

FALL TREES AND APPLES

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Unit Overview

This special education unit targets both IEP goals and adapted academic standards for Kindergarten to 2nd grade students with severe and profound disabilities. Students engage in interactive activities around the theme of fall and apples, including story boxes, cooking, science experiments, and a culminating in-school field trip to an apple orchard. Throughout the unit, students practice communication skills and fine and gross motor skills, while learning prerequisite skills for English language arts, mathematics, science, and social studies standards.

Standards Addressed (Prerequisite Skills)

1. **ELA.K.RI.1:** With prompting and support, ask and ask questions about key details in a text.
2. **ELA.K.RL.10:** Actively engaged in group reading activities with purpose and understanding.
3. **ELA.K.W.8:** With guidance and support for adults, recall information from experiences or gather information from provided sources to answer a question.
4. **ELA.K.RF.1:** Demonstrate understanding of the organization and basic features of print.
5. **ELA.1.RI.1:** Ask and answer questions about key details in a text.
6. **ELA.1.RL.10:** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
7. **ELA.1.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
8. **ELA.2.RI.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
9. **ELA.2.RL.10:** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10. **ELA.2.W.8:** Recall information for experience or gather information from provided sources to answer a question.

11. **M.K.CC.6:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies.
12. **M.1.OA.1:** Use addition and subtraction within 20 to solve word problems involving situations of addition to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
13. **M.2.OA.1:** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
14. **S.K.L.2:** Students will compare the similarities and differences in groups of organisms.
15. **S.K.P.1:** Students will describe objects in terms of the materials they are made of and their physical properties.
16. **S.1.CS.5:** Students will communicate scientific ideas and activities clearly.
17. **S.2.CS.3:** Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.
18. **S.2.CS.5:** Students will communicate scientific ideas and activities clearly.
19. **SS.K.E.3:** The student will explain how money is used to purchase goods and services.
20. **SS.1.E.1:** The student will identify goods that people make and services that people provide for each other.

FALL TRESS AND APPLES: WEEK ONE

This unit provides students with severe and profound disabilities access to academic standards and opportunities to progress towards their IEP goals. Each lesson can be differentiated for a variety of communication levels through the use of visual and verbal prompts and communication devices.

Day One	Day Two	Day Three	Day Four	Day Five
Standards Addressed (SA): 1, 5, 8	SA: 14, 16, 17	SA: 2, 6, 9	SA: 19, 20	SA: 3, 7, 10
<p>Literacy Skills: Read <i>A Time for All Seasons</i>. Create a story box with engaging items for students to use during the story. Items include a tree, leaves, a squirrel, bird, and syrup.</p> <p>Communication Skills: Program individual communication devices to ask for turns. Additionally, program other devices to name each season in the story.</p> <p>Motor Skills: Students work on stretching and crossing the midline by reaching for the leaves and branches on the tree.</p>	<p>Motor and Functional Skills: Create a large tree trunk for the class using brown butcher paper. Students use both hands and twist the paper to make the tree trunk and branches.</p> <p>Science Skills: Students take a nature walk to look for different trees and tree trunks, collecting leaves from each tree they identify. Students use the leaves to create rubbing pictures with paper and crayons. Then, students compare and contrast different trees and leaves, focusing on their color, texture, and height.</p>	<p>Motor and Functional Skills: Sing Autumn Leaves Are Falling Down. Have students take turns singing during different parts of the song. Students sing parts of the song using a communication device, sweep leaves with a dust broom, make a pile of leaves with their hands, or turn on a fan to blow leaves on the floor.</p> <p>Communication Skills: Program individual communication devices to ask for turns. Additionally, program other devices with the song lyrics.</p>	<p>Motor and Functional Skills: Students rotate through three art activities: (1) sponge painting leaves, (2) painting leaves with bubble wrap, and (3) making tissue paper leaves and gluing them onto paper. At each station, students make color choices between two or three options. Additionally, students use both hands, cross the midline, and stabilize their body with one hand.</p> <p>Community Skills: Take a trip to a grocery store to find materials on a Shopping List. Students then help pay for the items at the register.</p>	<p>Motor and Functional Skills: Students make bird feeders by choosing a cookie cutter shape to cut a piece of bread, smashing the bread with their hands, and putting a string through the top of the bread. Then, students spread peanut butter and bird seed on the bread and hang their feeders on a tree.</p> <p>Science Skills: Complete the Autumn Toast Activity Sheet. Program communication devices with the ingredients and each step of the recipe. Conclude with students identifying the correct order of the recipe steps.</p>

FALL TRESS AND APPLES: WEEK TWO

Day Six	Day Seven	Day Eight	Day Nine	Day Ten
Standards Addressed (SA): 1, 5, 8	SA: 11, 12, 13	SA: 3, 7, 10	SA: 15, 16, 18	SA: 4, 12, 13
<p>Literacy Skills: Read <i>Apples, Apples, Apples</i>. Create a story box with engaging items for students to use during the story. Items include different colored apples, an apple cut in half, hay, and applesauce.</p> <p>Communication Skills: Program individual communication devices to ask for turns.</p> <p>Motor Skills: Students work on stretching and crossing the midline by reaching for items in the story box.</p>	<p>Motor and Math Skills: Students take turns playing an apple toss game. Students toss three apples into three different baskets. Each basket is worth one, two, or three points. After each turn, students add up their points using the apples to count. Once all students have a turn, compare the points each student scored to find the winner.</p>	<p>Functional Skills: Conduct an apple product tasting using applesauce, apple butter, and apple pie. For each product, students choose whether or not they liked the taste and record their answer on the Apple Tasting Activity Sheet. Once everyone tastes each product, students choose their favorite.</p> <p>Communication Skills: Program individual communication devices to ask for a turn. Additionally, program other devices with the words for each apple product for students to make choices. Use the Apple Tasting Symbols as a guide.</p>	<p>Science Skills: Students rotate between three science stations: (1) Apple Explosion Experiment, (2) Apple Color Matching Activity Sheet, and (3) My Apple Activity Sheet (use the Property of Apples Teaching Guide for further guidance).</p> <p>Community Skills: Students visit a grocery store and search for as many different apple products they can find.</p>	<p>Students take a trip to an “Apple Orchard” at the school, and complete the following:</p> <p>Apple Bowling: Students use apples to knock down bowling pins. Students use Bowling Pin Template to count the number of pins knocked down.</p> <p>Hay Ride Relay: Students have a hay ride relay race and pick colored apples off of a tree. Then, students count how many apples they picked.</p> <p>Bobbing for Apples: Students use nets to catch labeled apples that correspond to the first letter of their name.</p> <p>Apple Picking: Students pick numbered apples off of a tree. Once everyone has a turn, the teacher calls out each number and students pick a prize.</p> <p>Follow steps of an apple pie recipe to conclude the unit.</p>