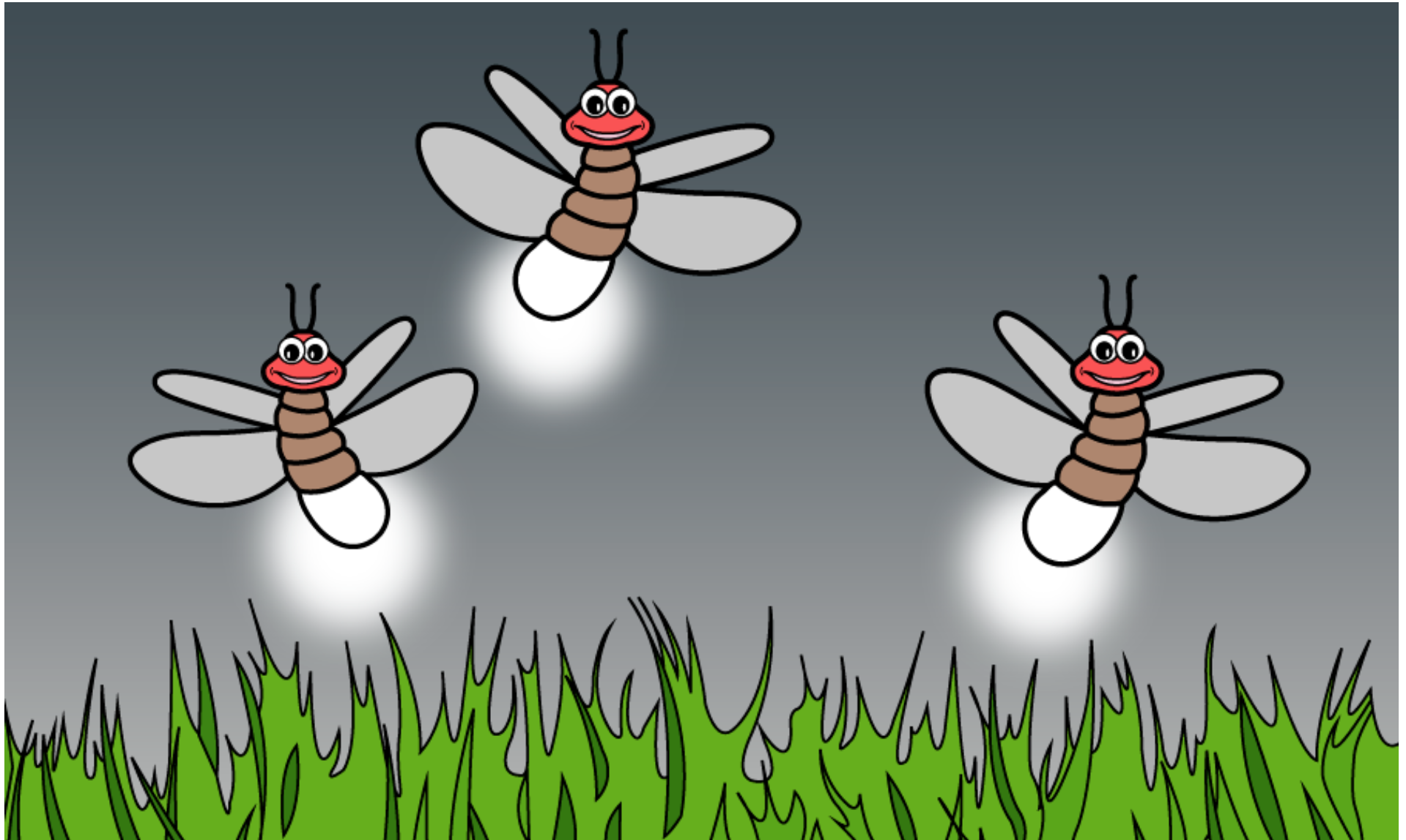
* Power Words

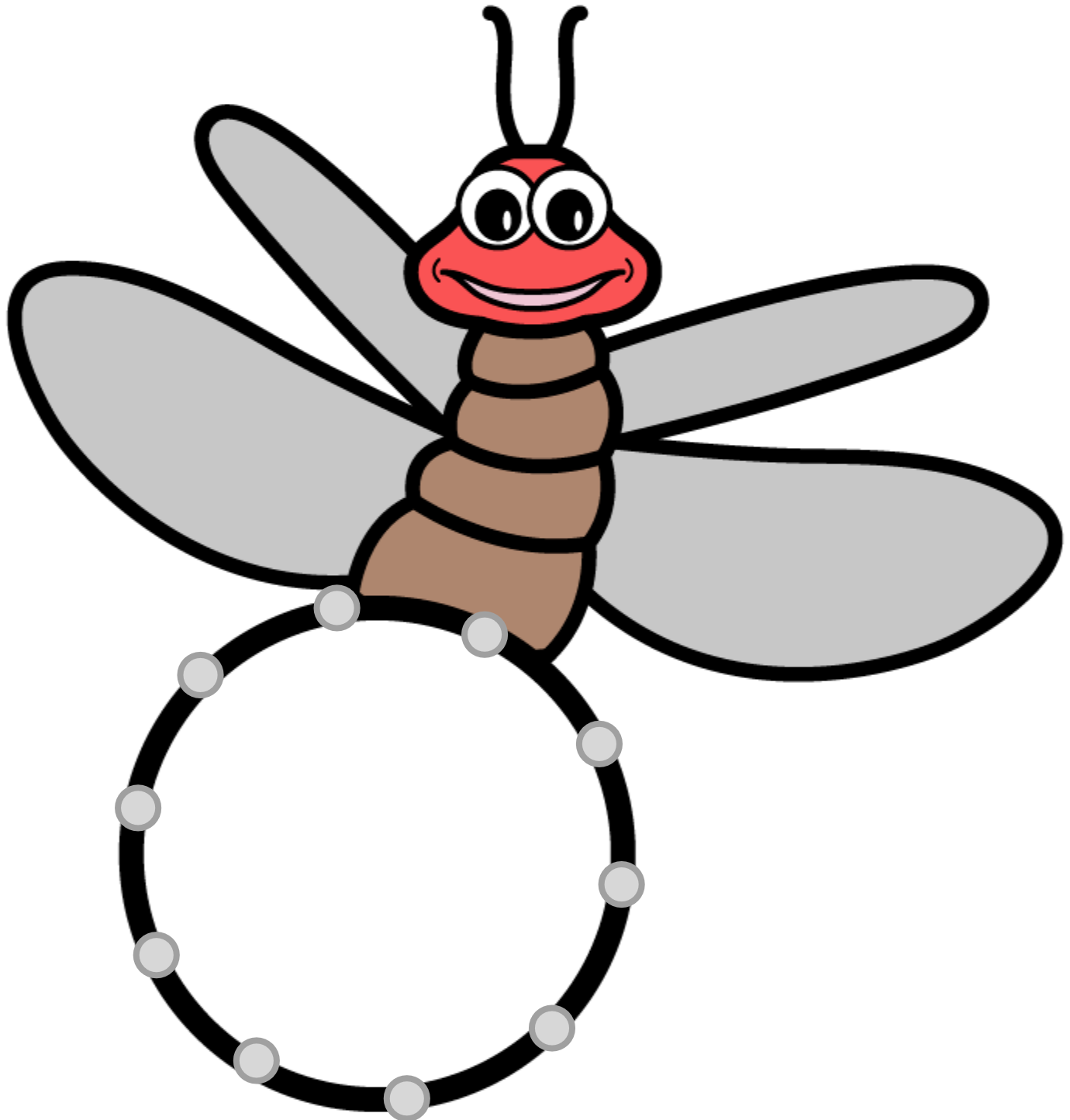
Benchmark Assessments

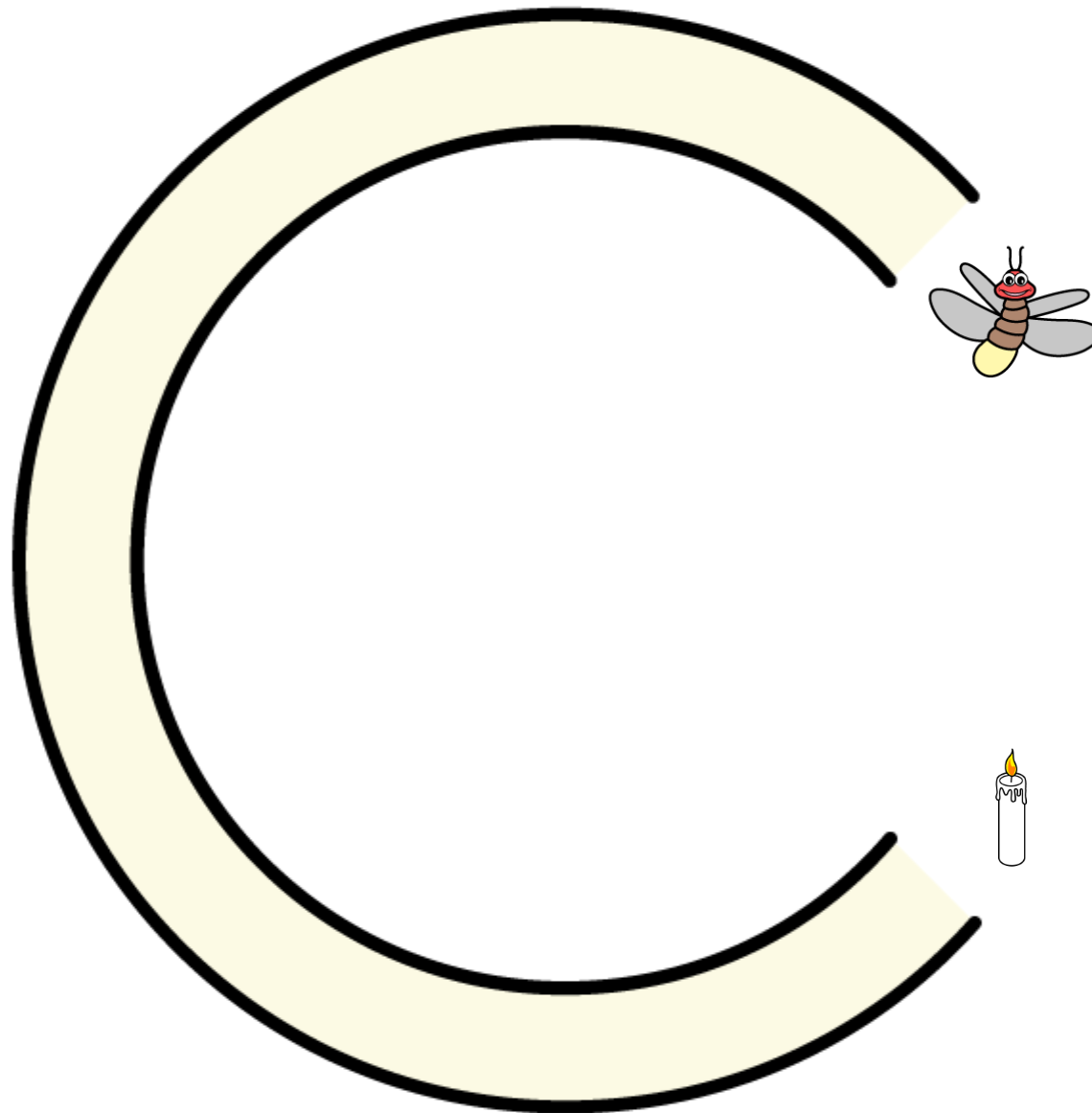
- Early Learning: Letter ID - Uppercase
- Early Learning: Letter ID - Lowercase
- Emerging Skills: Letter Match

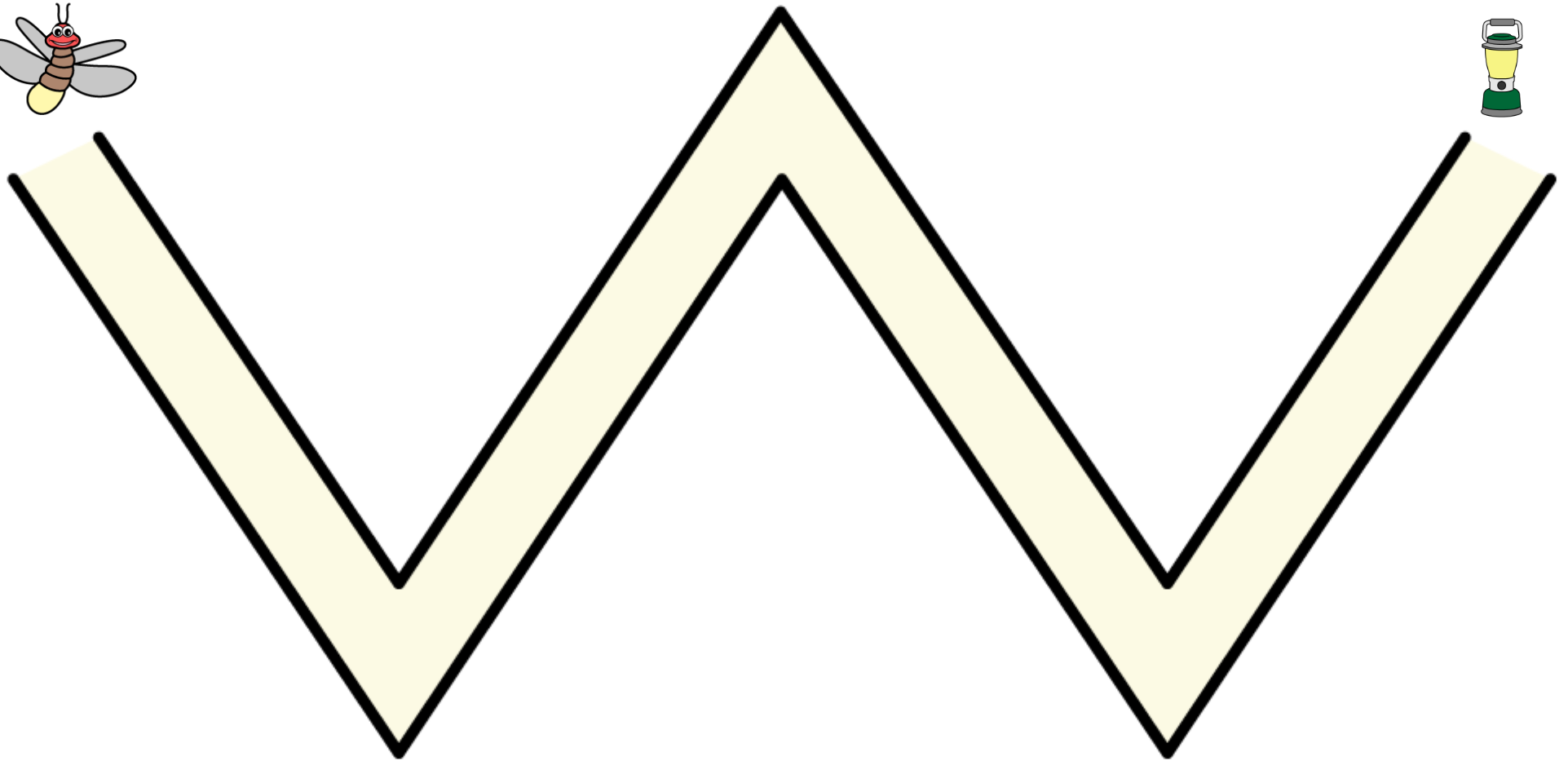
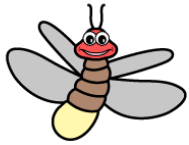
Monthly Checkpoint Assessments

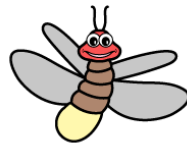
- Level 2-3 Language and Literacy Development, Questions 7 & 8

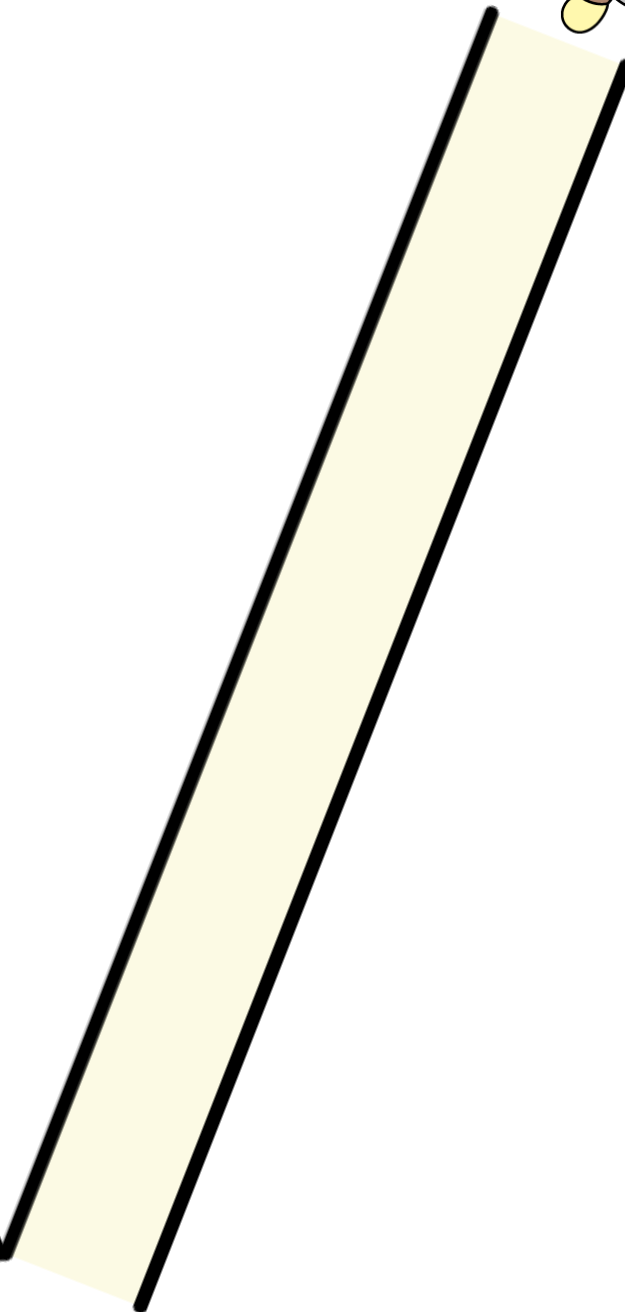
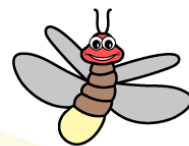
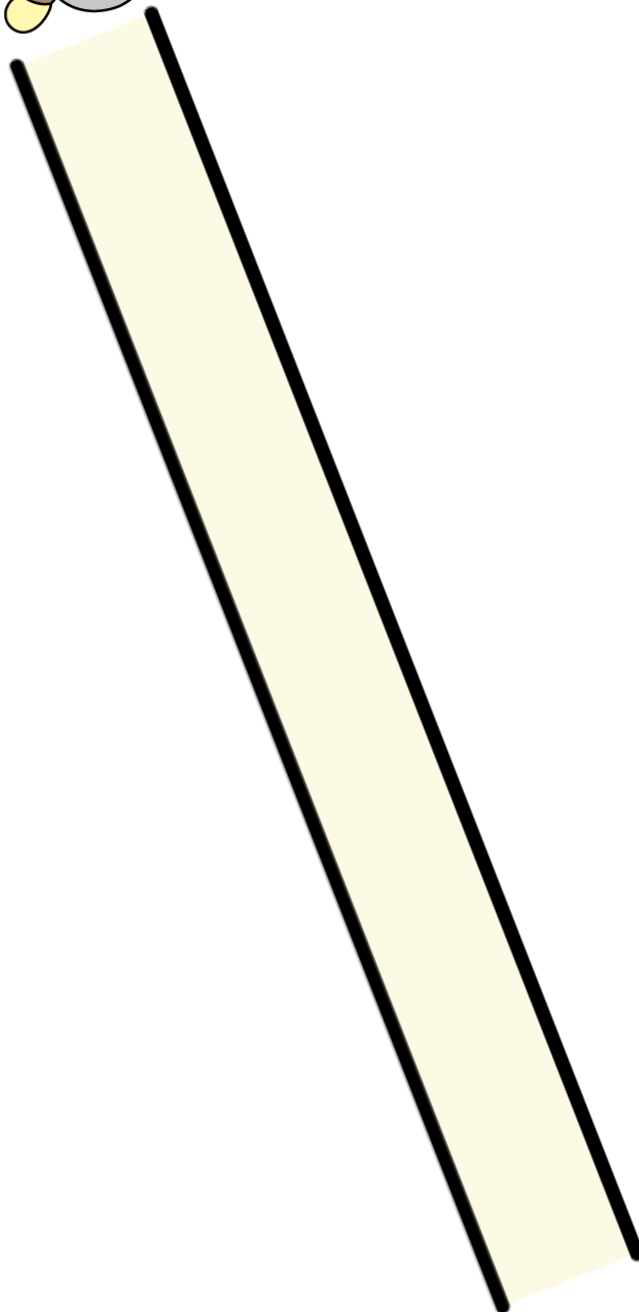














Instructional Targets

Toddler 3-4 Years

Language and Literacy Development:
Early Reading/Letter and Word Recognition:

- Begin to recognize that words are made of letters.

Pre-Kindergarten 4-5 Years

Language and Literacy Development:
Early Reading/Letter and Word Recognition:

- Identify letters of the alphabet.



Differentiated Tasks

Level 3 Students will...

- Name selected letters of the alphabet.
- Match letters to sounds.

Level 2 Students will...

- Match selected letters of the alphabet.
- Match a sound to a letter in a supported activity.

Level 1 Students will...

- Demonstrate a response to select a letter of the alphabet (errorless choice).

Kinesthetic Letters

Directions: Using painter's tape or chalk, create a large a, v, x, y on the floor (one letter each week). Using their preferred method of movement, have students follow the shape of the letters on the floor. Sing or say the following letter rhymes as students follow or write the letter. These sayings can also be used when writing, typing or identifying the letter.

Lowercase a:

*Fly around the Sun.
It brings a lot of light.
Slide down to the ground.
Don't forget your
sunglasses, it's bright.*

Lowercase v:

*The v has a little slide
That starts at the top.
When you hit the ground
Bounce back up and stop.*

Lowercase x:

*Start high in the sky
and slide to the ground.
Start at the top again
and cross before you
hit the ground.*

Lowercase y:

*Slide down and stop.
Pick yourself up and
jump back to the top.
Slide down again,
All the way to the end.*

A

a

V

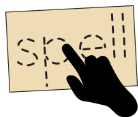
v

X

x

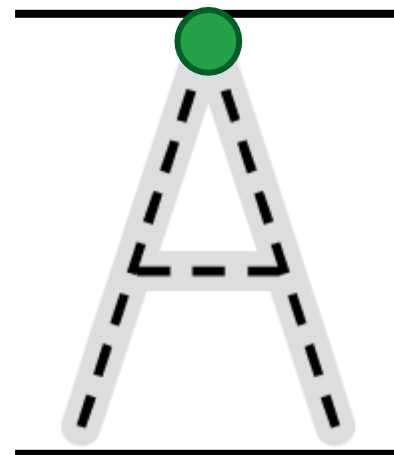
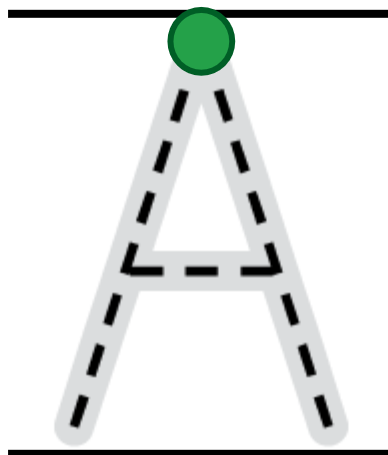
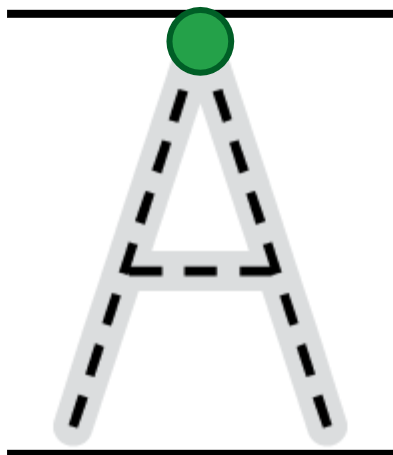
Y

y

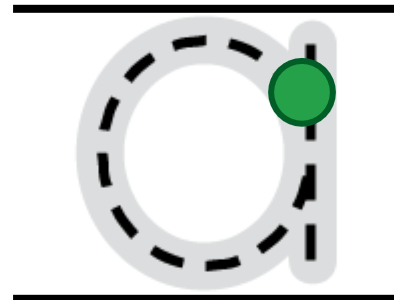
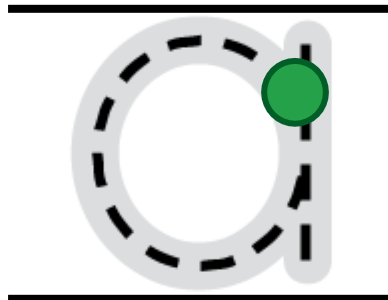
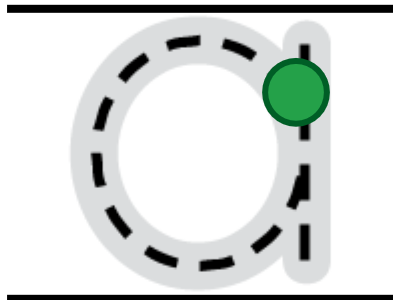


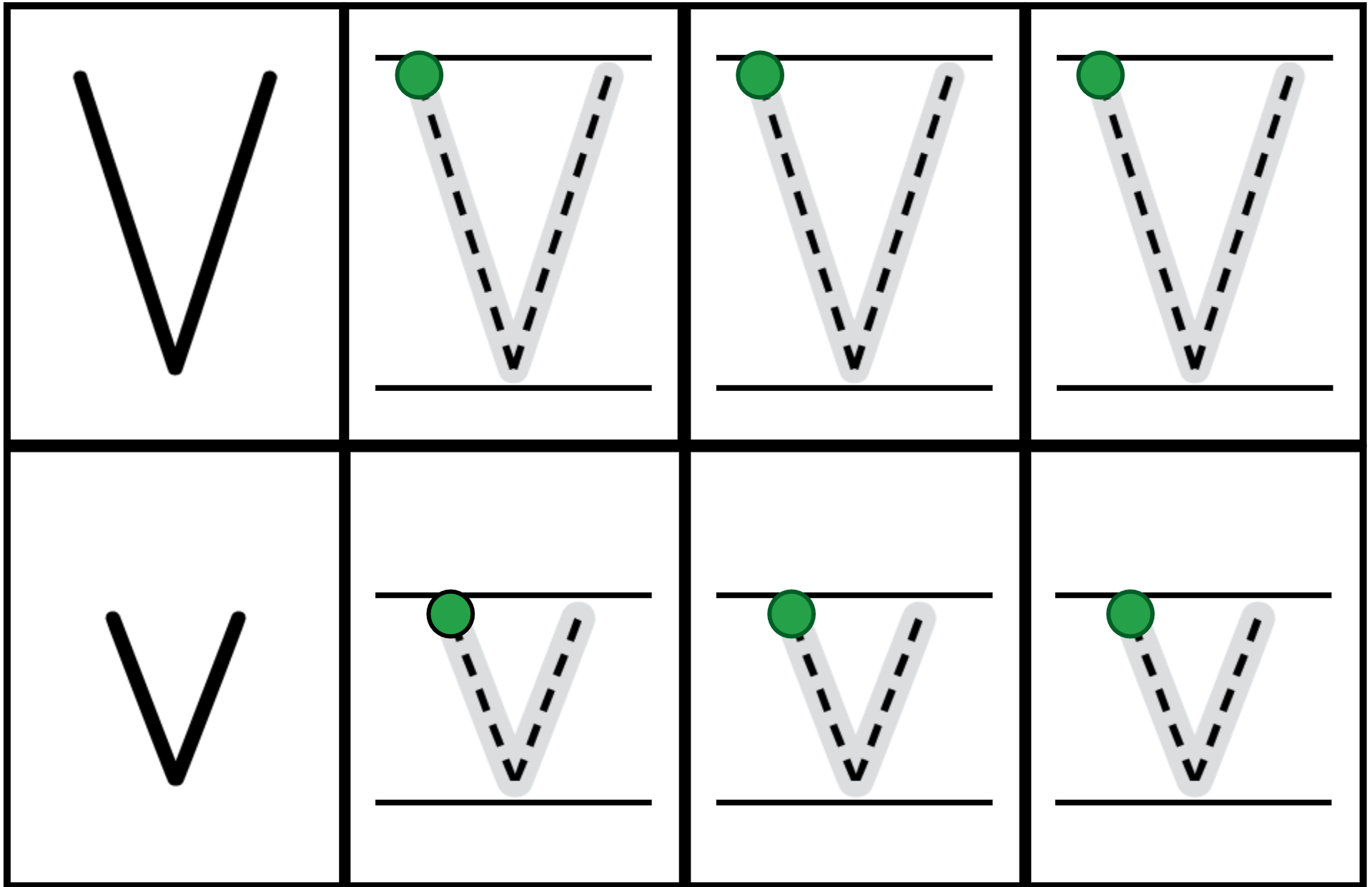
Tracing

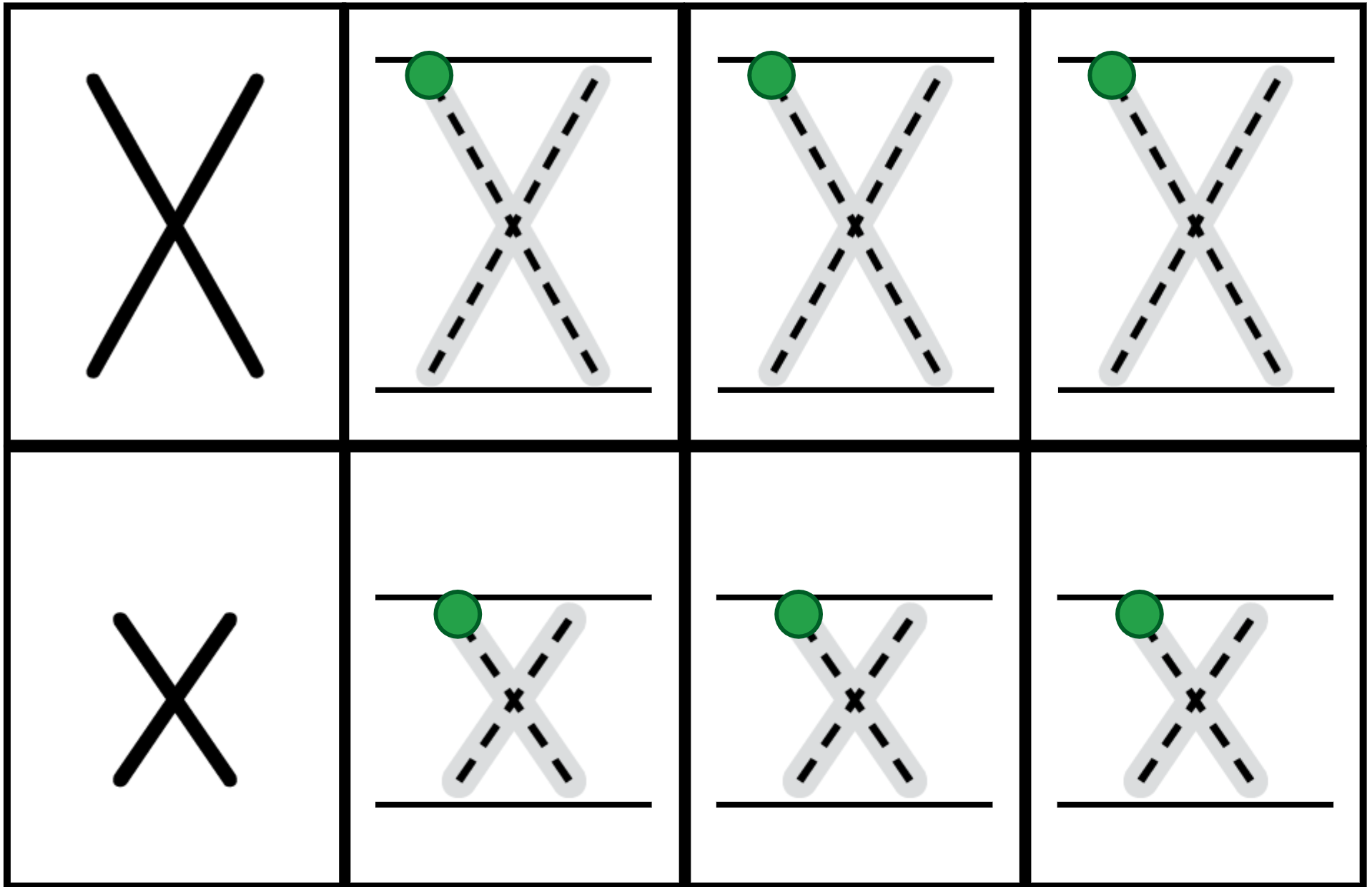
A

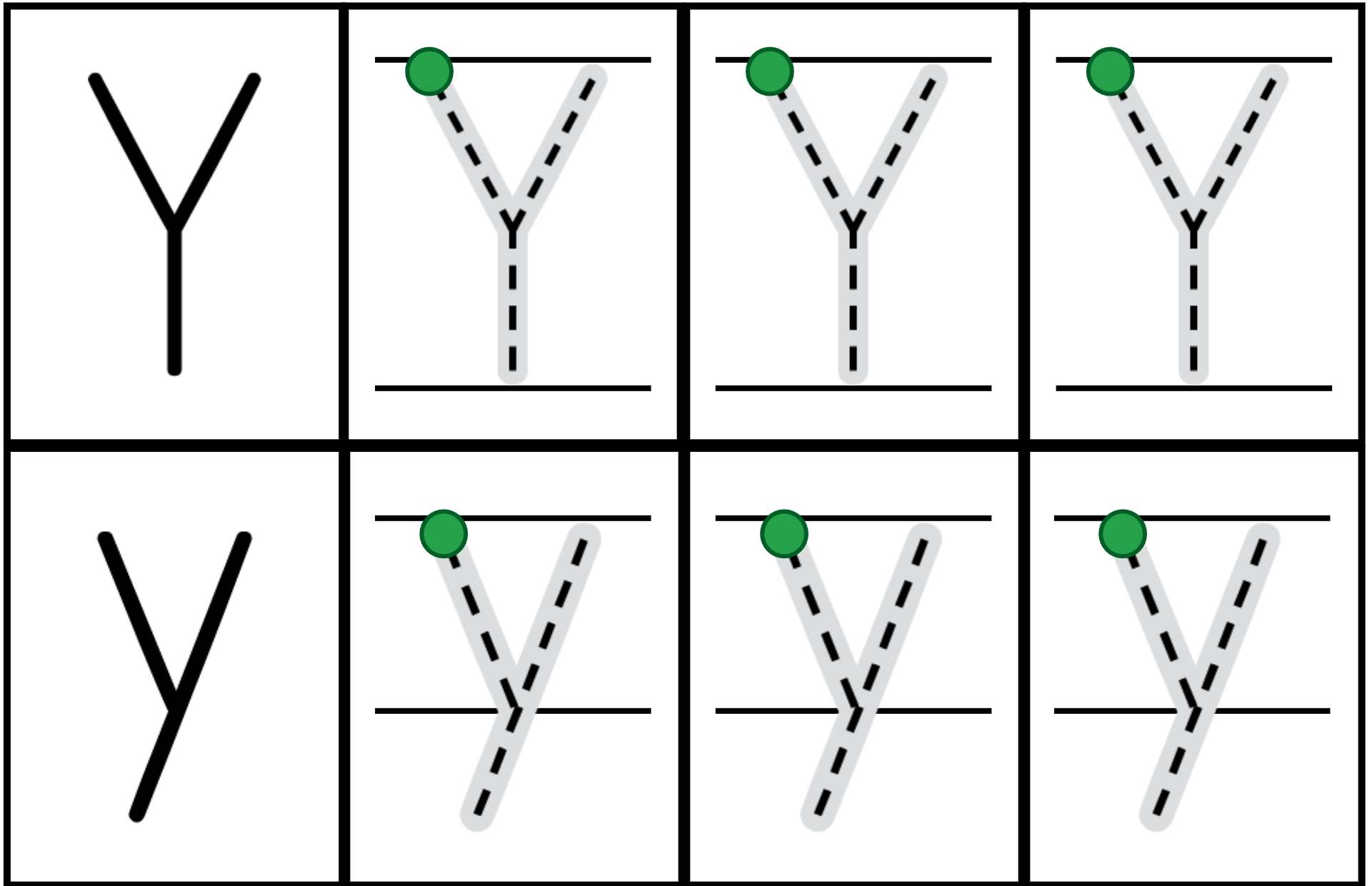


a











Instructional Targets

Toddler 3-4 Years

Cognitive and General Knowledge: Mathematical Concepts / Shapes

- Recognize shapes in objects.
- Sort shapes.

Cognitive and General Knowledge: Mathematical Concepts/Number Relationships and Operations

- Sort objects by a single characteristic (color, size, shape, etc.)

Pre-Kindergarten 4-5 Years

Cognitive and General Knowledge: Mathematical Concepts / Shapes

- Identify shapes (square, triangle, circle, etc.).
- Describe similarities and differences in shapes.



Differentiated Tasks

Level 3 Students will...

- Students will independently identify or recognize basic shapes.
- Sort objects that share the same attributes.

Level 2 Students will...

- Identify like shapes with support.
- Sort similarly shaped objects.

Level 1 Students will...

- Select a named shape (errorless choice) through an active participation response.
- Make a selection to group similar shaped objects (could be errorless choice).



Topic Connection

Throughout this unit, students learn about sounds we hear all around us. In this lesson, students will learn about circle shapes that we hear at a parade.



Topic Words



Math Words

ear
hear*

sound

corner
equal

match
same*

shape
side*

* Power Words

Benchmark Assessments

- Basic Math: Shapes

Monthly Checkpoint Assessments

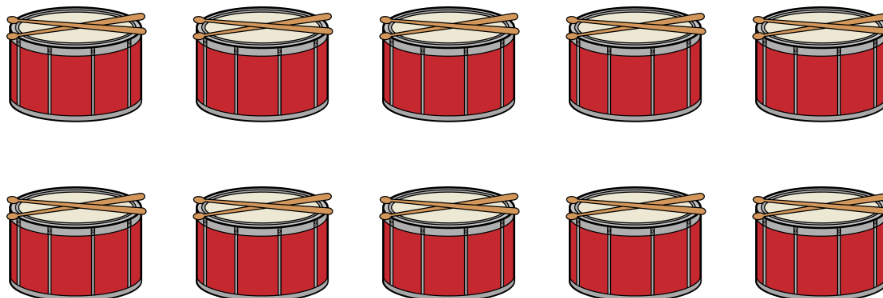
- Level 2-3 Mathematics, Questions 9 and 10

Zach sees 10 drums. How many drums does Zach see?

Zach



10



8

7

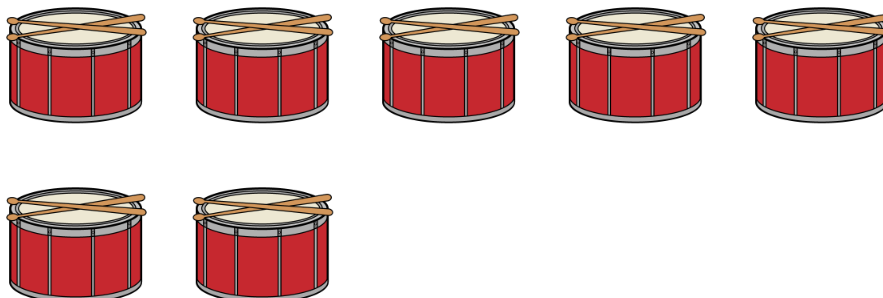
10

Elsie sees 7 drums. How many drums does Elsie see?

Elsie



7



6

7

9



For hands-on instruction, print, cut out and laminate.

Number Sense 5
How Many? 1 - 5

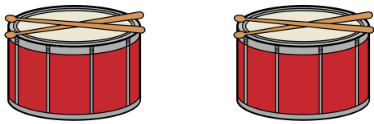
Name: _____



How many?



How many?



How many?



How many?




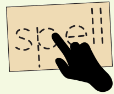






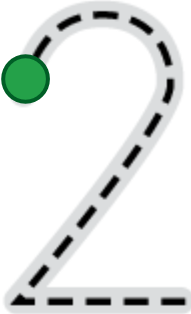


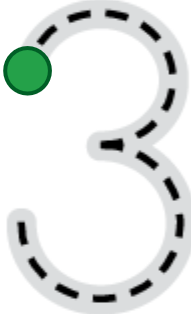
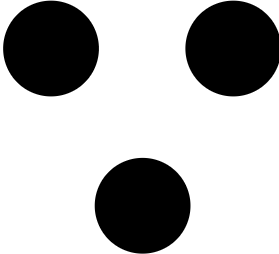
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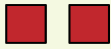


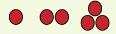
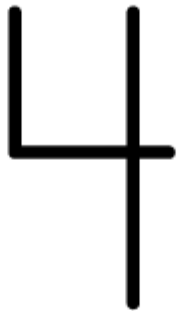

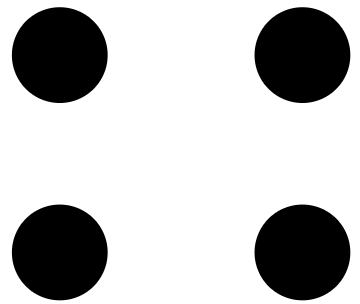


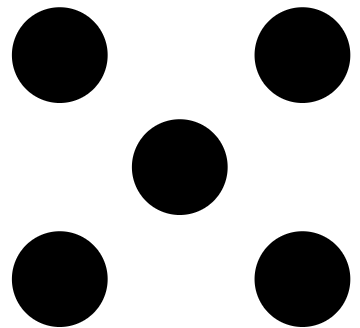


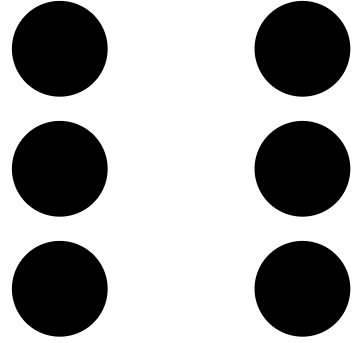
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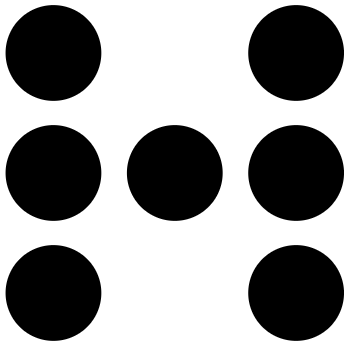

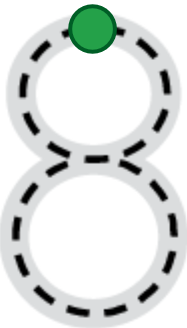
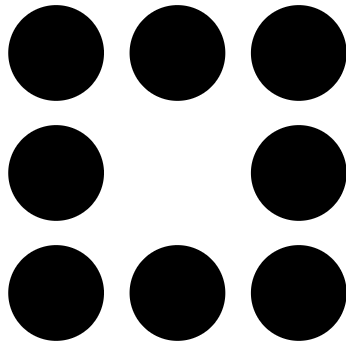

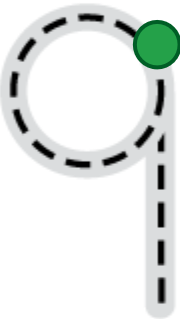
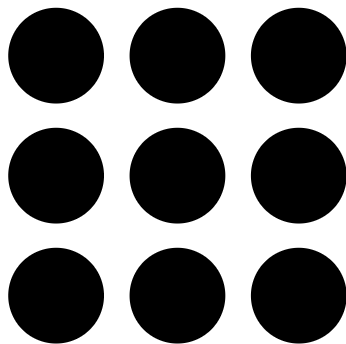
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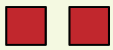



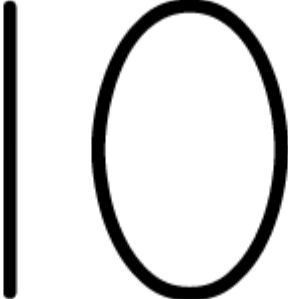
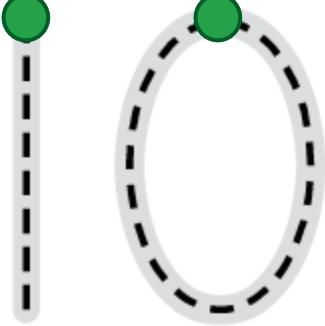
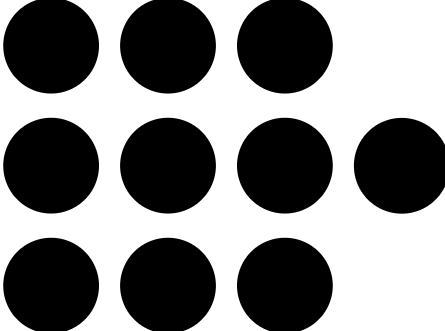
4

5

 Match	 Trace	 Write	1 2 3  Count
			
			
			

 Match	 Trace	 Write	1 2 3 Count 
			
			
			

 Match	 Trace	 Write	1 2 3  Count
			
			
			

 Match	 Trace	 Write	1 2 3 Count 
			



Instructional Targets

Toddler 3-4 Years

Cognitive and General Knowledge:
Mathematical Concepts / Measurement and Data

- Show understanding of concepts related to quantity (many, full, empty, etc.).

Cognitive and General Knowledge:
Mathematical Concepts / Number Relationship and Operations

- Demonstrate that adding to increases the number of objects in a group.

Pre-Kindergarten 4-5 Years

Cognitive and General Knowledge:
Mathematical Concepts / Measurement and Data

- Classify objects into data categories and count and compare the numbers in each category.



Differentiated Tasks

Level 3 Students will...

- Sort data information into categories and compare the resulting numbers in the categories.

Level 2 Students will...

- Place data in designated categories.

Level 1 Students will...

- Select a picture to display on a data category.



Topic Connection

Throughout this unit, students learn about the different sounds instruments make. In this lesson, students will use a graph to determine the class' favorite instrument: drum, tambourine or maraca. Provide students with real instruments as they choose their favorite.



Topic Words



ear
hear*
listen*
sound



Math Words

analyze
ask*
bar graph
conclusion
data
equal
graph
less*
more*
picture graph
question*
record
survey

* Power Words



Lesson at a Glance

Activity 1

Activity 2



Instructional Activities

Conduct a Survey

Sort and Analyze Data



See how these activities fit into the **Suggested Monthly Plan**.



ULS Materials and Resources

Picture/Word Cards and Picture Cards

drum
tambourine
maraca

Selection Cards

Graphing Chart

Selection Cards

Graph Picture Cards

Picture/Word Cards and Picture Cards

drum
tambourine
maraca

SymbolStix PRIME



Additional Materials

Real Instruments (optional)

drum
tambourine
maraca

Instructional Targets

Toddler 3-4 Years

Language and Literacy Development Listening and Speaking:

- Respond appropriately to simple questions.
- Combine words to express ideas, needs or wants.

Pre-Kindergarten 4-5 Years

Language and Literacy Development Listening and Speaking:

- Ask and answer questions about text or experience.
- Use conventions of grammar when speaking: correctly use nouns and verbs, plurals, conjunctions, adjectives, question words and prepositions.

Differentiated Tasks

Level 3 Students will...

- Answer who, what, where questions about a shared text, experience or sequence of events.
- Use sentence formats to communicate an experience, including people, places and events.

Level 2 Students will...

- Point to pictures to respond to who, what, where questions about a shared text, experience or sequence of events.
- Use multi-word combinations and picture supports to communicate an experience, including people and events.

Level 1 Students will...

- Demonstrate a response to select a picture of a person, a thing or an action from a shared text, experience or sequence of events.
- Communicate an experience, using communication technology and picture supports to do so.



Topic Connection

Throughout this unit, students are learning about lights and sounds that are all around. In this lesson, students are provided with story scenarios involving Ella. Ella is celebrating her birthday at the park. Two story scenarios are provided in an errorless and sequential order format.



Topic Words



light*
see
sound



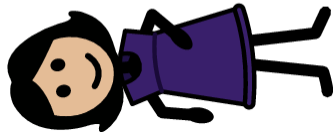
Literacy Words

first* next*
last* order

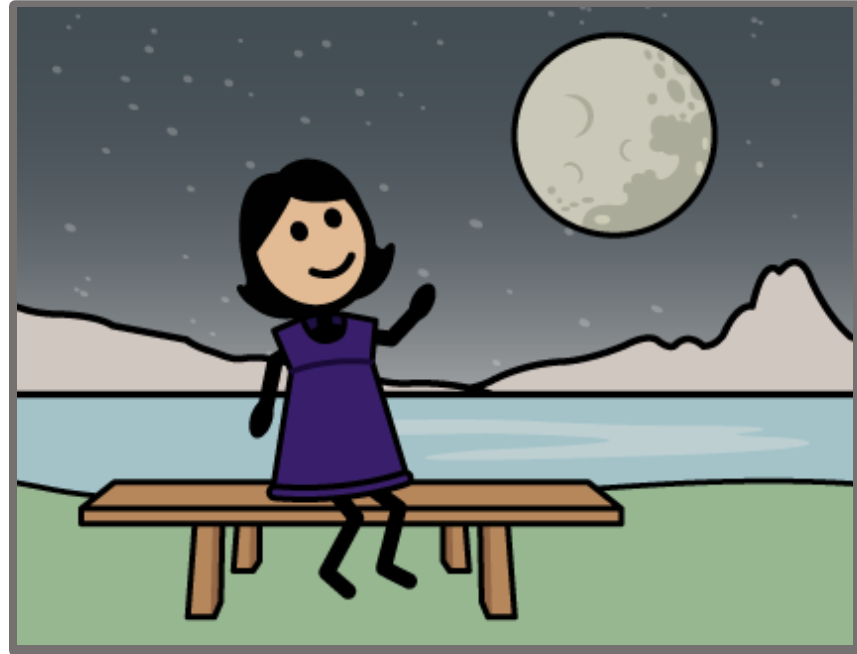
* Power Words



Ella sees things that light up the
night sky.



Who sees the bright Moon?
What does Ella see that twinkles?
How do the fireflies move?



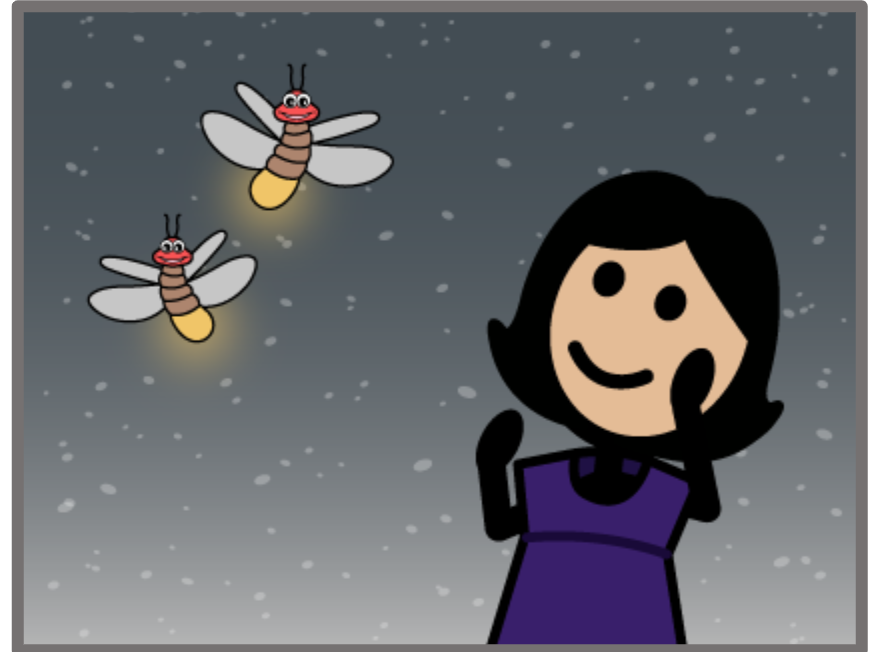
Ella sees the bright Moon.



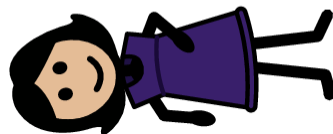
For hands-on instruction, print, cut out and laminate.



Ella sees the twinkling stars.



Ella sees the dancing fireflies.



It is Ella's birthday.

What does Ella do first?
What does Ella do second?
What does Ella do third?



Ella gets a birthday cake.



Ella watches her mom light
the candles.



Ella blows out the candles.
Happy birthday!

Instructional Targets

Toddler 3-4 Years

Physical Development and Health: Sensory Motor

- Use sensory information to guide movements.

Approaches to Learning: Creativity

- Imitate actions observed in other situations.
- Use materials in new and unconventional ways.

Physical Development and Health: Fine Motor

- Coordinate use of arms, hands and fingers to accomplish tasks.
- Demonstrate strength, control and eye-hand coordination in simple tasks.

Pre-Kindergarten 4-5 Years

Physical Development and Health: Sensory Motor

- Regulate reactions to sensory stimuli in order to complete a task.

Approaches to Learning: Creativity

- Use imagination to interact with objects and materials.
- Engage in creative social play.
- Represent reality in a variety of ways.

Physical Development and Health: Fine Motor

- Participate in, experience, or develop age-appropriate fine motor skills: cutting, coloring, printing, etc.



Differentiated Tasks

Level 3 Students will...

- Use sensory information to enhance learning experiences.
- Independently participate with other children in imaginary and creative play scenarios.
- Experience fine motor skills tasks independently.

Level 2 Students will...

- Manage sensory information when provided supports.
- Participate in creative play with guiding support.
- With support, experience fine motor skills tasks.

Level 1 Students will...

- Demonstrate appropriate responses to sensory stimulation.
- Engage in creative play activities through an active participation response (e.g., voice output device, eye gaze choice board, nonverbal indicators).
- Experience fine motor skills tasks, using adapted tools with support, as needed.

Create Your Own Light Table

For this activity, you will need a large foil roaster tin with clear lid, frosted glass spray paint and battery operated light(s).

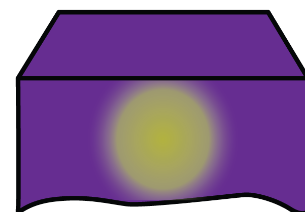
Directions:

1. Spray the clear lid with the frost paint. You may need to apply 2-3 coats. Let dry.
2. Place battery operated light(s) in the foil tin and put the frosted lid on top.
3. Have students place different classroom objects on the light table to see what objects allow light to shine through.



Light Nook

To create a light nook, place a blanket over a large table or large box. Add glow in the dark stickers, flashlights, string lights, etc. to light up the nook. Encourage students to sit quietly in the nook and listen to the sounds of the classroom or read a book.

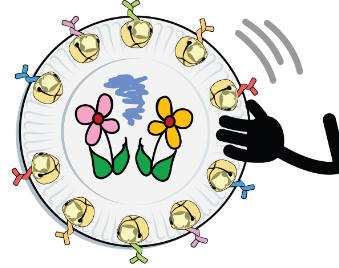




NEED



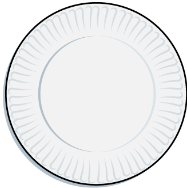
Shaking Our Tambourines



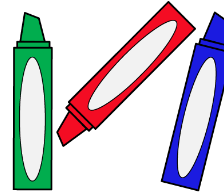
Craft



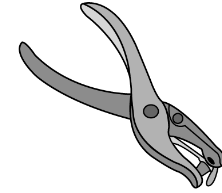
paper plate



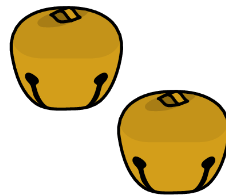
crayons



hole punch



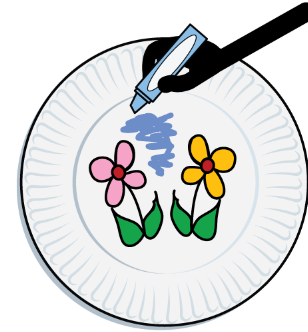
10 jingle bells



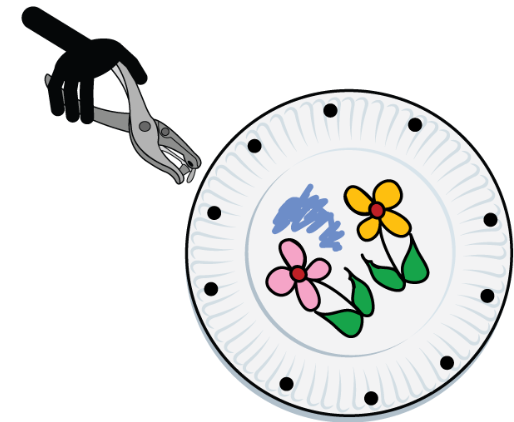
**10 pipe cleaners
cut into 2-in sections**



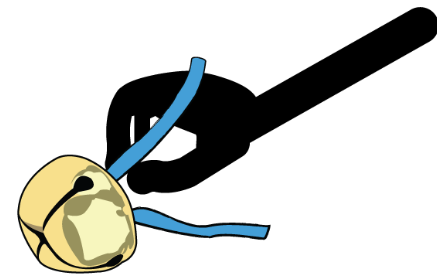
1. Color the paper plate.



2. Punch 10 holes around the edge of the plate.



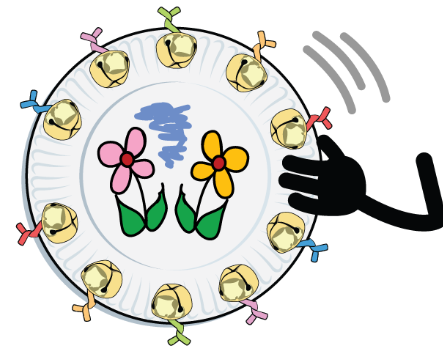
3. String one bell onto each pipe cleaner.



4. Put a pipe cleaner in each hole and twist to secure.



5. Shake the tambourine.





Instructional Targets

Toddler 3-4 Years

Physical Development and Health: Gross Motor

- Show increasing levels of proficiency in gross motor tasks.
- Show increasing levels of control and balance in movement activities.

Pre-Kindergarten 4-5 Years

Physical Development and Health: Gross Motor

- Participate in, experience or develop age-appropriate gross motor skills; running, hopping, skipping, tossing/catching a ball, etc.
- Use balance, control and coordination in physical activity and movement.



Differentiated Tasks

Level 3 Students will...

- Participate in a gross motor task independently.

Level 2 Students will...

- Participate in a gross motor task, with support.

Level 1 Students will...

- Participate in a gross motor task, using adapted tools and with support, as needed.



Topic Connection

Throughout this unit, students learn about lights and sounds that are all around them. Explain to students that traffic lights have red, yellow and green lights to tell vehicles when to go, slow down and stop. In this gross motor lesson, students will look for the red, yellow and green lights to follow directions.



Topic Words



light*
sound



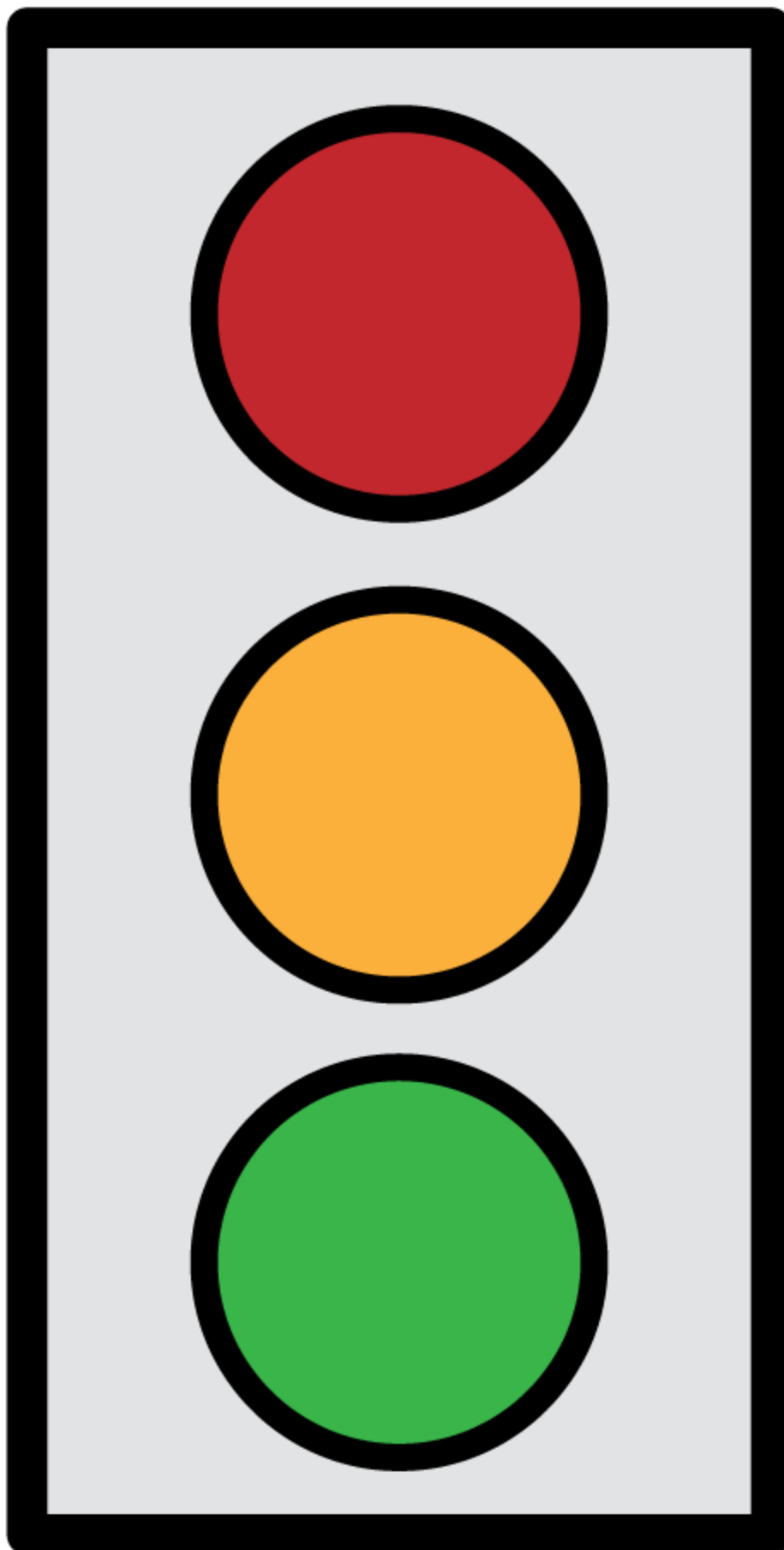
Gross Motor Words

move*

* Power Words

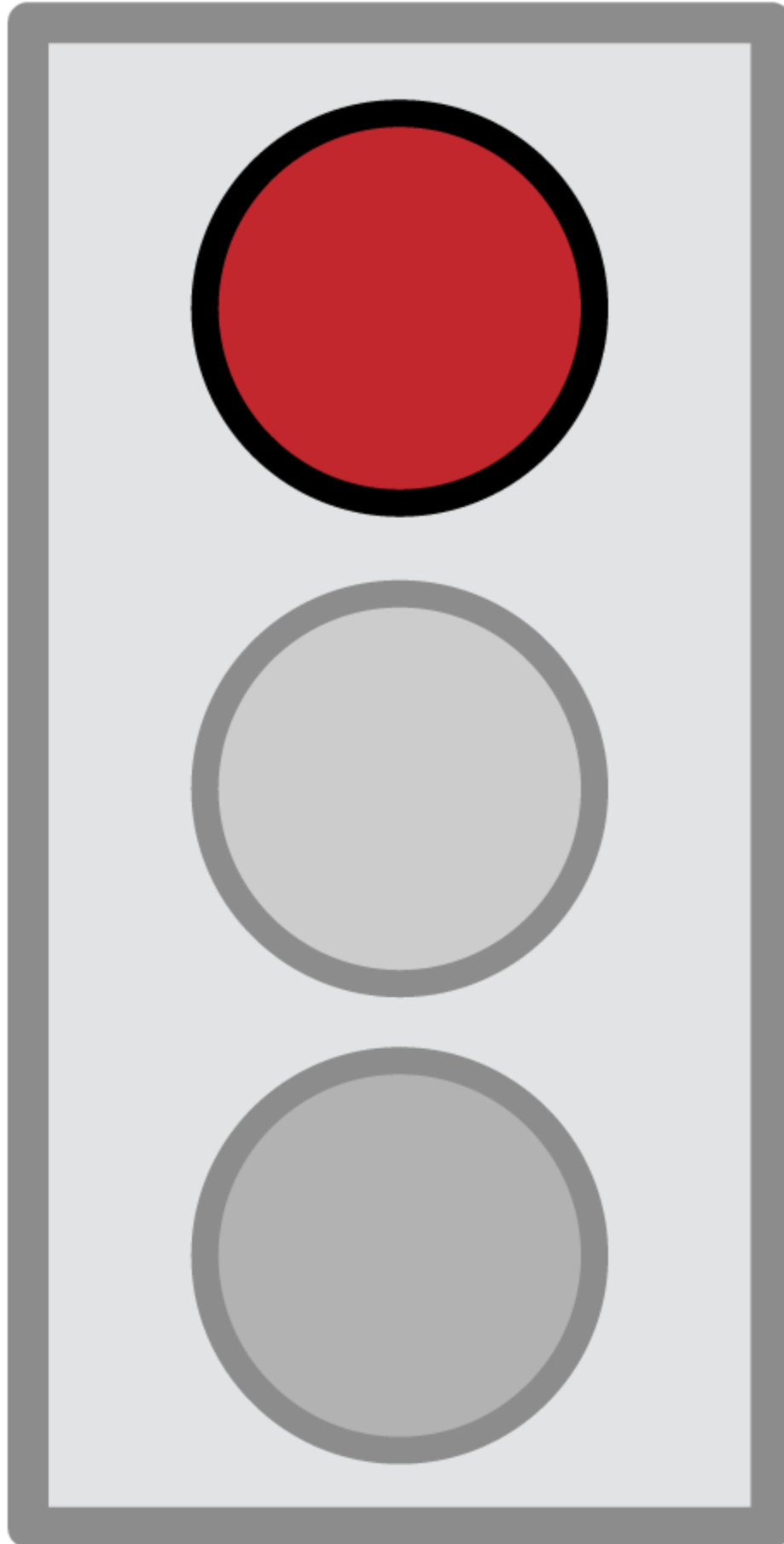


For hands-on instruction, print, cut out and laminate.



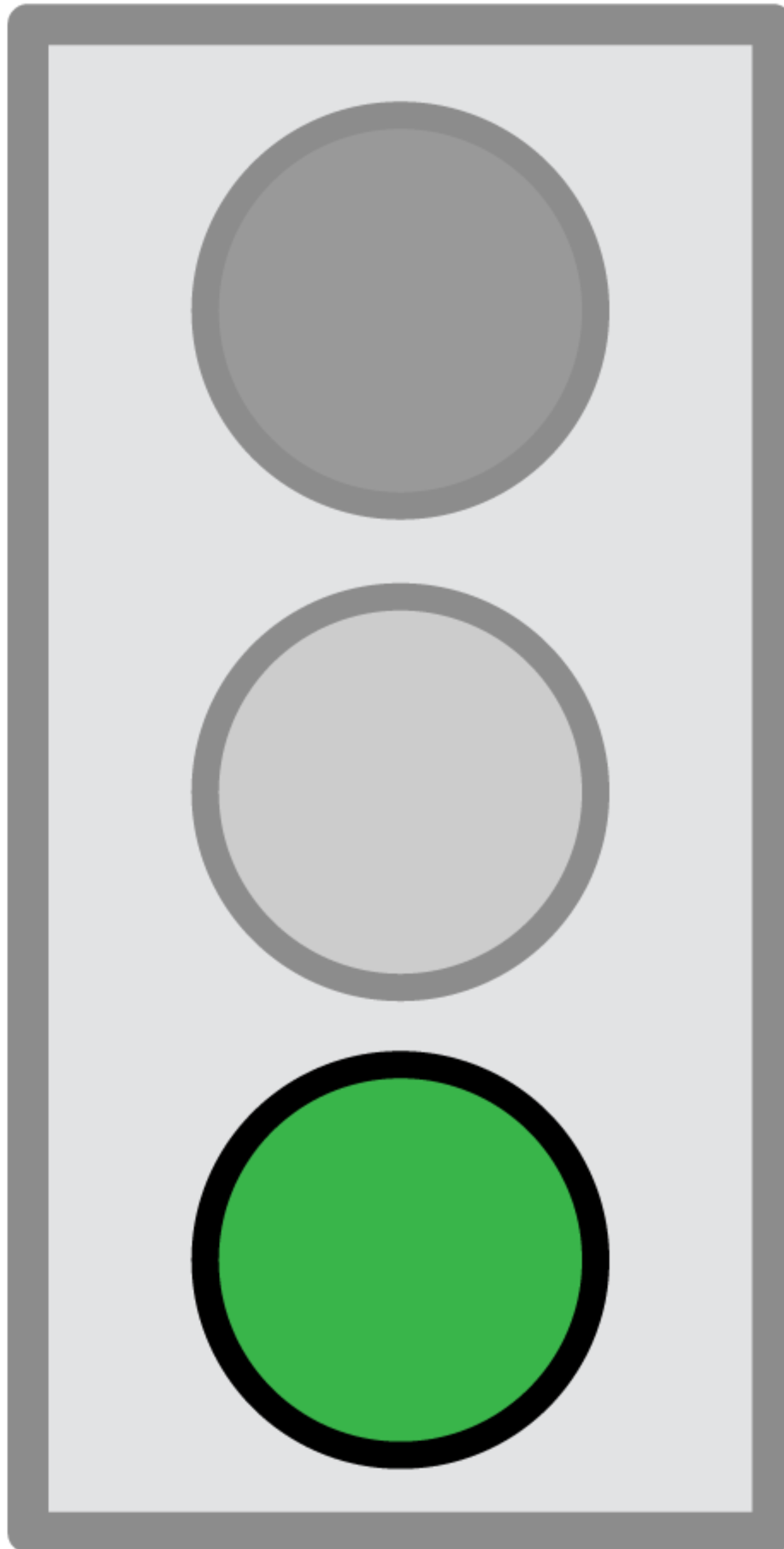


For hands-on instruction, print, cut out and laminate.



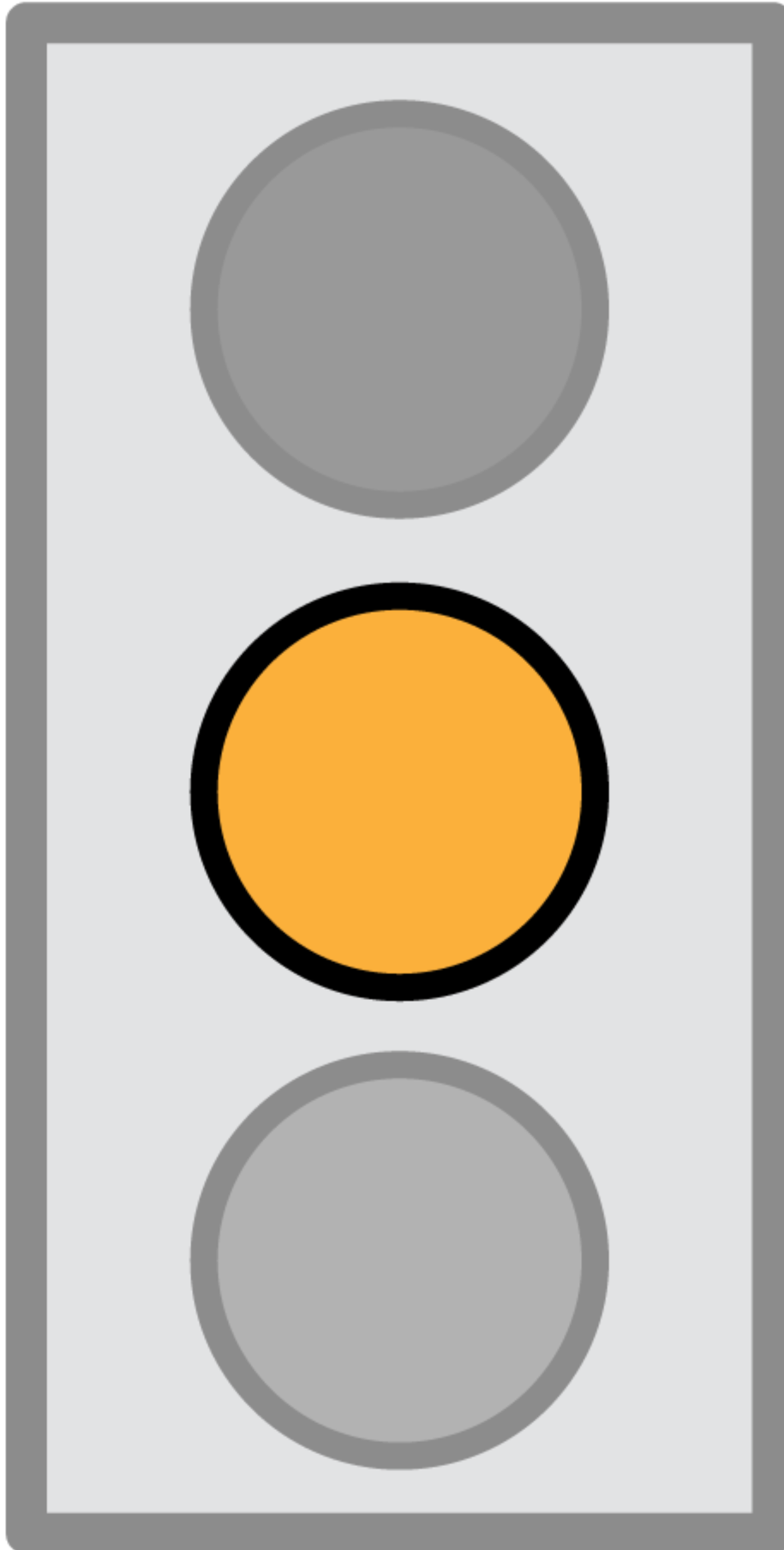


For hands-on instruction, print, cut out and laminate.

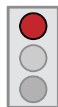




For hands-on instruction, print, cut out and laminate.





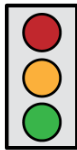
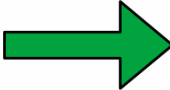
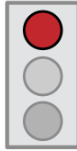

yes



Red Light, Green Light

no



stop 	slow 	stop light 
go 		red light 
		yellow light 
		green light 