

Special Ed



ALSO INCLUDES GOOGLE SLIDES

Special Needs for Special Kids



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, has a very short attention span, and struggles to sit still. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

California

for Special Education

By
Christa Joy
Special Needs for Special Kids



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Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoints (**these are the books in the lesson plan**)
- Voice recorded PowerPoint
- Activities in black and white

This unit contains 2 weeks of material in print and digital formats. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

This unit comes in 2 separate files, one in color and one in black and white.

California Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - Also available as a recorded PowerPoint and video in the directions for digital activities pdf
- Who am I activity cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and one for the teacher to use
- Bingo cards
 - This unit comes with a set of Bingo cards.
 - They are in color and BW
 - Print on cardstock and laminate.
 - Suggestions for use include:

Preassessment (do day 1 before starting)

- Use the end of the unit assessment know.
- I cannot emphasize enough how important it is to emphasize how important growth, this preassessment is so important

Teaching Tips

1. *Color Coding:* this is a really easy activity. Outline or color in on the corresponding picture symbol task.
 - a. For more info, read more at <https://specialneedsforspecialkids.org/2022/01/31/10-ways-to-play-bingo-in-your-special-education-classroom/>
 - b. I also have a blog post on <https://specialneedsforspecialkids.org/2022/01/31/10-ways-to-play-bingo-in-your-special-education-classroom/>
2. *Make your own copies of the activities from yesterday.* For that reason:

Quick Look

Day	Activity
1	<ul style="list-style-type: none"> • Book • Vocab board activity • Circle map
2	<ul style="list-style-type: none"> • Book • Vocab board activity • Id locations on map
3	<ul style="list-style-type: none"> • Book • Who am I • Climate and Geography
4	<ul style="list-style-type: none"> • Book • Panning for Gold simulation • How much is this worth?

Day 8

Activity	Notes	Materials
Read or listen to the book: California week 2 (10 minutes)	<ul style="list-style-type: none"> • Read through the story, asking lots of questions • Continue to make connections between book and vocabulary board 	<ul style="list-style-type: none"> • Book • Vocabulary board
Bingo (15 minutes)	<ul style="list-style-type: none"> • See separate pdf for Bingo cards and directions • For different ways to play Bingo and use the cards go here: https://specialneedsforspecialkids.org/2022/01/31/10-ways-to-play-bingo-in-your-special-education-classroom/ 	<ul style="list-style-type: none"> • Bingo boards • markers
Matching activity review (5 minutes)	<ul style="list-style-type: none"> • Review the matching activities completed yesterday 	<ul style="list-style-type: none"> • Matching activities yesterday
Writing prompt (10 minutes)	<ul style="list-style-type: none"> • Complete the writing prompt on visiting California <ul style="list-style-type: none"> ◦ Directions are included in the worksheet ◦ Students can write more than one story if there are more places in California they would want to visit ◦ Errorless activity 	<ul style="list-style-type: none"> • prompt • Scissors • Glue
Sharing (10 minutes)	<ul style="list-style-type: none"> • Each student shares their finished story with the group using the communication method of their choice 	<ul style="list-style-type: none"> • Completed writing prompt • Communication devices

10 days

The lesson plans contain:

- Overall tips for teaching students with significant needs
- A quick look at what you will do each day
- Detailed instructions on how that day's lesson should run



This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

(There are NO vocabulary cards in this unit.)

California is known as the Golden State. It gets its name from being the first place gold was discovered and the start of the Gold Rush in 1848.



If you visit Los Angeles, you will likely see the large Hollywood sign in the distance. This wooden sign is almost 90 years old. It originally said Hollywoodland and was put there not to promote the movie industry, but to bring attention to a new neighborhood being built, Hollywoodland. The last 4 letters were removed in 1949.



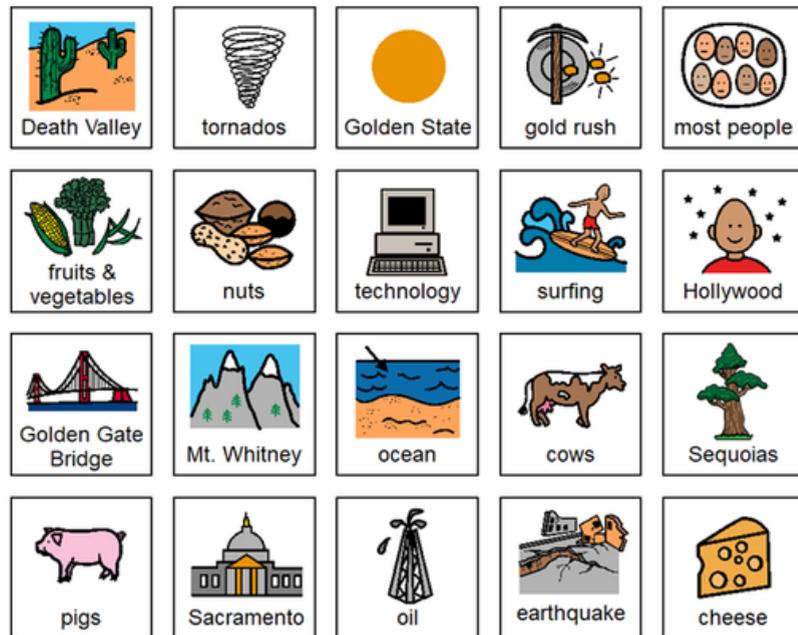
There are 2 books (one for each week) with simple text and engaging photos.

It comes in a PowerPoint version as well as an mp4 (movie) version.

Cut apart pictures and place in circle map about California.



Cut apart pictures and place in circle map **ONLY IF** they relate to California.



There is a circle map reviewing some main facts about California.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

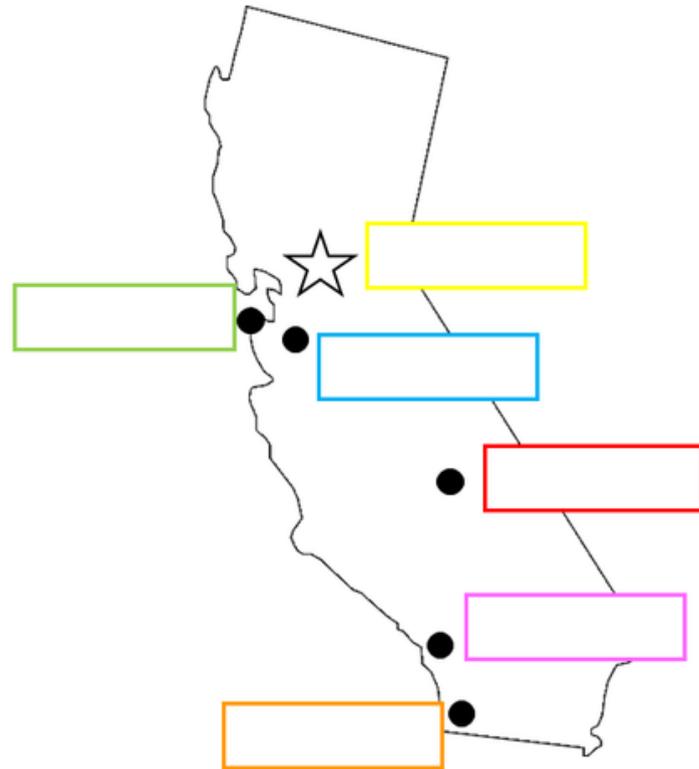
- One is errorless
- One has wrong answers mixed in students will have to set aside

Color in the states using the key.

- California red
- Oregon yellow
- Nevada pink
- Arizona orange
- Pacific Ocean blue
- Mexico green



Label the cities in California using the labels.



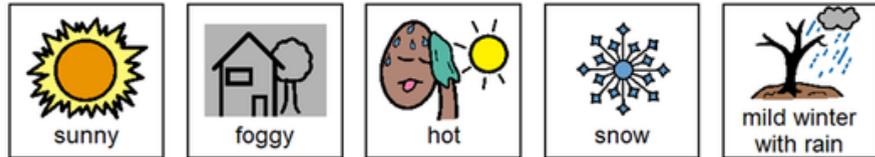
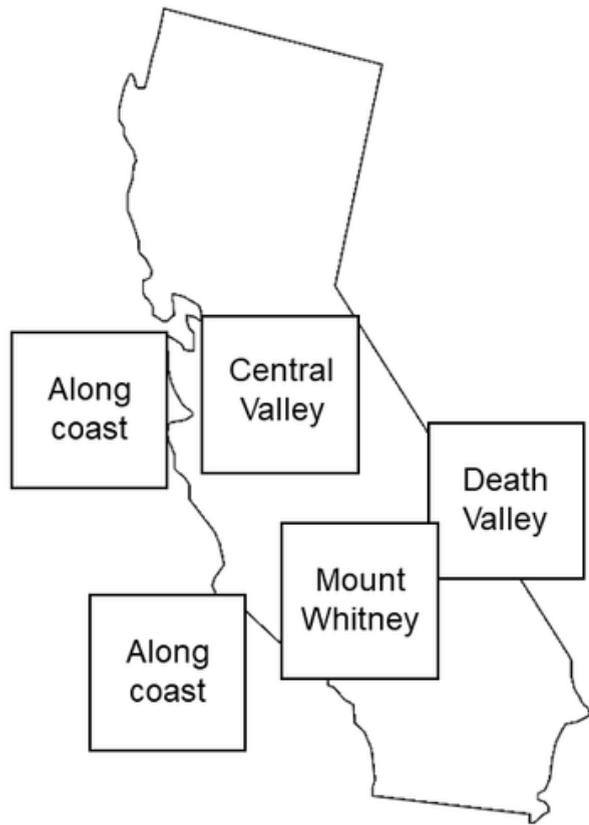
- San Francisco
- San Jose
- Sacramento
- Fresno
- Los Angeles
- San Diego

differentiated

There are several maps to identify the state, surrounding states, and major cities.

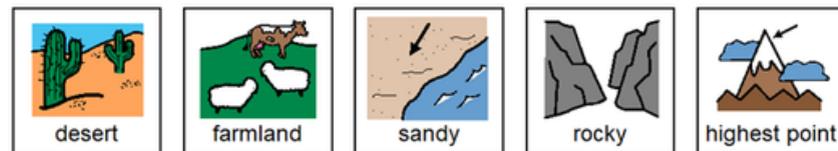
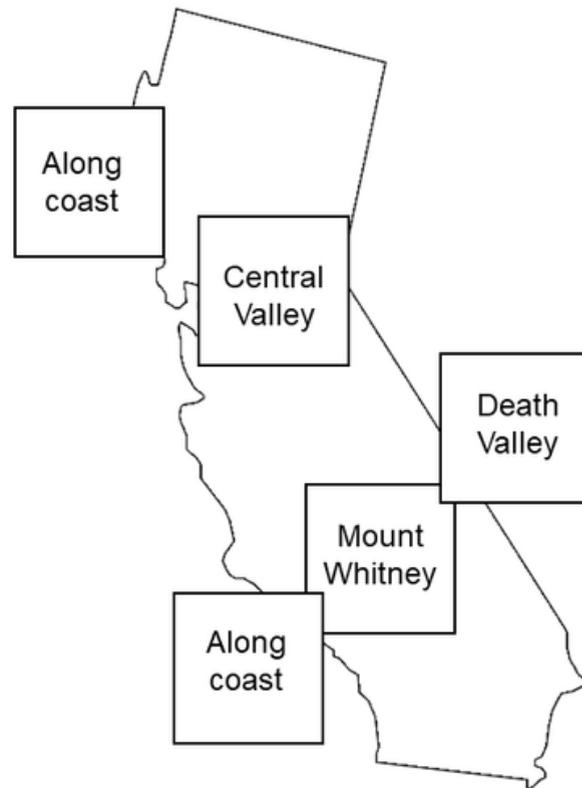
Differentiated versions are included.

What is the weather like in California?



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What is the geography like in California?



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Students will identify how the climate and geography change across the state.

Supplies

1. 9 inch cake pan
2. Oatmeal (dirt)
3. Couscous (gold)



- Create a mixture that is 3 parts oatmeal and 1 part couscous
- Allow students to place a scoop of the mixture into their pan
- Shake pan which will cause to fall to the bottom
- Now comes the hard part, separating the dirt from the gold



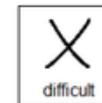
Christa Joy, Special Needs for Special Kids

Panning for Gold

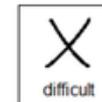


Describe your experience panning for gold. Circle your answer.

1. How difficult was it shaking the pan?



2. How difficult was it separating the gold from the dirt?



3. This is what I would buy with my gold:



4. Would you have liked to live during the time of the Gold Rush?

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Students will complete a panning for gold simulation.

Gold is very valuable. One ounce is worth about \$1000 and half an ounce about \$500. Look at each scenario below and determine how much money you would make if you found that much gold.

 = \$1000

 \$ <input type="text"/>	 \$ <input type="text"/>
 \$ <input type="text"/>	 \$ <input type="text"/>
 \$ <input type="text"/>	 \$ <input type="text"/>

easy

Gold is very valuable. One ounce is worth about \$1000 and half an ounce about \$500. Look at each scenario below and determine how much money you would make if you found that much gold.

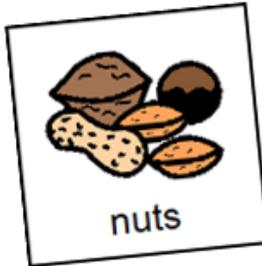
 = \$500
 = \$1000

 \$ <input type="text"/>	 \$ <input type="text"/>
 \$ <input type="text"/>	 \$ <input type="text"/>
 \$ <input type="text"/>	 \$ <input type="text"/>

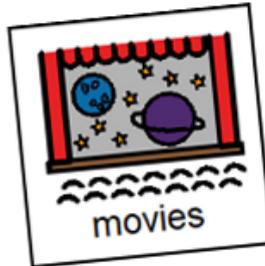
more challenging

Students will do a gold rush activity, calculating how much the gold they gathered is worth.

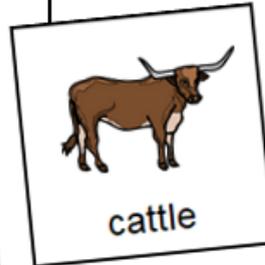
There are 2 versions.



nuts



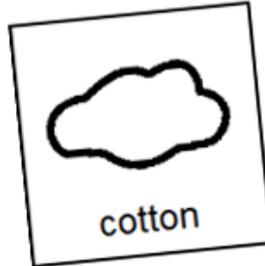
movies



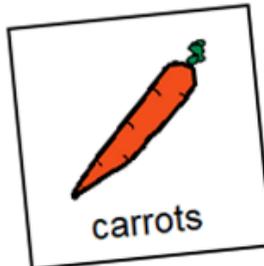
cattle



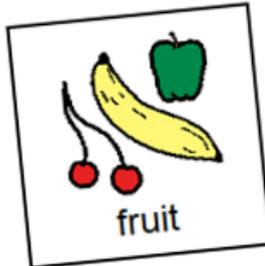
avocado



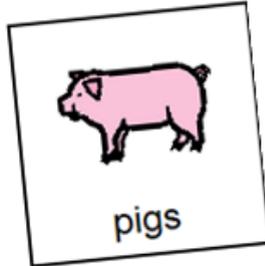
cotton



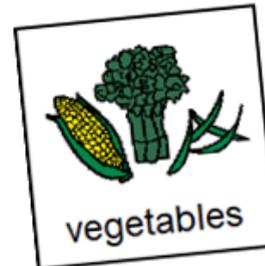
carrots



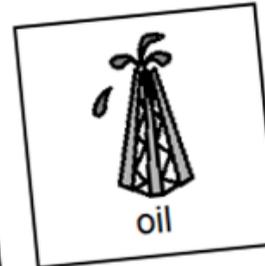
fruit



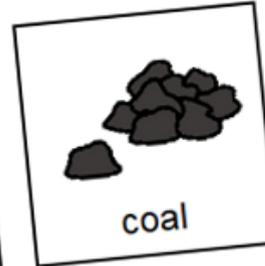
pigs



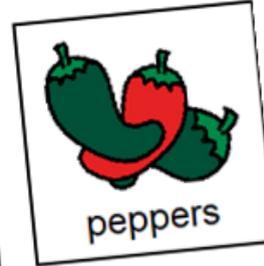
vegetables



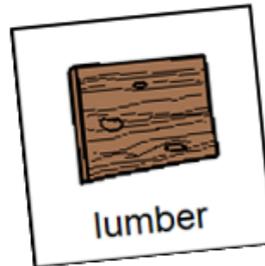
oil



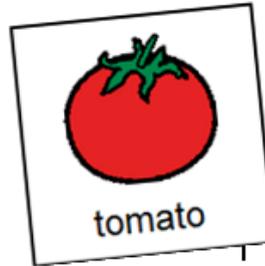
coal



peppers



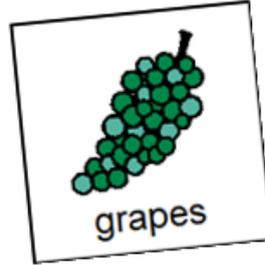
lumber



tomato



technology



grapes

Students will sort resources that do and do not come out of this state. These are covered in the books. Suggestions for differentiation are included.

What would you see at each landmark in California?

 San Francisco	<input type="text"/>	 beach	<input type="text"/>
 Yosemite	<input type="text"/>	 Mojave Desert	<input type="text"/>
 Lake Tahoe	<input type="text"/>	 Los Angeles	<input type="text"/>
 Disneyland	<input type="text"/>	 Mount Whitney	<input type="text"/>

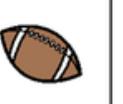
Match the item to each landmark on the previous page.

 ski lift	 Sierra Nevada Mountains	 Golden Gate Bridge	 surfing
 Giant Sequoias	 Joshua tree	 roller coaster	HOLLYWOOD

What is each person from California famous for?

Richard Nixon	<input type="text"/>	Jeff Gordon	<input type="text"/>
Tom Brady	<input type="text"/>	Ronald Regan	<input type="text"/>
Marilyn Monroe	<input type="text"/>	Tiger Woods	<input type="text"/>
Sally Ride	<input type="text"/>	Clint Eastwood	<input type="text"/>

Match what each person is famous for on the previous page.

 Governor	 football	 astronaut	 movie star
 movie star	 auto racing	 president	 golf

Students will complete 2 matching activities that look at landmarks and famous people.

My trip

I traveled to California, so I went to see the .

went with me.



We also went to see .



I got a to remember my trip.



Visiting California made me feel .



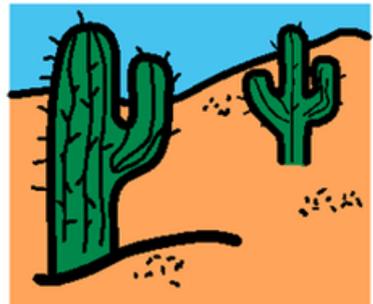
 Golden Gate Bridge	 Death Valley	 Yosemite	 surfers	 movie
 parents	 grandparents	 best friend	 family	
 Giant Sequoias	 an almond farm	 Mount Whitney	 the sign	 Disne
 scrapbook	 photo	 postcard	 keychain	 poster
 patriotic	 proud	 great	 thankful	 happy

There is a writing prompt for students to write about taking a trip to see California. This is an errorless activity.

Who am I cards

- Give each student a set of Who am I cards
- Various options/ways to play, but the goal is to have students hold up the card you are talking about. Sometimes there can be more than one correct answer
- Things you can do:
 - Hold up a who am I card
 - Show a page from the book
 - Point to a symbol on the vocabulary board
 - Verbally describe something about California.
- Tell a story as though you were visiting California.
 - What do you see?
 - What is the weather like?
 - What plants or animals do you see?
 - Where do you live (city or county)?
 - What are you eating?
 - What sports teams are playing?

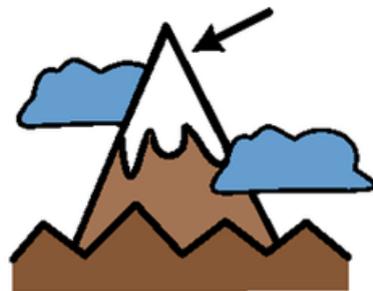
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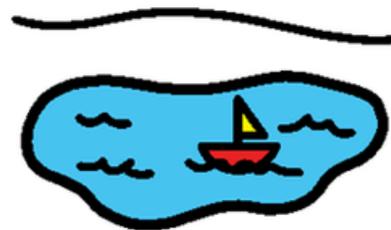
Death Valley



Mojave Desert



Mount Whitney



Lake Tahoe

Group activity

There are large cards and directions for playing a "Who am I?" group activity.

Bingo cards



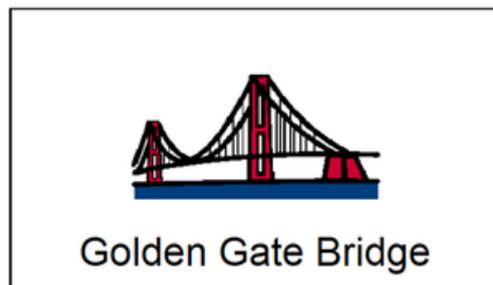
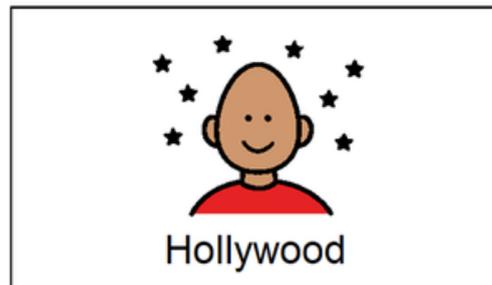
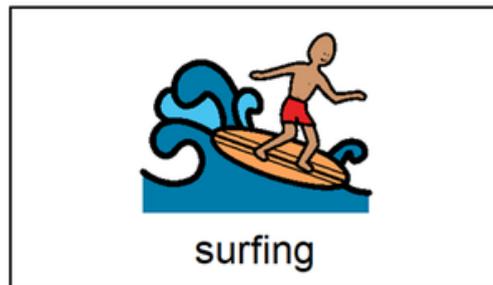
- Included are 10 Bingo cards in color and 10 Bingo cards in BW.
- Place the cards in page protectors or laminate for long term use.
- **Cut one board apart to use as calling cards.**
- This is a great way to practice the new vocabulary included in this unit.
- Cut apart a set of the vocabulary cards to use as the calling cards.
- Options:
 - Show students the picture for them to match
 - Read the definition and see if students can find the matching picture
 - Work as teams
 - Vary the "winning" patterns.
 - Cover all
 - Cover corners
 - Row across or down
 - Cover the edges

California

 surfing	 technology	 Pacific Ocean	 Sacramento
 Mt. Whitney	 Fruits/vegetables	 McDonalds	 Golden Gate Bridge
 California	 Death Valley	 earthquake	 Hollywood
 Golden State	 nuts	 Giant Sequoias	

Group activity

There are 10 color and 10 black and white Bingo cards included plus 10 different ways to use them and play Bingo. There are calling cards included. This is a great way to review vocabulary.



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Calling cards included

California

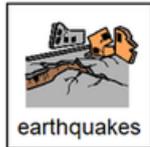
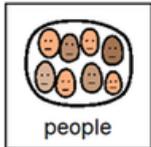
1. California is the state with the most .

2. is the capital of California.

3. California has the second longest .

4. California got its nickname from the that started in 1848.

5. The largest fault line runs through California causing .



California

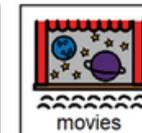
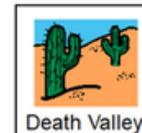
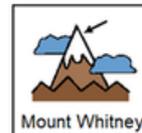
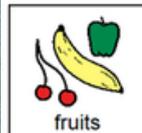
6. The US gets more than half of their and from California.

7. The lowest spot in the US is found in .

8. The highest point in the continental US is .

9. More are made here than anywhere else in the US.

10. The first was opened in California.



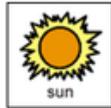
Close worksheets are a great informal assessment. This unit has one for each week. Suggestions for differentiation are included.

Answer key included.

1. What is the capitol of California?



2. What gave California its nickname, The Golden State?



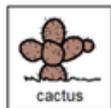
3. What occurs along the San Andreas Fault?



4. What is Silicon Valley know for?



5. What comes out of the Central Valley?



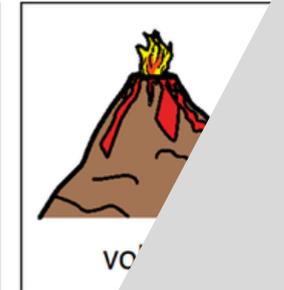
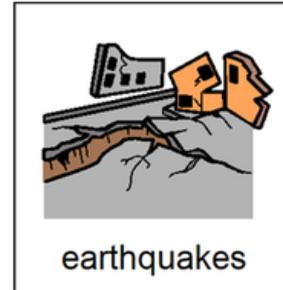
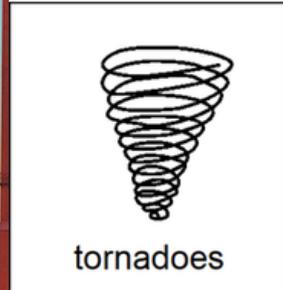
1. What is the capitol of California?
 - A. Sacramento
 - B. San Francisco
 - C. Washington, DC
2. What gave California its nickname, The Golden State?
 - A. Golden Gate Bridge
 - B. Sun
 - C. Gold rush
3. What occurs along the San Andreas Fault?
 - A. Tornadoes
 - B. Earthquakes
 - C. Volcano
4. What is Silicon Valley know for?
 - A. Nuts
 - B. Surfing
 - C. Technology
5. What comes out of the Central Valley?
 - A. Cactus
 - B. Vegetables
 - C. Cotton
6. Circle the natural resources we get from California.

A. nuts	D. oil
B. Grapes	E. fruit
C. Coal	F. vegetables

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Print onto cardstock or mount on index cards. Cut pictures
apart and show student answer choices for each question.

Q 3



Q 4



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FINALLY the assessment!! There
are 3 versions.

- 10 questions with 3 picture choices for each question
- cut out the answer choices and glue them on index cards
- traditional multiple choice

Answer key included.

Guacamole



- Preparation
 - Print out ingredient labels and affix to ingredients prior to lesson
 - Depending on the learning level of your students you can either pre-measure the ingredients so they are just dumping in what is in the containers, **or**
 - Allow your students to measure out the correct amount (good for older students especially)
 - Review and address any food allergies
 - Depending on learning style of your students, either print a class copy of the recipe directions or make a copy for each student
 - *For students that are visually overwhelmed, cut apart the recipe and mount each step on a separate index card*
- Directions
 - As a class make guacamole following the directions

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Group activity

Assembly Directions



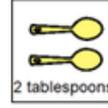
1. Mash 2 avocados in a bowl



2. Add 1 glove of mashed garlic



3. Mix in 2 tablespoons of lime juice



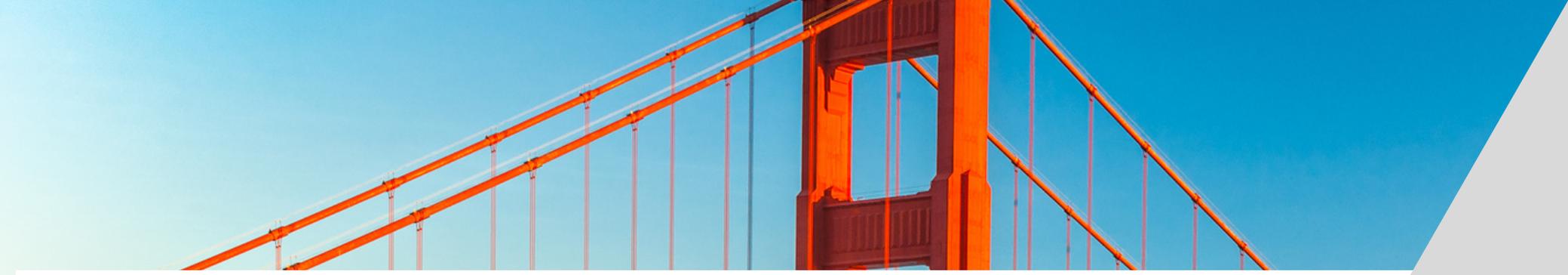
4. Mix in salt and pepper



5. Serve with tortilla chips

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Included is a simple picture recipe for guacamole. This will wrap up this 2 week unit.



Week 1

By Christa Joy

This unit also includes digital versions of the activities.

Students can watch a movie book version of the book rather than printing it out.

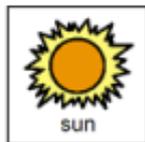


Great for review

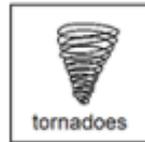
1. What is the capitol of California?



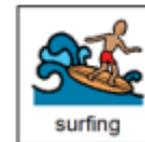
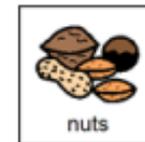
2. What gave California its nickname, The Golden State?



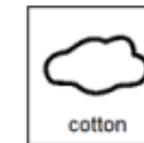
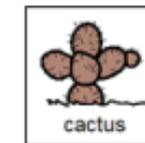
3. What occurs along the San Andreas Fault?



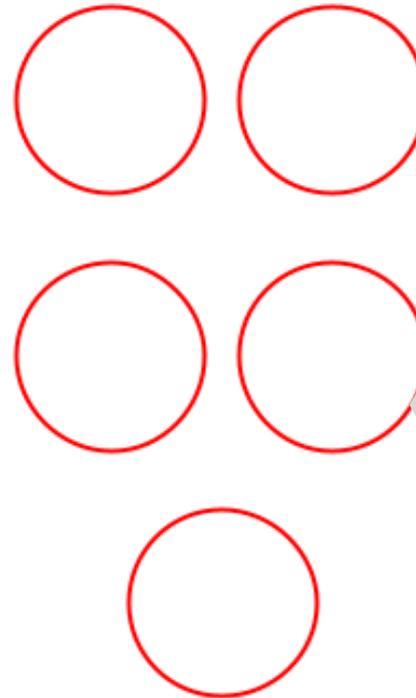
4. What is Silicon Valley know for?



5. What comes out of the Central Valley?



Circle the correct answer.



Each activity is set up so students can click and drag answers. No typing is required.

Perfect for every learning level

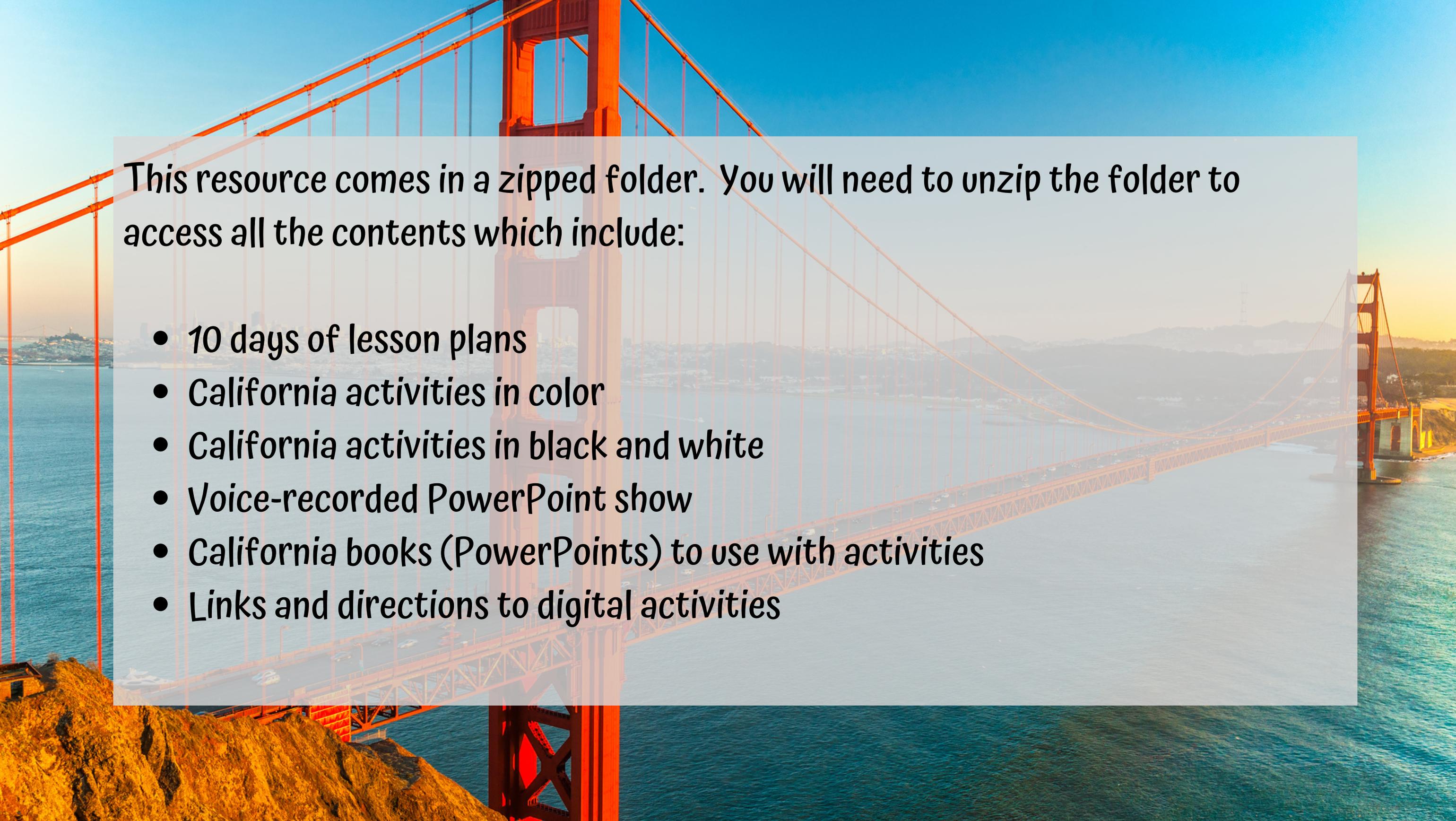


Sort pictures into correct column depending on if it is a resource that comes from California or not. If you are not sure or think it could be both, place it on the middle line.



Christa Joy, Special Needs for Special Kids
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The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.

A scenic view of the Golden Gate Bridge in San Francisco, California, during sunset. The bridge's iconic orange-red towers and suspension cables are silhouetted against a clear blue sky that transitions to a warm orange glow near the horizon. The bridge spans across the deep blue waters of the San Francisco Bay, with the city skyline visible in the distance. The foreground shows the rocky, golden-brown cliffs of the bridge's approach.

This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

- **10 days of lesson plans**
- **California activities in color**
- **California activities in black and white**
- **Voice-recorded PowerPoint show**
- **California books (PowerPoints) to use with activities**
- **Links and directions to digital activities**

A photograph of the Golden Gate Bridge in San Francisco, California, taken from a high vantage point on a rocky cliff. The bridge's iconic orange-red towers and suspension cables are silhouetted against a clear blue sky. The water of the bay is a deep blue, and the sun is low on the horizon, creating a warm, golden glow. The text is overlaid on a semi-transparent white box in the center of the image.

Starting in August 2023, I am starting on a project to create a 2-week unit for each state.

I am doing these in order of popularity.

If you would like me to do a unit on your state, send me an email at specialneedsforspecialkids@gmail.com. I will add it to the list.

I do plan to complete all the states at a rate of 1 per week.