



Unit Plan

Learning Goals

Cultural Literacy: Thanksgiving, traditional food, cornucopia, being grateful

Geography: N/A

Vocabulary: traditional, dish, grateful, delicious



Unit Plan

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	Page 5-Turkey	Page 6 potato	Bread p. 9	Celery p. 9			
Summary	Page 11 Thanksgiving summary L1,2,3,3+						
Custom	Recipe for mashed pot. P. 6	thankful pg. 12	Yes/No End of Book	Sweet potato recipe p. 8	Calendar p. 1	Opinion p. 5	Sweet Pot. Recipe p. 8
Coloring Page	Happy Thanksgiving End of Book	Cornucopia p. 13	Centerpiece p. 13				
Presentation	Please Pass The.... P. 13	Thanksgiving food end of book					



Unit Plan

	Words and page
Reading Match	Turkey, pie, potatoes, pumpkin Page 11 and End of Book
Vocabulary	Traditional, dish, thankful, delicious pg. 7 and End of Book Voc. L1, L2 p. 11

	Concept and Page		Concept and Page
Sorting	Cornucopia pg 13	Wh Questions	What-End of Book
Classification	Turkey page 5	Book Exam	
Pattern		Sentence Scramble	
EZ Summary		Question and Answer	
Short Answer	End of Book	Fill in the Blank	End of Book
Capitalization	End of Book	Yes/No	End of Book
Grammar	End of Book	Vocabulary Assessment	End of Book L2,L3



Unit Plan

How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



Unit Plan

Page One:

Talking Points: Thanksgiving is a holiday. A holiday is a special day. It is a day to celebrate. Thanksgiving is a holiday that comes once a year in November. It is the 4th Thursday in November. It's a holiday where you eat a big feast with friends and family. It's a day that you think about things you are grateful for. Grateful means things you are happy about or things you say "thank you" for or you are thankful about. The name of the holiday is Thanksgiving or Giving Thanks.

Pointing Questions: Pilgrim, socks, shoes, hands in prayer, closed eyes

Short Answer: When is Thanksgiving? What month is it in? What do people celebrate on Thanksgiving?

Yes/No: Is Thanksgiving in July? Is Thanksgiving a holiday? Is it on a Thursday? Is Thanksgiving in November?

Sharing opinion/experiences: Things you are happy about are things you are grateful about or thankful about. What are some things you are happy about?

Vocabulary Focus: Point to the word **grateful** in the book. **Grateful** means something that you're happy about. a Find the **grateful** flashcard and its matching definition.

Peer to Peer Interaction: After you read Page 1, ask students, "What holiday is the 4th Thursday in Nov.?" The answer is the main idea card "Thanksgiving." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Calendar



Unit Plan

Page Two:

Talking Points: When the Pilgrims arrived at Plymouth, it was winter and it was very cold. They needed to build houses for themselves, but it was hard to do when it was cold and snowing. The Pilgrims had to live on the Mayflower all winter while they worked on building homes. A lot of them got sick and died. When spring came the Native Americans helped them understand how to grow a garden in Massachusetts and showed them new plants they could eat. This really helped the Pilgrims.

Pointing Questions: Native Americans, Pilgrims, hat, feathers, shaking hands

Short Answer: Who helped the Pilgrims? What did the Native Americans do to help the Pilgrims?

Yes/No: Did the Native Americans help the Pilgrims? Do people think about the Pilgrims and Native Americans on Thanksgiving?

Sharing opinion/experiences: What do you know about planting corn or squash? Do you know how to grow seeds?

Peer to Peer Interaction: After you read Page 2, ask students, “Who do people think about on Thanksgiving Day?” The answer is the main idea card “Pilgrims and Native Americans.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Activity: Plant corn seeds in cups.

Assignment Options:



Unit Plan

Page Three:

Talking Points: On Thanksgiving Day people have a big dinner. They do this because the Pilgrims had a big dinner in the fall. They had a big dinner because their harvest was good. A harvest is the food that they picked from their gardens. There was a lot of food to eat, so people were able to enjoy a big dinner.

Pointing Questions: corn, pumpkin, Native American, Pilgrim, barrel, holding hands

Short Answer: What vegetables do you see on the table? Why do people eat a big feast on Thanksgiving? What does harvest mean?

Yes/No: Did the Pilgrims have a feast? Did they have a good harvest? Is a harvest the food that they picked from their gardens?

Sharing opinion/experiences: What vegetables do you like to eat? What vegetables do people eat at Thanksgiving?

Functional Activity: Bring in an assortment of vegetables for students to look at and name them. Play, please pass the and then the person who receives it says, "Thank you." Take turns. (preparing for passing food at the table)

Peer to Peer Interaction: After you read Page 3, ask students, "What is it called when you pick the vegetables at the end of the summer?" The answer is the main idea card "harvest" Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation

Assignment Options:



Unit Plan

Page Four:

Talking Points: We celebrate Thanksgiving today. The Pilgrims and Native Americans had a feast long ago. Each November people in the United States eat Thanksgiving dinner. One thing that a lot of families do is take turns saying what they are thankful for. They might be thankful for friends or people in the family. Maybe they are thankful they have a job or a house. It can be anything that you are really happy about.

Pointing Questions: mom, dad, grandpa, brother, sister, table cloth, turkey

Short Answer: What do people talk about during Thanksgiving dinner?

Yes/No: Do people say things like, “I am thankful I have a job?”

Sharing opinion/experiences: What is one thing you are thankful for? What do you think that your friend X might be thankful for?

Activity: Go over personality traits that they might appreciate in their classmates and make a list. (nice, funny, shares, etc.) Then, have a student stand and then have classmates say what they like about that student. Do this for everyone. Model saying something about each student. Help students think of something if they are stuck. For example, “I remember that John let you use his markers yesterday. Do you remember that? John was nice and he shared his markers. I bet you were happy about that. Do you want to tell John you are thankful he is so nice and shared his markers?”

Peer to Peer Interaction: After you read Page 4, ask students, “What is another word that means you are grateful?” The answer is the main idea card “thankful.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Review: Grateful

Assignment Options:



Unit Plan

Page Five

Talking Points: There are some things that most people eat on Thanksgiving Day. (ask students to help you think of these items) Yes, most people eat turkey. That is the traditional Thanksgiving meat. Most people eat turkey on Thanksgiving. Traditional means that is what most people eat on Thanksgiving. Is shrimp a traditional Thanksgiving food? No, most people do not eat shrimp for Thanksgiving dinner. The Pilgrims had guns and the Pilgrims could hunt. There were a lot of turkeys in Plymouth. They could eat turkey with their vegetables. The Pilgrims could not buy turkey at the store. There were no stores in Plymouth yet.

Pointing Questions: turkey, beak, feathers, feet, cooked turkey, platter

Short Answer: What meat do most people eat on Thanksgiving Day? What does traditional mean?

Yes/No: Do people eat turkey on Thanksgiving? Is turkey a traditional Thanksgiving Day food?

Sharing opinion/experiences: Do you eat turkey on Thanksgiving? Do you eat turkey sandwiches? How to you make a turkey sandwich?

Peer to Peer Interaction: After you read Page 5, ask students, “What meat do most people eat on Thanksgiving Day?” The answer is the main idea card “turkey.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Activity:

Vocabulary Focus: Point to the word **traditional** in the book. **Traditional** is what most people do. On Thanksgiving, there are many traditional things that most people eat. Find the **traditional** flashcard and its matching definition.

Presentation:

Assignment Options: Word Scramble-Turkey (L), Classification, opinion



Unit Plan

Page Six:

Talking Points: Another traditional food that most people eat on Thanksgiving is mashed potatoes. I love mashed potatoes. A lot of people put gravy on their mashed potatoes. The Pilgrims grew potatoes in their garden. They could make mashed potatoes with those potatoes. The food that goes with the turkey is called a dish. It's food that you put in a dish on the table. A dish could be mashed potatoes and gravy. A dish is food.

Pointing Questions: basket of potatoes, mashed potatoes, gravy

Short Answer: What do people like to eat with gravy?

Yes/No: Do people eat mashed potatoes on Thanksgiving? Is that a traditional dish?

Sharing opinion/experiences: What do you know about potatoes? (plant, baked potatoes, French fries, etc.) Tell us about a time when you ate potatoes.

Peer to Peer Interaction: After you read Page 6, ask students, "What do people eat on Thanksgiving that they put gravy on?" The answer is the main idea card "mashed potatoes." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Activity: Here is a link to a recipe for mashed potatoes made in a crock pot with a video. <http://www.thekitchn.com/how-to-make-mashed-potatoes-in-the-slow-cooker-cooking-lessons-from-the-kitchn-212550> Project the video for everyone to see. Talk about how YouTube has a lot of cooking videos. After students watch this video, you can either make the mashed potatoes or let students do a search for other mashed potato recipe videos on their own. They can use their **Main Idea** card to see how to spell mashed potatoes and then have them write "recipe" on the bottom so they can use it as a reference when they are writing it in the search bar. There is also a recipe below for making mashed potatoes on the stovetop.

Vocabulary Focus: Review traditional . Point to the word **dish** in the book. A **dish** is a type of food. Find the **dish** flashcard and its matching definition.

Assignment Options: Word Scramble-potato (L), Recipe-Mashed Potatoes



Unit Plan

Page Seven:

Talking Points: One thing that a lot of people really love is cranberry sauce. It is a sauce that is made from cranberries. You put it on turkey. Some people make the cranberry sauce. They use a recipe. Some people buy a can of cranberry sauce already made. Cranberry sauce is another traditional Thanksgiving dish. It's something that most people serve on Thanksgiving Day. It is delicious. That means it tastes GREAT. It is very delicious.

Pointing Questions: turkey with cranberry sauce, bowl of cranberry sauce,

Short Answer: What do some people like to put on their turkey? What is this sauce called? What kind of berries do you use to make cranberry sauce?

Yes/No: Do you like cranberry sauce? Do people put cranberry sauce on turkey? Would you like to learn how to make cranberry sauce?

Sharing opinion/experiences: Do you have cranberry sauce at Thanksgiving? Who makes it? Who likes to eat it?

Activity: Watch video on making cranberry sauce in a crock pot. Either make the sauce in class or have students do searches for other cranberry sauce recipes. <https://www.youtube.com/watch?v=kNgZ2i4isXM>

Peer to Peer Interaction: After you read Page 7, ask students, "What is a traditional sauce made for Thanksgiving?" The answer is the main idea card "cranberry sauce" Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **delicious** in the book. **Delicious** means that it tastes good. Find the **delicious** flashcard and its matching definition. **Review:** Traditional and dish

Assignment Options: Vocabulary L3



Unit Plan

Page Eight:

Talking Points: One thing I love to eat on Thanksgiving Day is sweet potato casserole. It is a traditional Thanksgiving Day dish. A lot of people make it and eat it with their dinner on Thanksgiving. Sweet potatoes are a type of potato. They are orange and they are a little bit sweet. The sweet potatoes are used to make sweet potato casserole. Marshmallows are on top. It is soo delicious!

Pointing Questions: sweet potato, sweet potato casserole, rolls, butter

Short Answer: What is a traditional dish that is made with sweet potatoes?

Yes/No: Do you like sweet potatoes? Do you like sweet potato casserole? Do you like marshmallows? Do you think it is delicious?

Sharing opinion/experiences: Have you ever had sweet potato casserole on Thanksgiving? Have you ever had marshmallows?

Activity: Recipe below for very easy version of sweet potato casserole using canned sweet potatoes

Vocabulary Focus: Review: delicious, traditional, and dish

Peer to Peer Interaction: After you read Page 8, ask students, “What is a traditional Thanksgiving casserole made with marshmallows?” The answer is the main idea card “sweet potato casserole.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Sweet Potato Casserole Recipe



Unit Plan

Page Nine:

Talking Points: Stuffing is a traditional Thanksgiving dish. There are so many people who think stuffing is delicious. It tastes really good with gravy on it. It is made with bread, celery, and broth. Broth is the juice from cooking meat. On Thanksgiving, people use the broth from cooking the turkey. You can also buy cans of broth at the store. It is called stuffing because sometimes people stuff it inside the turkey so that the stuffing cooks while you are cooking the turkey.

Pointing Questions: stove top stuffing, dish with stuffing in it

Short Answer: What dish do people make for Thanksgiving that is made with bread, celery, and broth?

Yes/No: Is stuffing a traditional Thanksgiving dish? Is stuffing good with gravy on it? Do some people cook the stuffing inside the turkey?

Sharing opinion/experiences: What is your favorite Thanksgiving food? What Thanksgiving food do you know how to cook?

Peer to Peer Interaction: : After you read Page 9, ask students, “What dish do people make for Thanksgiving that is made with bread, celery, and broth?” The answer is the main idea card “stuffing.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Activity: Watch Youtube recipe videos to make stuffing. If you would like, you can make stovetop stuffing or other stuffing recipe together and/or encourage students to look for other stuffing recipes on youtube.

Vocabulary Focus: Review: Word Scramble-Bread (L), Word Scramble-Celery (L)

Assignment Options: Word Scramble-Bread (L), Word Scramble-Celery (L)



Unit Plan

Page Ten:

Talking Points: All of the dishes we talked about in this book are traditional Thanksgiving dishes. We also talked about turkey being the meat that traditionally goes with this feast. Thanksgiving is a big dinner. It is delicious. It is a feast. People eat Thanksgiving dinner with friends and family. People think about what they are thankful or grateful for.

Pointing Questions: side dish, cranberry sauce, stuffing, Thanksgiving dinner, green beans

Short Answer: What do you call a big dinner like Thanksgiving? What is another word that means it tastes GREAT?

Yes/No: Does “delicious” mean it tastes really good? Is a feast a small meal? Is it a big meal?

Sharing opinion/experiences: What do you like most about Thanksgiving? Who do you usually eat Thanksgiving with? Does anyone go out of town on Thanksgiving?

Peer to Peer Interaction: : After you read Page 10, ask students, “What do you call a big dinner?” The answer is the main idea card “feast”. Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Activity:

Vocabulary: Review **delicious**

Assignment Options:



Unit Plan

Page Eleven:

Talking Points: There are desserts that are traditional Thanksgiving desserts. Pie is something a lot of people make for Thanksgiving. There are many types of pie. Apple and pumpkin are two types of pie that are very popular on Thanksgiving Day. They are delicious. Some people like to put whipped cream or ice cream on their pie.

Pointing Questions: pumpkin pie, apple pie, slice of pie, whipped cream on pie

Short Answer: What is the traditional dessert on Thanksgiving? What is one type of pie that a lot of people make on Thanksgiving?

Yes/No: Do you like pie? Do you like pumpkin pie? Do people make pie on Thanksgiving?

Sharing opinion/experiences: What types of pie can you think of? What are your favorite types of pie? What kind of berries are used to make pie?

Peer to Peer Interaction: : After you read Page 11, ask students, “What is a dessert that a lot of people make on Thanksgiving?” The answer is the main idea card “pie”. Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Activity 1: You tube videos for making pies. Have students write down the names of the different pies they find.

Activity 2: And/OR Do a google image search to find pictures of pie. Talk about the different kinds of pie.

Vocabulary Focus: Review traditional and delicious

Assignment Options: Vocabulary L1 and L2 (L), Summary L1, 2,3, and 3plus



Unit Plan

Page Twelve:

Talking Points: One thing that people usually do on Thanksgiving is share stories or a prayer before everyone eats. People talk about something they are grateful for. This holiday is about having a feast and talking about things that make you happy.

Pointing Questions: men, woman, table, food

Short Answer: What do people talk about on Thanksgiving?

Yes/No: If someone has pneumonia can they get medicine? Can people get better from pneumonia?

Sharing opinion/experiences: have you recovered from being sick?

Peer to Peer Interaction: : After you read Page 12, ask students, “What is another word that means things you are thankful about?” The answer is the main idea card “grateful”. Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Activity:

Vocabulary: Review **grateful**

Assignment Options: Thankful



Unit Plan

Page Thirteen

Talking Points: When people set the table for Thanksgiving, they usually make a centerpiece for the table. A centerpiece is something that looks nice in the middle of the table. On Thanksgiving, a popular centerpiece is a cornucopia. People put grapes or squash in them. They are a nice decoration for a special Thanksgiving dinner.

Pointing Questions: cornucopia, grapes, pumpkins, squash, candles, plates, napkins, silverware

Short Answer: What is a traditional centerpiece for the table on Thanksgiving? What is a centerpiece?

Yes/No: Is a cornucopia a Thanksgiving centerpiece? Is a centerpiece something that is in the center of the table to decorate the table?

Sharing opinion/experiences: What are some popular centerpieces you know of? What are things people put in the middle of the table?

Peer to Peer Interaction: : After you read Page 13, ask students, “What is a traditional centerpiece on Thanksgiving?” The answer is the main idea card “cornucopia” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Please Pass The..... And Thanks giving food

Vocabulary Focus: Review: traditional

Assignment Options: Coloring Page-Cornucopia, Coloring Page-Centerpiece, Sorting