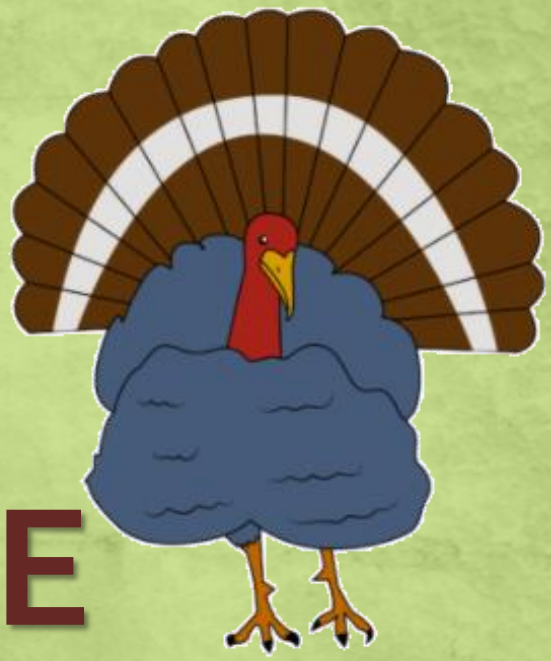


Thanksgiving BUNDLE

PREVIEW

Colonial America Unit for Special Education

Preview

Over 50 pages

By Christa Joy

1565-1776

LIFE IN COLONIAL AMERICA

WHAT DID COLONIAL CHILDREN WEAR?

- Until they turned 6 years old, both boys and girls wore dresses.
- Later, they dressed like their parents, often wearing brightly colored clothing.

DIFFICULT TIMES

- The winter of 1609 was called a “starving time.” There was little food. Colonists were dying from diseases.

HOW DID THEY COME TO AMERICA?

- The colonists had to travel across the Atlantic Ocean.
- They came in large ships.
- It often took several months in bad weather.

WHAT WERE COLONIAL HOMES LIKE?

- Most had only one room
- Some had small attic where children would sleep

12 pages

THE COLONY SURVIVES

- In 1612, a colonist named John Rolfe began growing a new kind of tobacco and sending it back to England. The tobacco was sold for a lot of money.

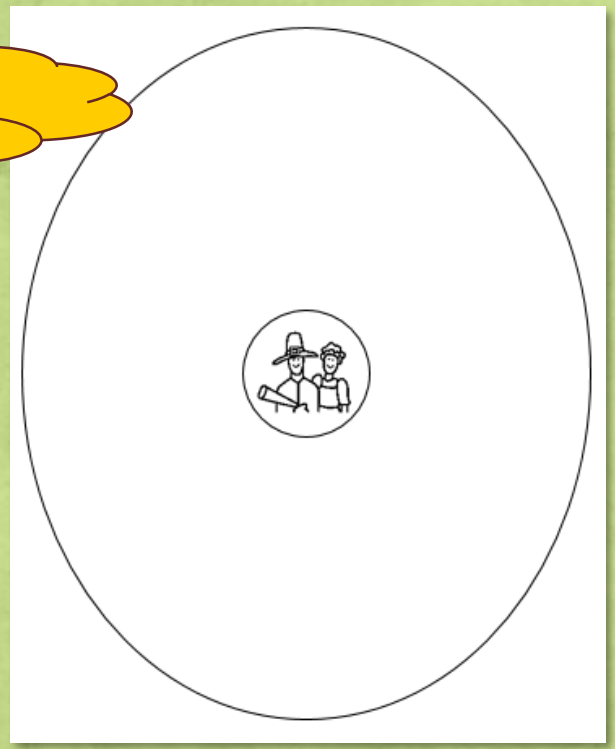
Colonial America Communication Board

- Print one copy on card stock for each student
- Laminate or place in page protector for durability
- Use for class activities and discussions
- Promotes engagement and participation in all students
- Options for use
  - Print 2 copies and have students match the symbols to increase familiarity with the vocabulary
  - Print 2 copies and use to play Bingo

Colonial America Circle Map

- Used to review the main facts from the story
- Cut apart pictures and have students place in circle map
- Color and BW versions provided

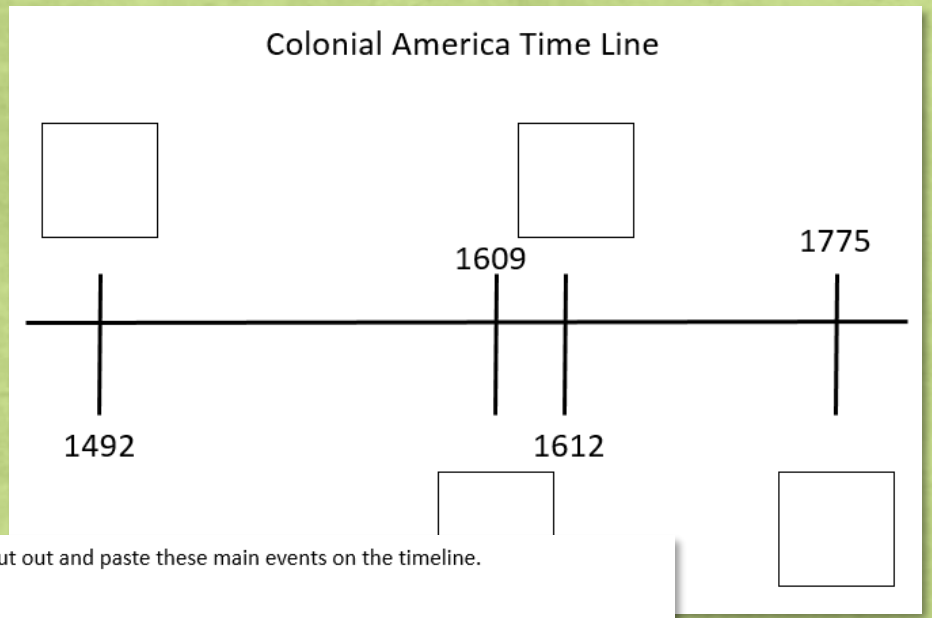
Also in BW



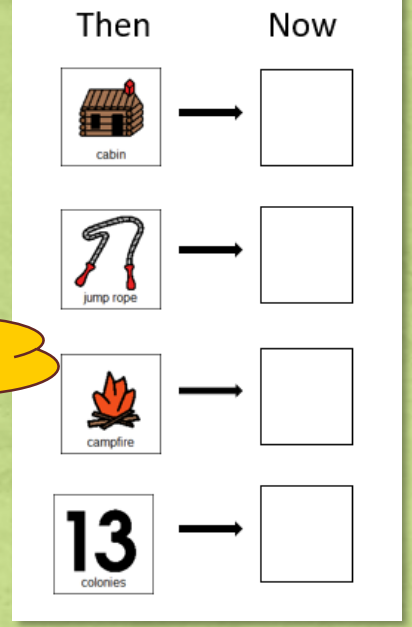
Colonial America Time Line

- This activity is meant to help students visualize when some of the main events from the story happened and in what order
- Cut and paste pictures onto correct location on the time line
- Differentiate
  - For students who need more visual structure, outline the blank boxes and the correct event in the same color.
  - For even more structure, color in the entire empty square and matching event the same color
- Options for use
  - Print onto cardstock and laminate
  - Add Velcro to make a reusable and independent task

Also in BW

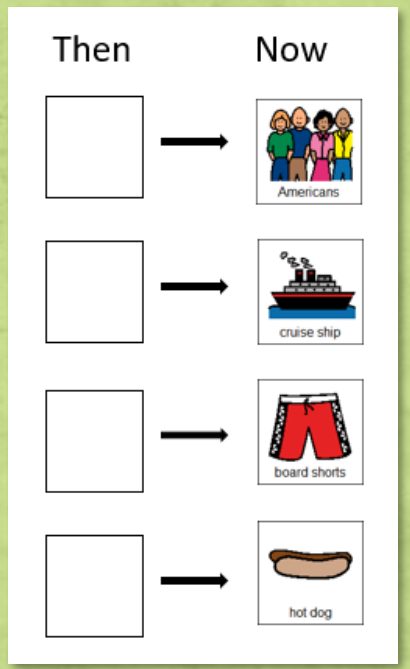


Cut out and paste these main events on the timeline.



Then and Now

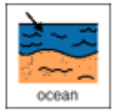
- This activity is meant to help students visualize what has changed since colonial times.
- There are two versions to help with building understanding
- Differentiate
  - For students who need more visual structure, outline the blank boxes and the corresponding match the same color.
  - For even more structure, color in the entire empty square and match the same color.
- Options for use
  - Print onto cardstock and laminate
  - Add Velcro to make a reusable and independent task



Colonial America Unit Assessment

- There are 2 version of this assessment.
- Version 1 is a simple multiple choice with picture choices. It is meant to be completed independently by the student, circling the correct answer.
- Version 2 has the same questions, but they are meant to be read aloud by the teacher who then presents 3 large pictures for students to choose the correct answer from. This version is very helpful if you have students who use alternate methods of communication such as eye gaze or pointing.
- When administering version 2 use version 1 to read questions and record student choices.
- Consider using this as a pre-assessment as well.

1. Where did the Colonists live?

A. 

B.

C.

2. How did the Colonists get to America?

A.

B.

C.

3. True or False: It was safe and fast for the Colonists to travel across the ocean.

A.

B.

4. Who first to reach America?

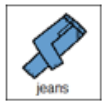
A.
B.

C.

5. What did Colonists children wear?

A.

B.

C. 

6. What did the kids play with in Colonial America?

A.

B.

C.

7. What is a food the Colonists would eat?

A.

B.

C.

8. What type of homes did the Colonists live in?

A.

B.

C.

Version 1

9. What season was it when the Colonists were starving and sick?

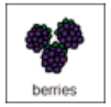
A.

B.

C.

10. What plant was grown that saved the Colonists?

A.

B. 

C.

11. How many colonies came together to form the first United States?

A.

B.

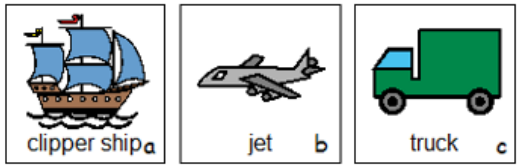
C.

Also in BW

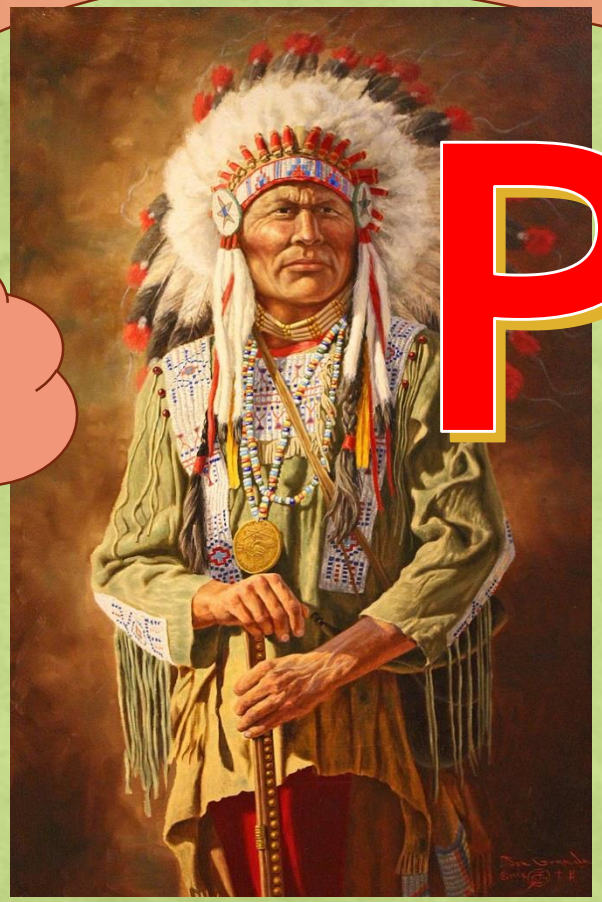
Version 2

Answer choices for version 2. Cut apart and mount on index cards.

Q1



Native American Unit For Special Education



48 pages plus video

Preview

By Christa Joy

Native Americans were the first people to live in America. They were here before the first settlers ever arrived.

Those who lived near deserts used clay or stones to build their homes.

Buffalo were a natural resource in the Plains region.

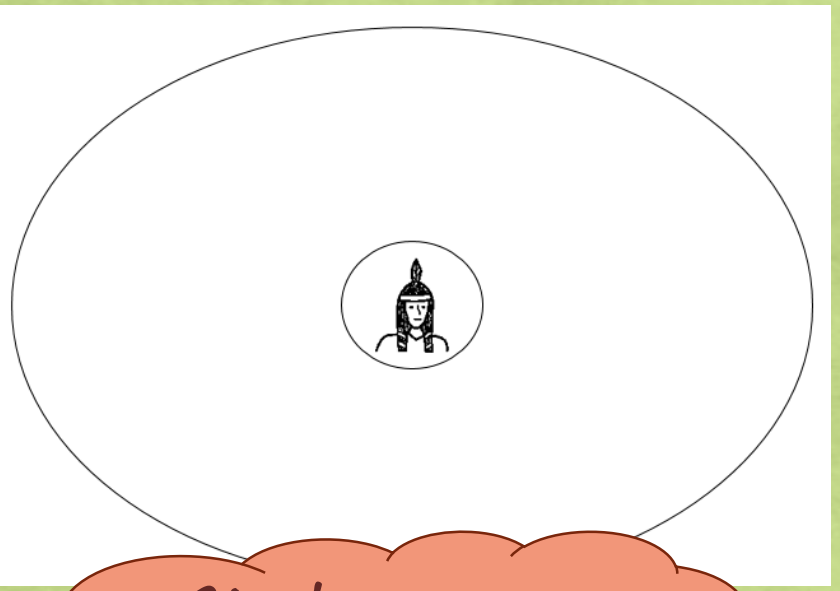
The meat was used for food. The skins were used for shelters and clothing.

Native Americans lived all across America in six different regions.

In the California Inter-mountain regi resources were scarce and it was difficult to grow crops.

In this area, the Native Americans would gather existing acorns, seeds, and fruits.

Excerpts from book



Circle map
(also in BW)

1. Native Americans were the people to live in America. ☐

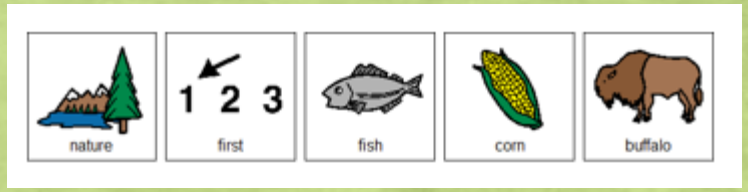
2. Native Americans respected ☐ .

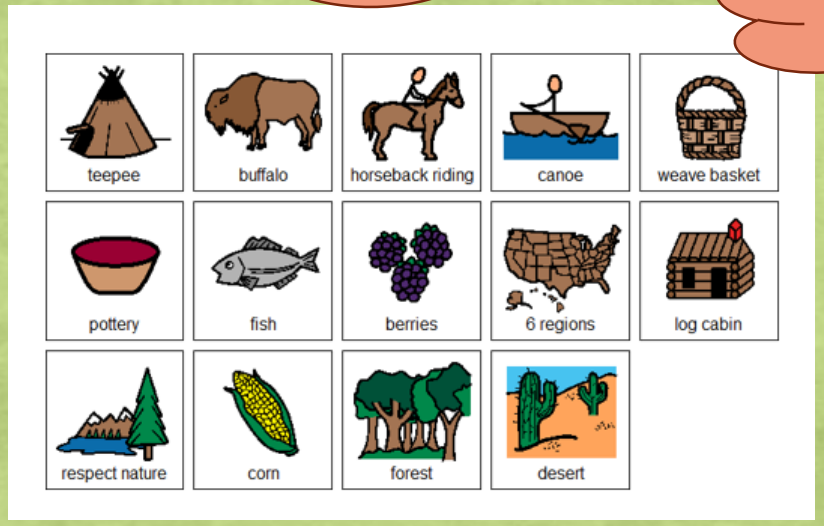
3. They would plant ☐ .

4. They would hunt ☐ .

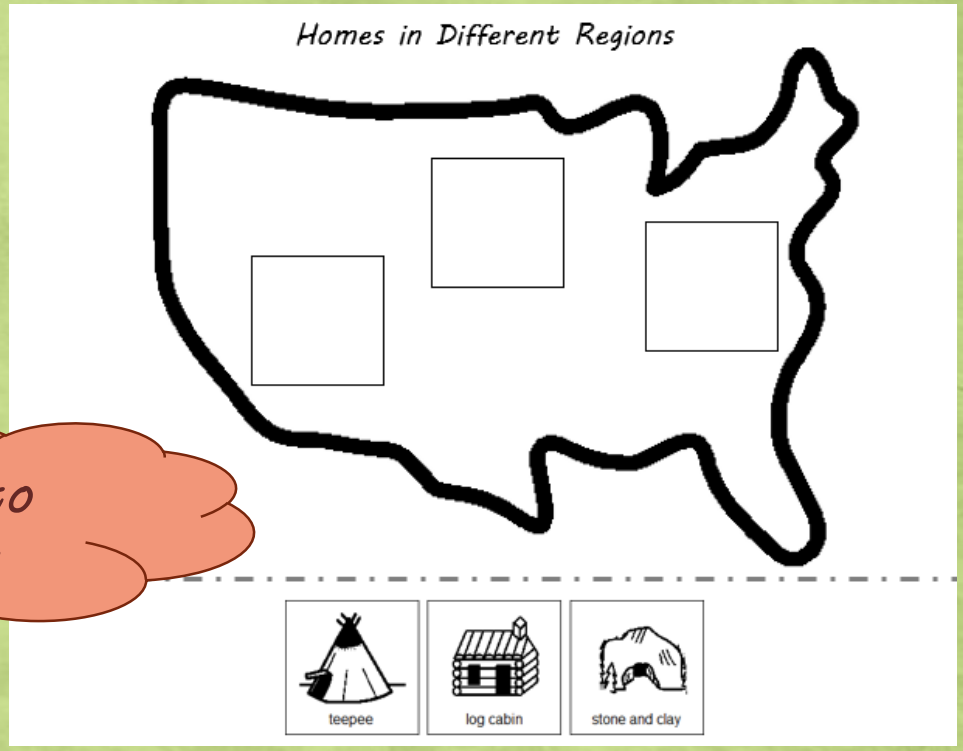
5. From the rivers, they got ☐ .

5 worksheets
Includes answer key

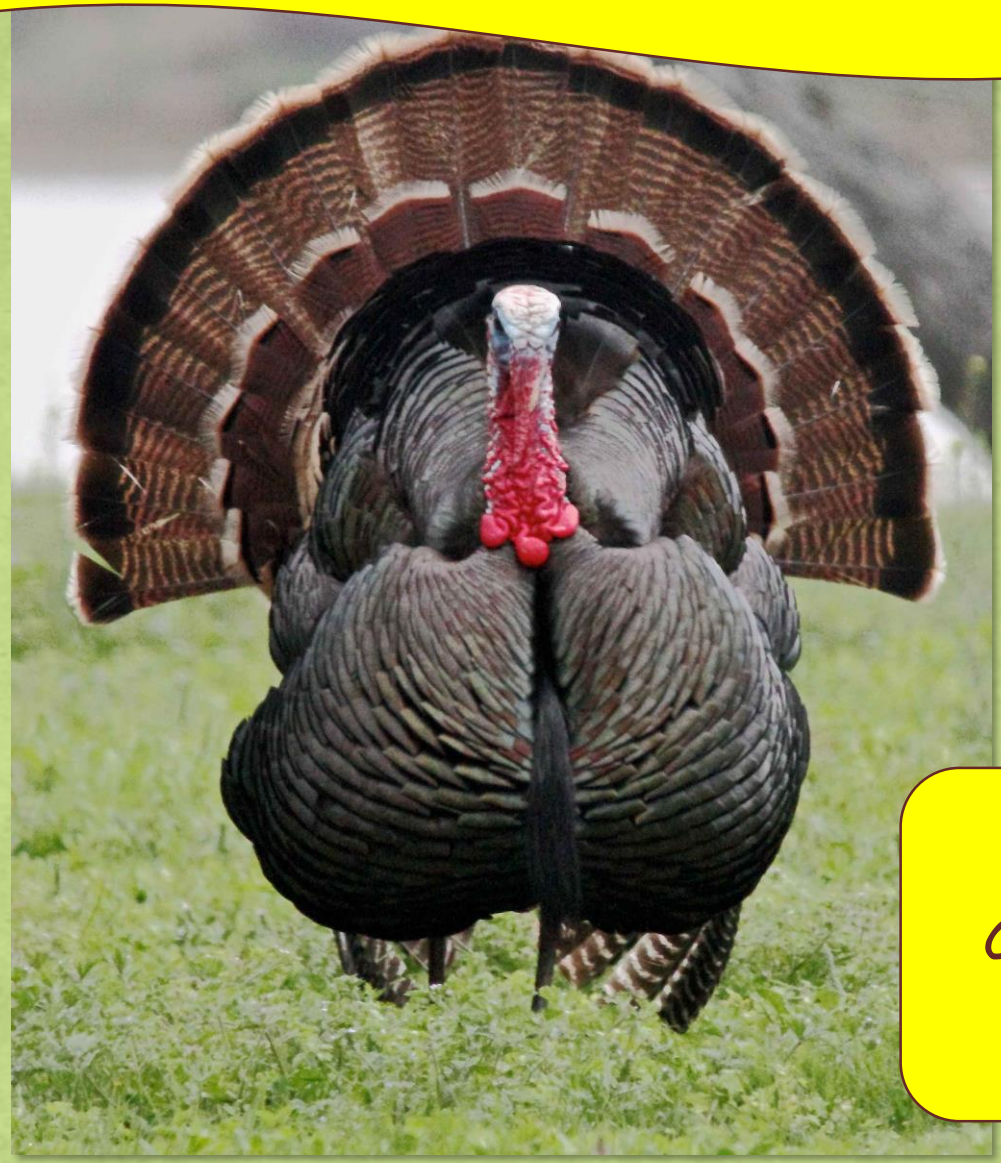




4 worksheets to review regions



Turkey Unit for Special Education



By
Christa
Joy

Preview

Turkeys

By

Christa Joy

Special Needs for Special Kids

This is also a turkey.

Some turkeys live in the wild.

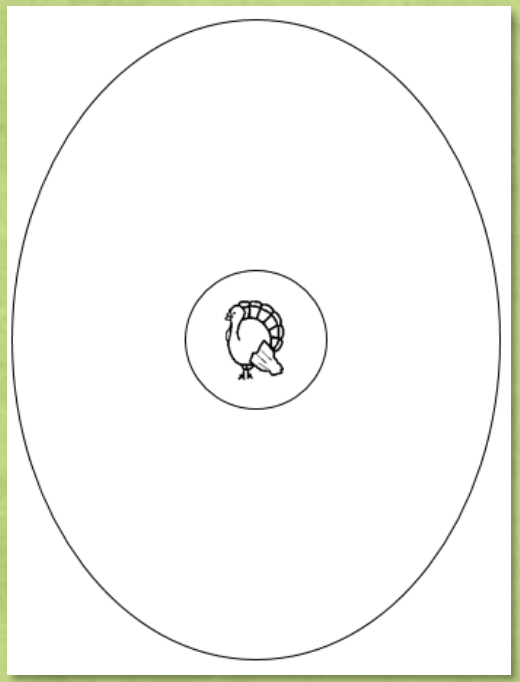
This is a turkey.

Some turkeys live on a farm.

16 page book

Turkey Circle Map

- Circle maps are a good way for students to have a visual representation of the subject matter
- Have students cut out pictures on the last page and glue inside the circle
- Can be used as a good review tool or study guide



Cut out pictures and place in circle map. BW option on next page.

Also in BW

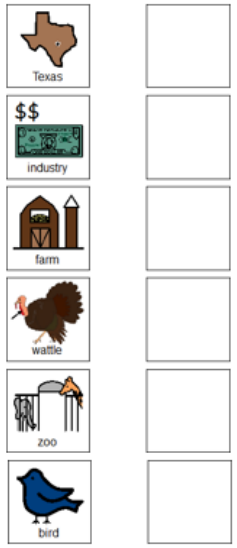
Communication Board

- Print one board for each student onto cardstock
- Laminate or place in page protector for durability
- Use for every lesson and activity to increase engagement and participation
- Additional activity
  - Print 2 copies and cut one copy into individual pictures
  - Have students glue or place the matching pictures on the second copy
  - Use the boards for a game of Bingo. Yes, every student will have the same board, but that rarely causes a problem.
  - Just print a second copy to cut apart into calling cards.

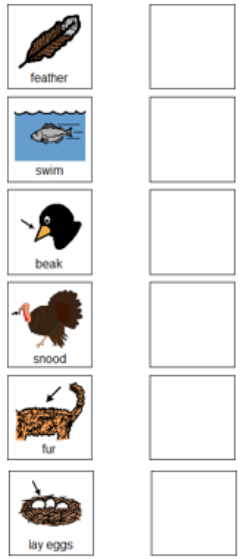
Turkey Facts

- This activity is meant to assess if students' comprehension of the story and main facts about turkeys
- If the facts pertains to a turkey, the student should glue a picture of a turkey in the blank box next to the fact.
- Great to use as a pre and post assessment
- Color and BW versions included
- Differentiate
  - For students who need more visual structure, outline the empty boxes in green if it is a turkey fact and outline the turkey pictures in green
- Options for use
  - Print on card stock and laminate
  - Add Velcro to create an independent and reusable activity

If the picture relates to a turkey, glue a picture of a turkey in the box.

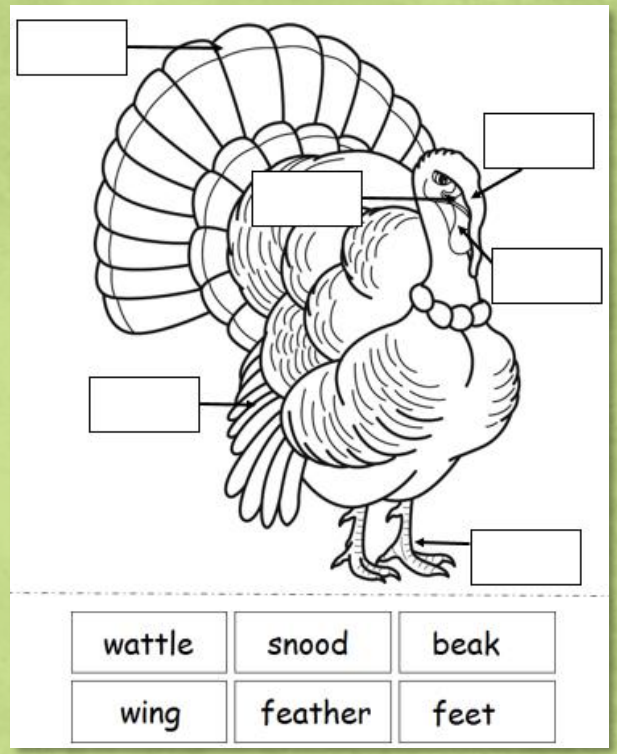


If the picture relates to a turkey, glue a picture of a turkey in the box.



Labeling Turkey Parts

- This is used to review the major parts of a turkey.
- Students cut out labels and paste in blank boxes.
- Color when done.
- Differentiate
  - For your non-readers and students who need more visual structure, outline the empty boxes and corresponding body part label the same color.
  - Becomes a color matching task
  - To make it even more noticeable, color in the entire box rather than just outline.
  - Try doing the worksheet more than once and try to fade the amount of support you need to provide.
- Options for Use.
  - Print on card stock and color.
  - Laminate and add Velcro.
  - Becomes a reusable and independent activity.



Also in BW

Where is the Turkey?

By

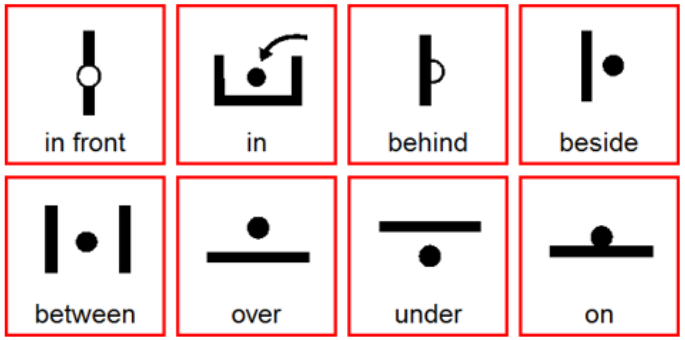
Christa Joy

Special Needs for Special Kids

Teacher Option

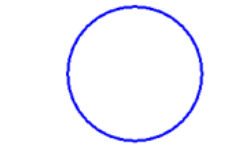
- You can choose to laminate each page and bind into a book.
- Add Velcro to each squares as well as to the pictures of prepositions and turkeys.
- Mount prepositions and pictures of the turkeys on holder for ease of use and storage.
- Great independent task for students to practice prepositions.

Prepositions



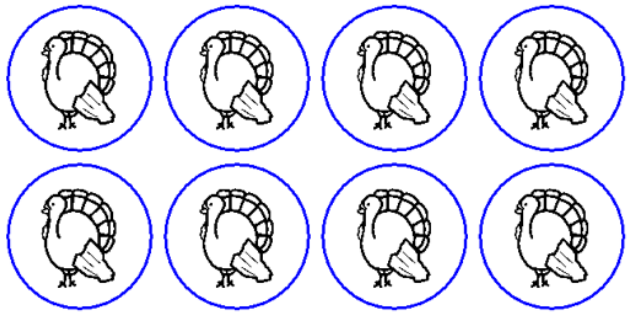
Directions

- Have students cut out the pictures of turkeys on page 12.
- Have students cut out prepositions on page 11.
- Glue correct preposition in square in sentence.
- Choose a turkey to paste in the circle on each page.
- Optional: Color each page.
- Once done, staple or bind book together and students can practice reading where the turkey is.



The turkey is _____ the pumpkin.

Turkeys



Thanksgiving Unit for Special Education

85 pages

By Christa Joy

Preview

People gathered to share food and give thanks.

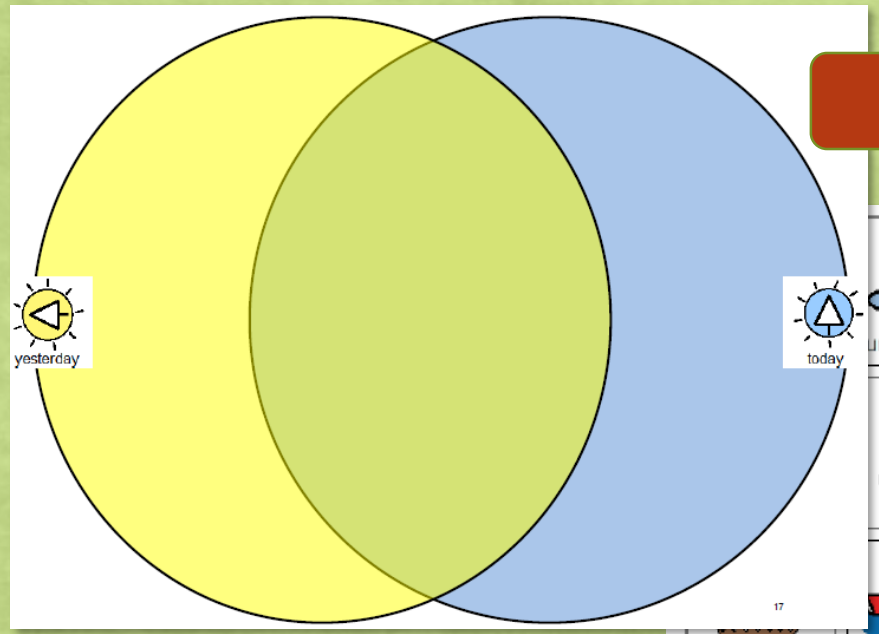
The pilgrims had traveled from England across the long ocean on big ships.

The pilgrims worked hard with their new Indian friends.

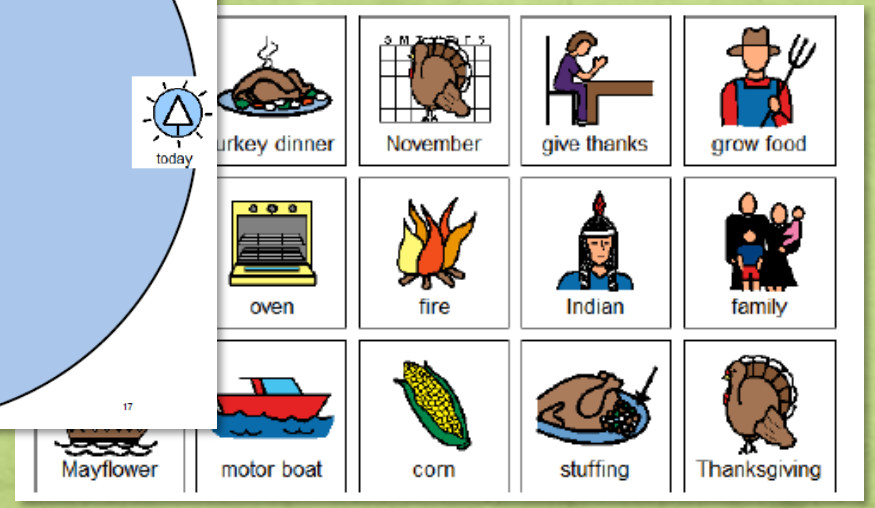
They ate wild turkey, corn, and stuffing.

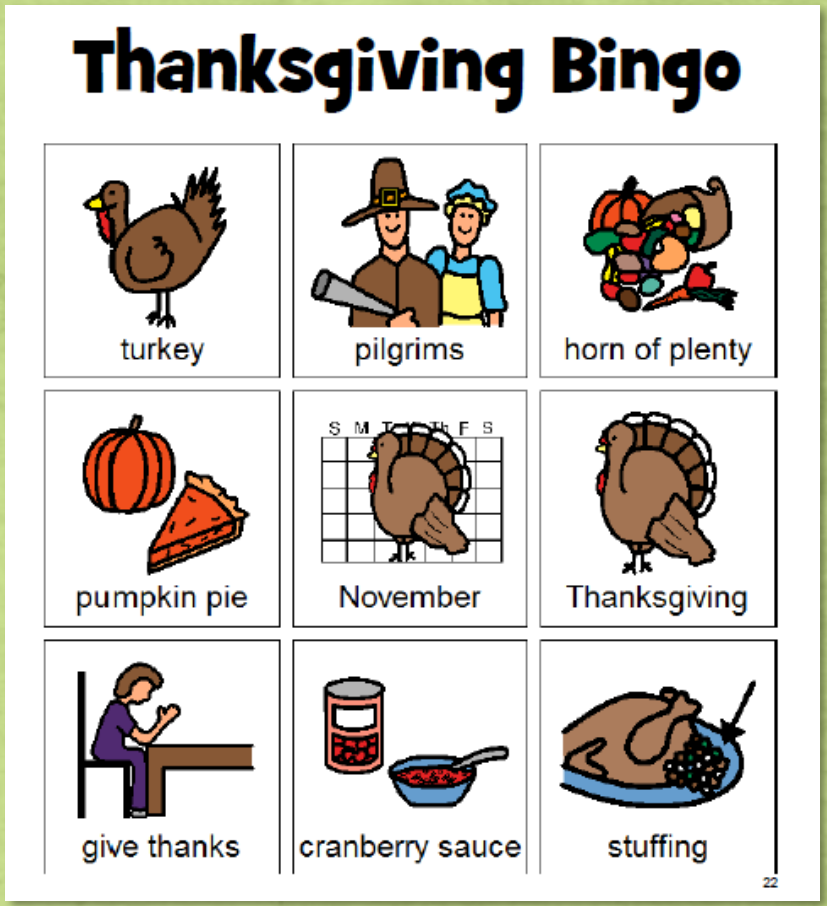
The pilgrims were thankful to the Indians who showed them how to work this hard soil and grow new crops.

16 pg book

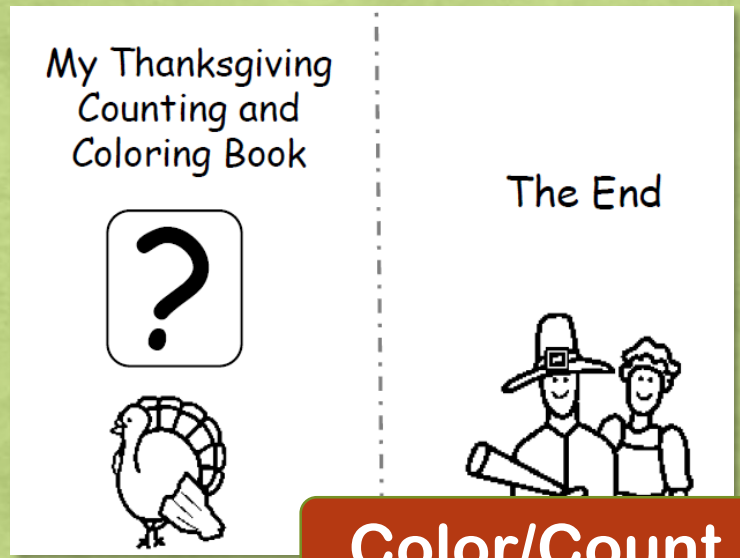


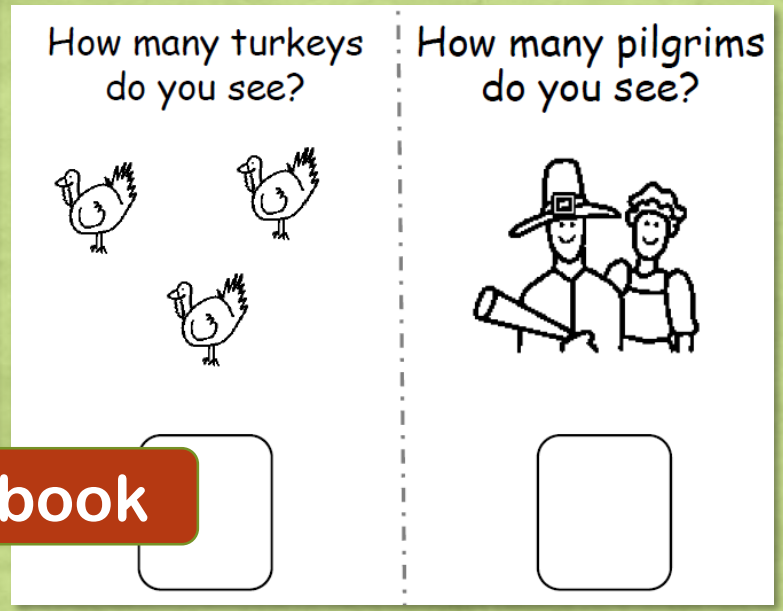
Venn Diagram



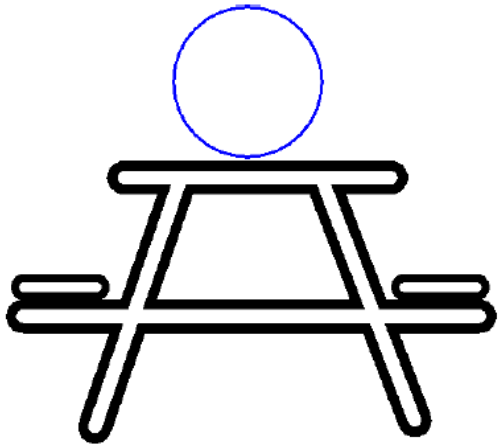


Bingo cards

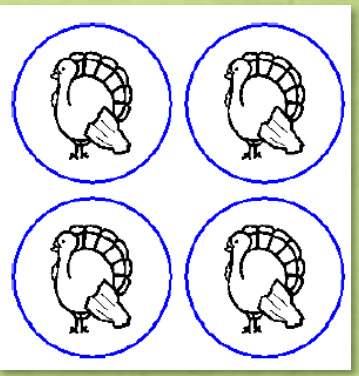


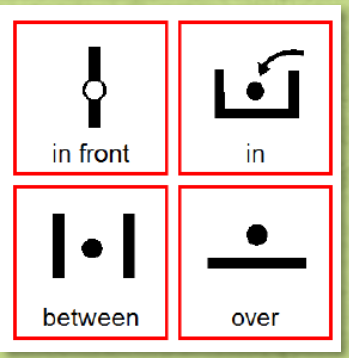


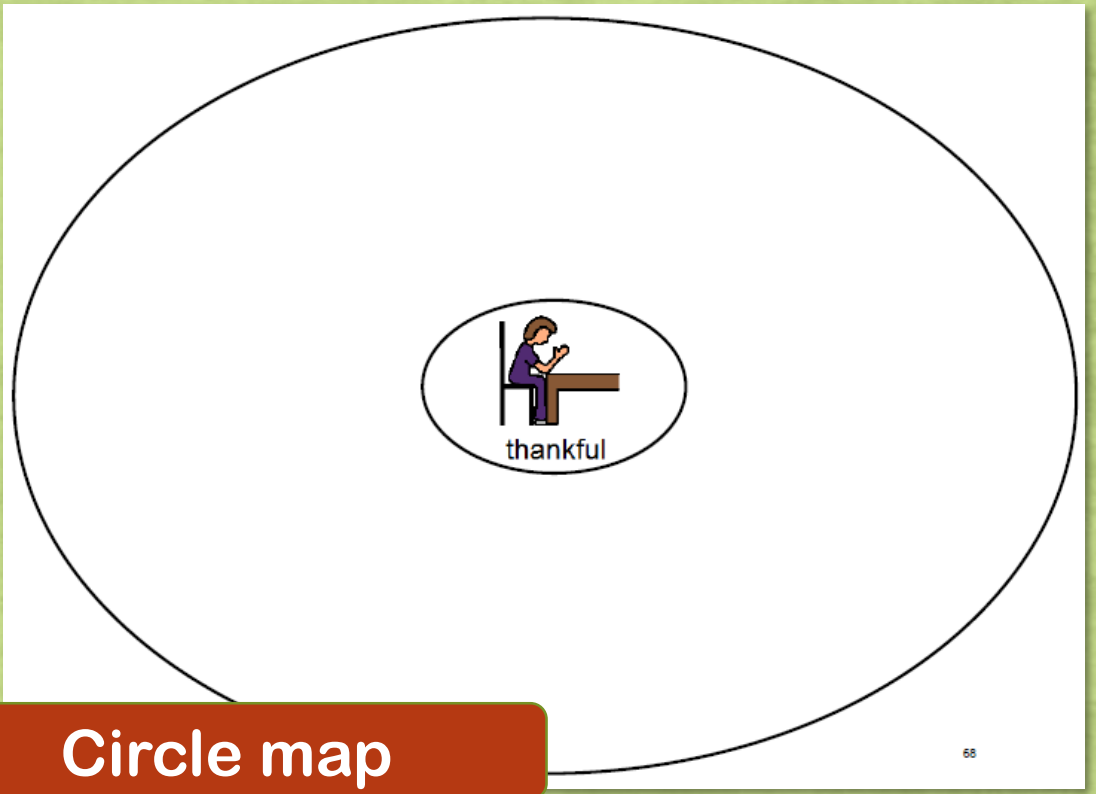
Color/Count book



The turkey is ☐ the table.

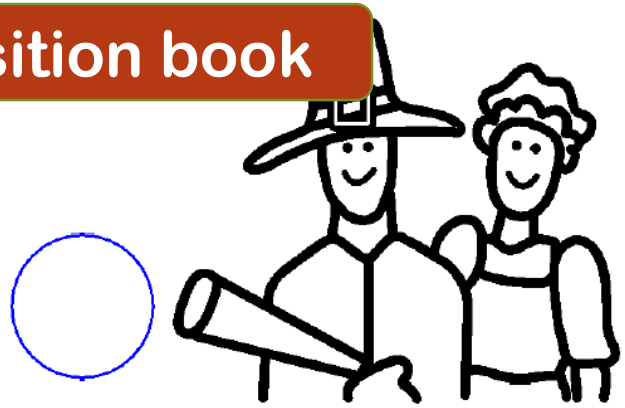




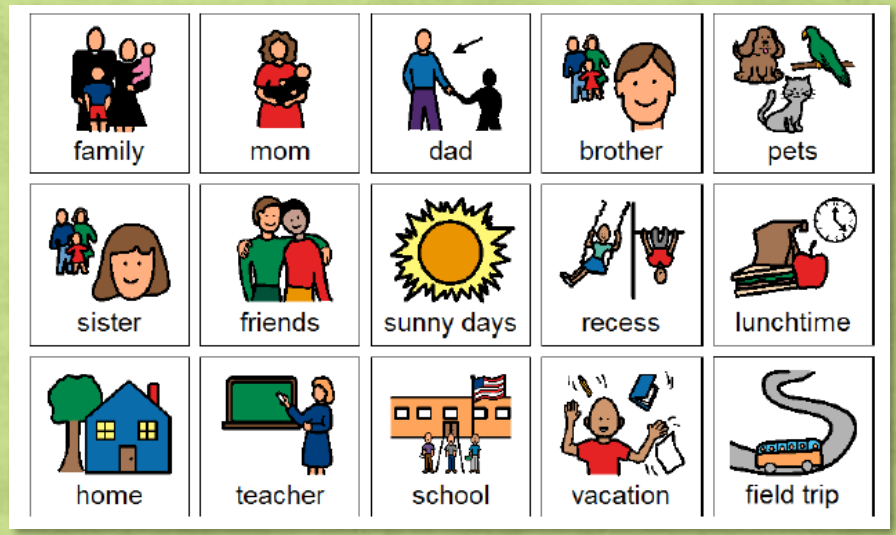


Circle map

Preposition book



The turkey is ☐ the pilgrims.



I am thankful for aunts, uncles, and cousins.

14 pg social story

I am thankful for the hot chocolate and cookies Mom has waiting for me.

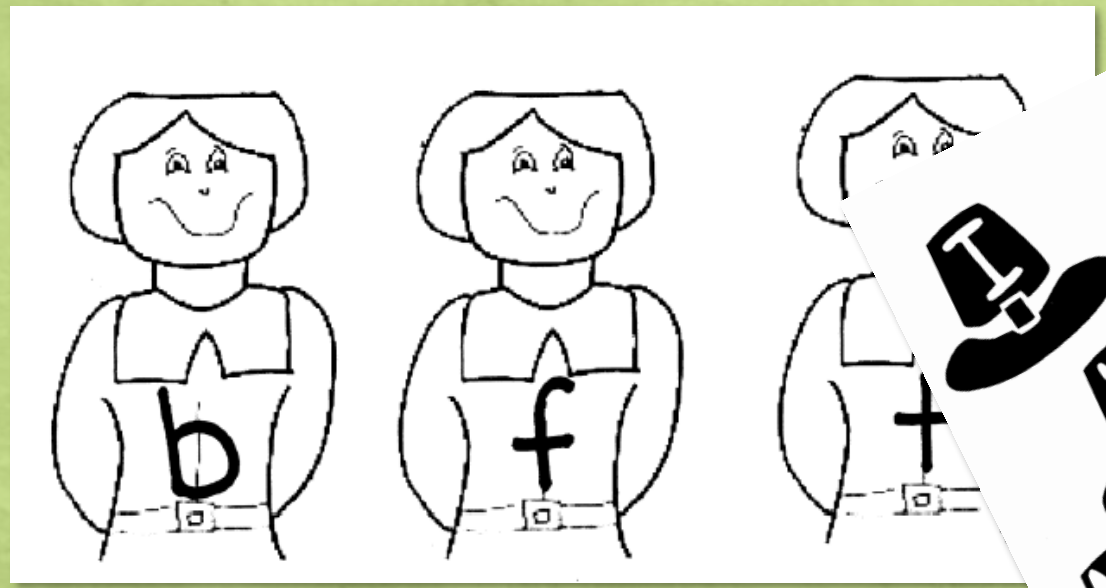
Thankful activities

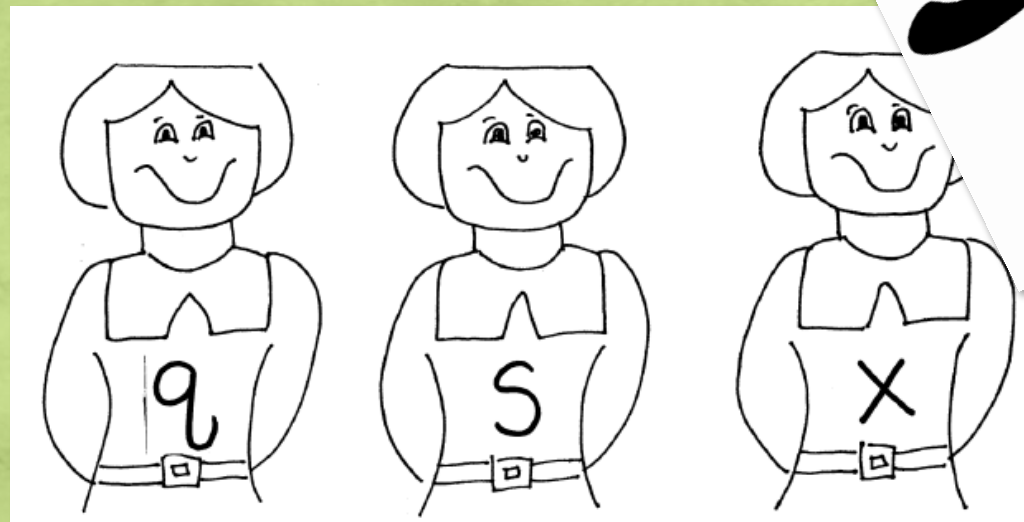
I am thankful for

I am thankful for

I am thankful for

Alphabet match

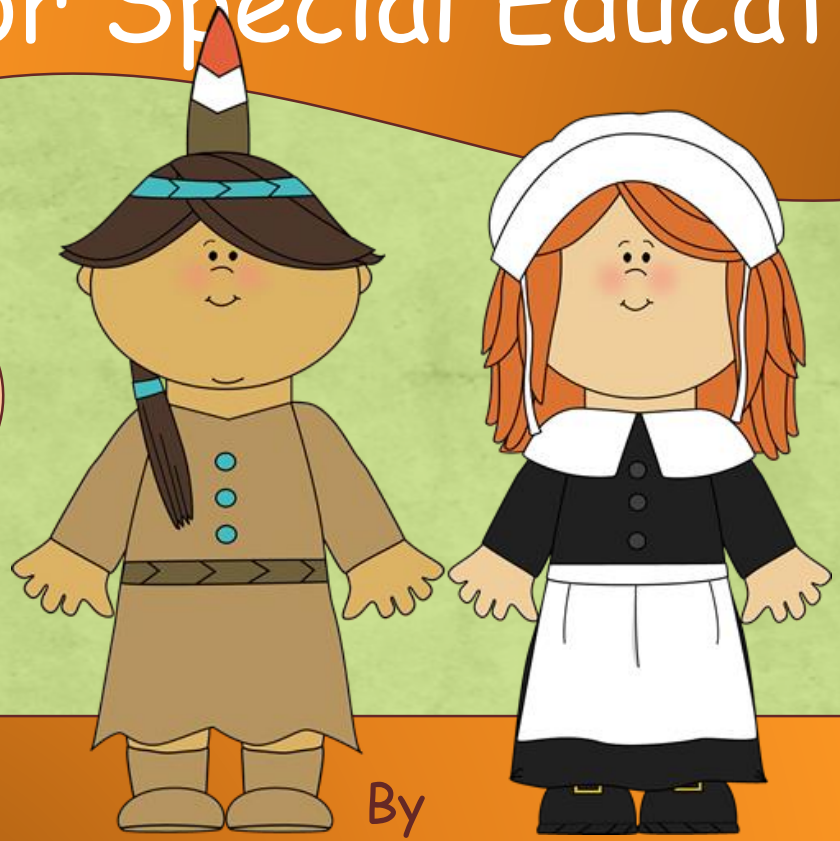




The Littlest Pilgrim Unit for Special Education

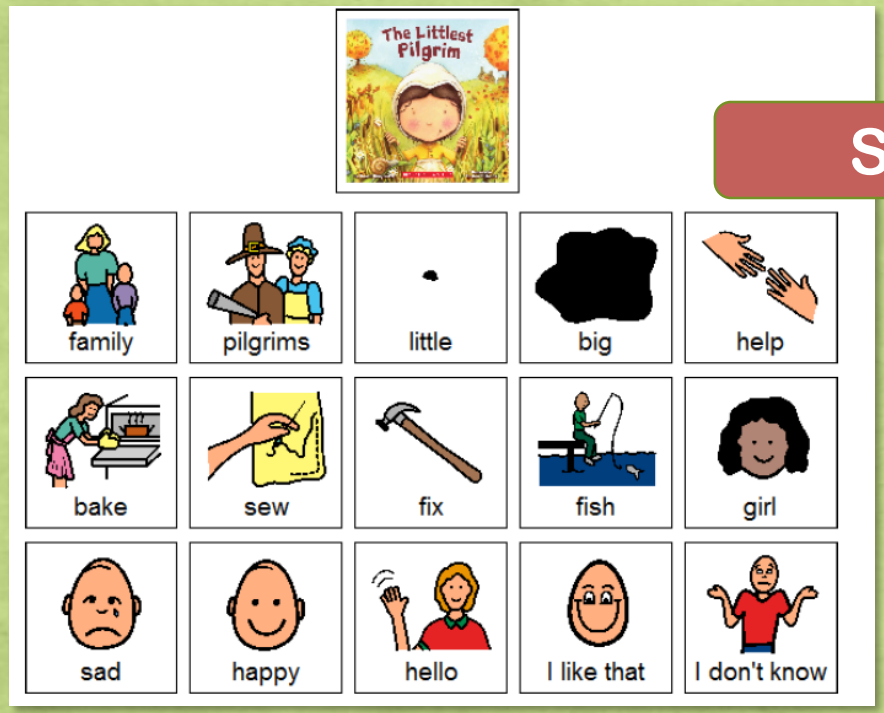
Preview

47 pages

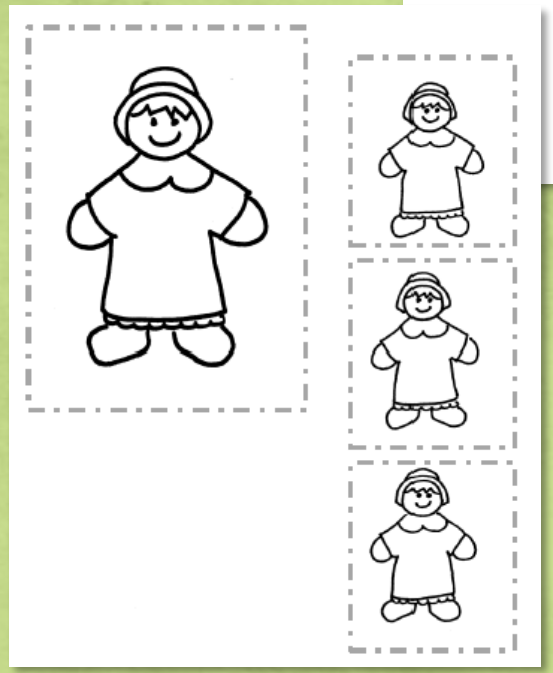


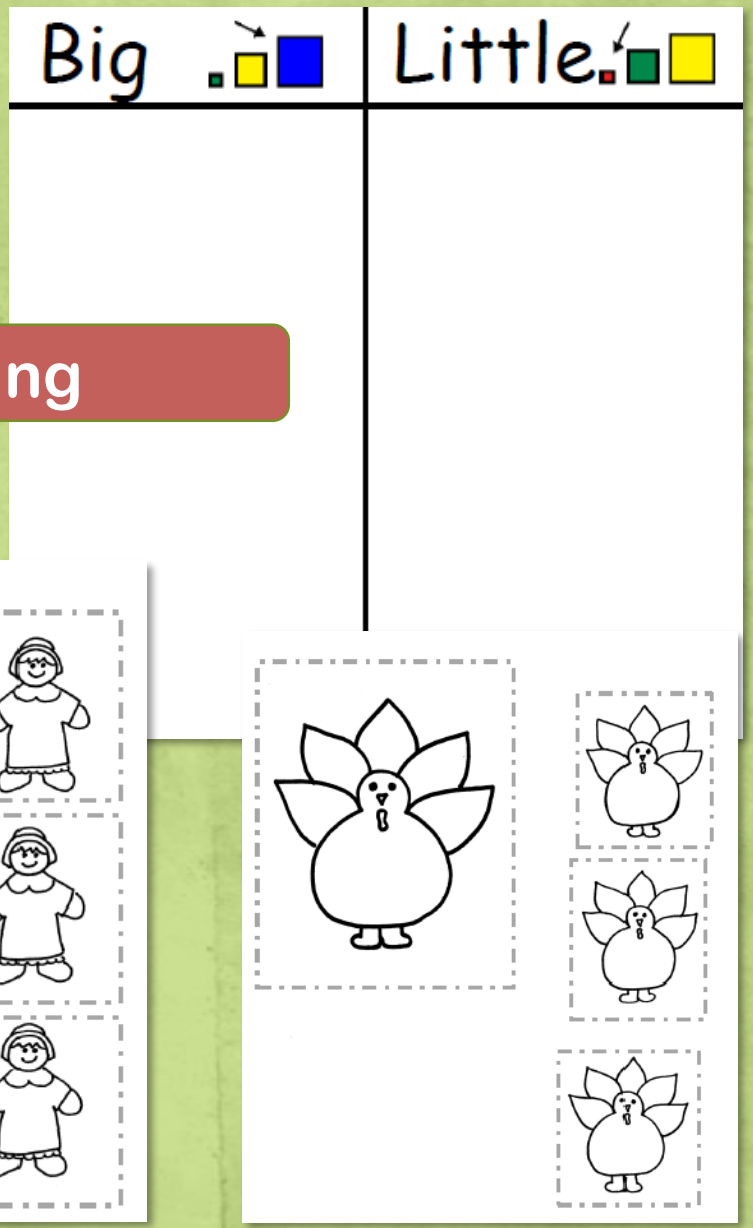
By
Christa Joy
Special Needs for Special Kids

Story Board



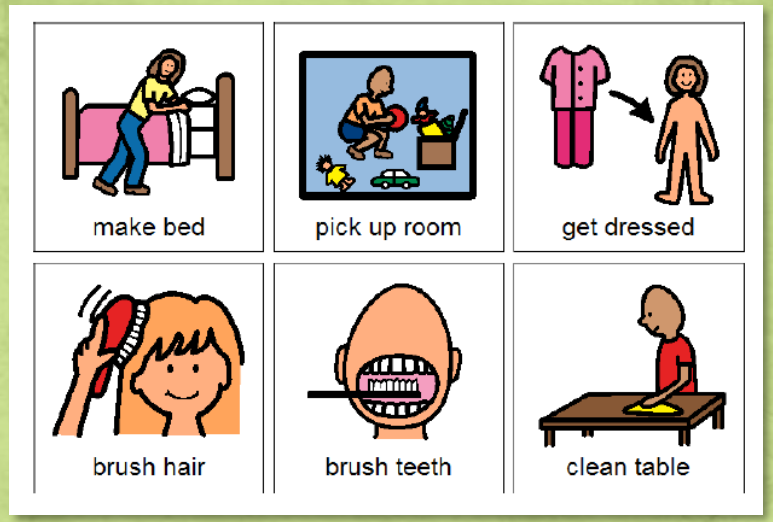
Sorting





I am Not too Little!

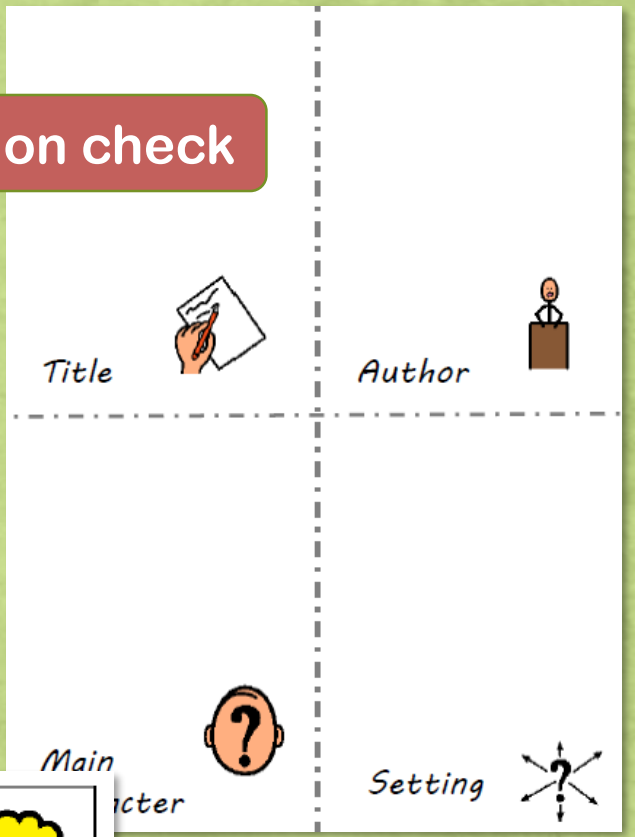
By:



booklet

Just like Mini, I am not too little to...	Just like Mini, I am not too little to...

Comprehension check



GOOD FRIENDS LISTEN TO EACH OTHER.

12 pg social story

GOOD FRIENDS CAN SHARE SECRETS.

These Are my Friends

By:

_____ is a good friend.

_____ is a good friend.

booklet