

Secondary

## Secondary ULS Learning Guide May Week 3

Level 2- Using a highlighter or a pencil highlight or circle the high frequency words on each page of chapter 3. Identify each word by reading or pointing to when asked.

Level 1- Place 1 or 2 high frequency word cards in front of the student. As you locate each high frequency word on the page read the word and have the student chose the card that matches the word you find. Do this for each word. Ex: " Show me the word boy."

Level 2- Explain to the student that they are going to put information on a graph then use the graph to answer questions. Using the completed survey cards from week 2 May (What color hair do you have?). Color in 1 box for each completed survey card. Ex: Color in the box above brown hair for a survey card that brown hair is checked. Once the graph is completed support the student in answering the Survey Questions.

Level 1- Support the student in filling out the bar

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MAY 3	<p>Level 2- Introduce the lesson by telling the student we will be practicing following directions, just like our DNA follows directions. Explain that for many important jobs people must follow directions to do the job right. Show the student the Classroom Jobs Chart and read each job and the steps/directions to complete the job. Cut out the Classroom Jobs Picture Word Cards and have the student sequence the steps of each job. Have the student carry out the job as</p>	<p>Level 2- Show the student coins and review their name and worth. Name the item for purchase and the cost located on the worksheet. Ask the student to match the coins and count the money.</p> <p>Level 1- Show the student coins and review their name and worth. Name the item for purchase and the cost located on the worksheet. Match the coins to the worksheet and model for the student how to count the coins. Then have the student practice exchanging money for an object.</p>						
	<p>the student that they will from the Workspace p. Cut out the Classroom Jobs Picture Word Cards and place 1 or 2 pictures in front of the student and have them match the picture to the task. Support the student in completing 1 step in the sequence.</p>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 2px;">Lesson Title: Reading Comprehension</td> <td style="width: 25%; padding: 2px;">Materials Needed: Chapter 4 Chapter Picture Board Comprehension Questions</td> <td style="width: 25%; padding: 2px;">Time Needed: 15-20 minutes</td> </tr> </table>	Lesson Title: Reading Comprehension	Materials Needed: Chapter 4 Chapter Picture Board Comprehension Questions	Time Needed: 15-20 minutes	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 2px;">Lesson Title: Telling Time</td> <td style="width: 25%; padding: 2px;">Materials Needed: Schedules &amp; Times 1</td> <td style="width: 25%; padding: 2px;">Time Needed: 10-20 minutes</td> </tr> </table>	Lesson Title: Telling Time	Materials Needed: Schedules & Times 1	Time Needed: 10-20 minutes
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Vocabulary Word  
Hunt

Vocabulary Word Cards