

Activity	Standards	Pyramid	Student Assessment IEP/Alternate Assessment
E1 Students will create a book representing their personal information (address, birthday, phone, etc.)	<p>Reading D1 Use pictures or illustrations to aid comprehension.</p> <p>Writing A8 Use simple sentence structures. B1 Write simple stories. D5 Present information to others.</p> <p>Math</p>	<p>Some...Students will read their personal book independently.</p> <p>Most... Students will be able to read their name page of the book.</p> <p>All... will participate in creating the book.</p>	<input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other
E1 Given interactive file folder with photos of home/address, phone/phone#, birthday cake/birthday, etc. they will match/choose personal information.	<p>Reading C1 Demonstrate understanding that print provides information and tells story.</p> <p>Writing B2 Name or label objects/places.</p> <p>Math E1 Listen attentively to speakers, stories and songs.</p>	<p>Some... Students will choose all information.</p> <p>Most... Students will choose their birth date.</p> <p>All... Students will match picture to picture.</p>	<input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other
E1 Given a worksheet with first, last and/or first and last name, student will identify their name from a variety of print.	<p>Reading A8 Recognize own first and last name.</p> <p>Writing B3 Write first name</p> <p>Math</p>	<p>Some... Student will identify first and last name</p> <p>Most... Students will identify their last name.</p> <p>All... Students will identify their first name.</p>	<input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other

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E2 Students will sequence 3-4 photos of people as they age.	<p>Reading C4 Predict content, events and outcomes based on personal experience. D1 Use pictures to aid comprehension. D2 Identify and discuss sequences of events in informational text.</p> <p>Writing A6 Organize writing with beginning, middle, & end. A7 Write left-right, top-bottom.</p> <p>Math A6 Use ordinal numbers, first, second, last. B2 Recognize events related to time.</p>	<p>Some... Students will sequence 3-4 photos.</p> <p>Most... Students will sequence 2 photos.</p> <p>All... Students will identify self in photo.</p>	<input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other
E2 Students will create a family tree using information completed by parents, consisting of child, parents and grandparents.	<p>Reading A9 Recognize names of familiar persons. B1 Recognize and understand objects, pictures, symbols, and /or words. C1 Demonstrate an understanding that print provides information or tells a story. D5 Identify and discuss simple diagrams, charts, graphs, and maps.</p> <p>Writing B2 Name or label objects/places.</p> <p>Math E4 Experience fantasy and reality stories. E5 Recognize predictable patterns in stories.</p>	<p>Some... Students will complete the family tree by placing self, parents, grandparents .</p> <p>Most... Student s will find their place on the family tree.</p> <p>All... Students will help create their family tree.</p>	<input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other

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<p>E3 Students will create a family book stating the people in their family and customs, using real life pictures.</p>	<p>Reading B2 Use context cues from conversation, pictures or sentences to support word identification. . C1 Demonstrate an understanding that print provides information or tells a story.</p> <p>Writing A4 Develop a purpose for writing. B1 Dictate or write simple stories, using letters, words or pictures. D2 Use searching techniques and sources to gather information with teacher assistance.</p> <p>Math D1 Identify how objects are alike and different. D2 Sort, classify or order objects by defined attributes. E2 Arrange objects in a graph (on floor/table) according to attributes, such as size, color, shape. E5 Select the category(ies) that have the most or fewest in a graph.</p>	<p>Some... Students will state the customs of their family</p> <p>Most... Students will state the people in their family.</p> <p>All... Students will participate and make choices in creating the book.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other
<p>E3 Students will create a birthday book with family customs to chart results to compare and contrast data.</p>	<p>Reading. B1 Recognize and understand objects, pictures, symbols, and /or words. B2 Use context cues from conversation, pictures or sentences to support word identification. C1 Demonstrate an understanding that print provides information or tells a story.</p> <p>Writing B1 Dictate or write simple stories, using letters, words or pictures.</p> <p>Math D1 Identify how objects are alike and different. D2 Sort, classify or order objects by defined attributes. E2 Arrange objects in a graph (on floor/table) according to attributes, such as size, color, shape. E5 Select the category(ies) that have the most or fewest in a graph.</p>	<p>Some... Students will compare and contrast the data.</p> <p>Most... Students will chart the data.</p> <p>All... Students will participate and make choices in creating the book.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other

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<p>E4 Students will create a family flag which depicts family fun, working together and what they love.</p>	<p>Reading . B1 Recognize and understand objects, pictures, symbols, and /or words C1 Demonstrate an understanding that print provides information or tells a story. . D1 Use pictures to aid comprehension Writing A8 Use simple sentence structures. B1 Write simple stories. D1 Ask questions about a topic. Math E1 Gather and sort data in response to questions posed by teachers and students.</p>	<p>Some... Students write a sentence to correlate with their flag</p> <p>Most... Students will draw pictures to correlate with their flag.</p> <p>All... Students will participate in creating the flag.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other
<p>E4 Students will identify community locations and if their family goes there and what they do there. Students will write or dictate a sentence telling about their family experience at the location.</p>	<p>Reading B1 Recognize and understand objects, pictures, symbols, and /or words. B2 Use context cues from conversation, pictures or sentences to support word identification. E3 Re-tell a story that has been heard/read. Writing A2 Chose a topic for writing or sharing. D5 Report or present information to others. Math D1 Identify how objects are alike and different.</p>	<p>Some... Students will write a sentence about their experience.</p> <p>Most... Students will dictate a sentence about their experiences.</p> <p>All... Students will identify community location.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other

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<p>E5 Preface with a story from Berenstain Bears "Think of Those In Need", As a group the class will make a list of items that are wants and those that are needs.</p>	<p>Reading C5 Recall important ideas and respond to questions. D3 Tell main idea of selection that has been read (aloud or independently). C7 Answer literal questions (wh questions) Writing B2 Name or label objects/places. D4 Sort information into categories. Math D2 Sort classify or order objects by defined attributes.</p>	<p>Some... Students will identify an item as a want/need.</p> <p>Most... Students will participate in making a list of wants/needs.</p> <p>All... Students will actively listen to story.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other
<p>E5 Students will sort pictures of items from Boardmaker or magazines of things that are wants and things that are needed for living.</p>	<p>Reading B1 Recognize and understand objects, pictures, symbols, and/or words. Writing D4 Sort information into categories. Math E1 Gather and sort data in response to questions posed by teachers and students. E5 Select the category(ies) that have the most or fewest in a graph.</p>	<p>Some... Students will sort pictures/words of needs and wants.</p> <p>Most... Students will identify pictures of items needed for living.</p> <p>All... Students will choose a picture from a variety of choices.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other
<p>E5 Students will complete open ended sentences such as: I need _____ to live. I want _____.</p>	<p>Reading D1 Use pictures to aid comprehension. Writing A8 Use simple sentence structure. B1 Dictate or write simple stories, using letter, words or pictures. D5 Report or present information to others. Math</p>	<p>Some... Students will write their answer.</p> <p>Most... Students will orally state an answer to fill in the blank.</p> <p>All... Students will participate by making a choice using pictures.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other

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<p>E6 The children will participate in making a book with related authority figures in the school.</p>	<p>Reading D1 Use pictures to aid comprehension.</p> <p>Writing A8 Use simple sentence structure. B1 Dictate or write simple stories, using letter, words or pictures. D3 Recall important information on a topic. D5 Report or present information to others</p> <p>Math</p>	<p>Some... Students will read the authority book independently.</p> <p>Most... Students will be able to recognize authority figures.</p> <p>All... Students will participate in creating the book.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other
<p>E7 E8 Students will participate in a scavenger hunt following a simple map to locate community workers and/or buildings which are throughout the community.</p>	<p>Reading D1 Use pictures to aid comprehension.</p> <p>Writing B2 Use context cues from conversation, pictures or sentences to support word identification.</p> <p>Math</p>	<p>Some... Students will state the workers job and purpose.</p> <p>Most... Students will orally identify the name of the community worker.</p> <p>All... Students will match pictures.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other
<p>E7 E8 Students will participate in a scavenger hunt following a simple map to locate community workers and/or buildings which are throughout the community.</p>	<p>Reading A9 Recognize the names of familiar persons. C3 Read for a purpose. D5 Identify and discuss simple diagrams, charts, graphs and maps.</p> <p>Writing B2 Use context cues from conversation, pictures or sentences to support word identification.</p> <p>Math</p>	<p>Some... Students will follow a simple map.</p> <p>Most... Students will locate community buildings.</p> <p>All... Students will actively participate in the scavenger hunt.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data sheet <input type="checkbox"/> Work sample <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Other

