

Special Ed



ALSO INCLUDES GOOGLE SLIDES



For students who:

- are emerging or non-readers
- take alternate assessments
- are in special education
- short-attention span
- lack pre-requisite skills
- benefit from the use of pictures for support
- middle/high school

Maryland for Special Education

By
Christa Joy
Special Needs for Special Kids



Table of Contents

Worksheet pages	Title
4-5	Vocabulary board
6-11	Who am I cards
12-26	Bingo cards
27-30	Circle map
31-37	Id places on a map
38-40	Climate and geography maps
41-43	Timeline
45-48	Natural resources sorting
49-54	Matching landmarks and people
55-57	Writing prompt
58-62	Close worksheets
63-73	Assessment
74-77	Beaten Biscuits
78-79	Terms of use

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.

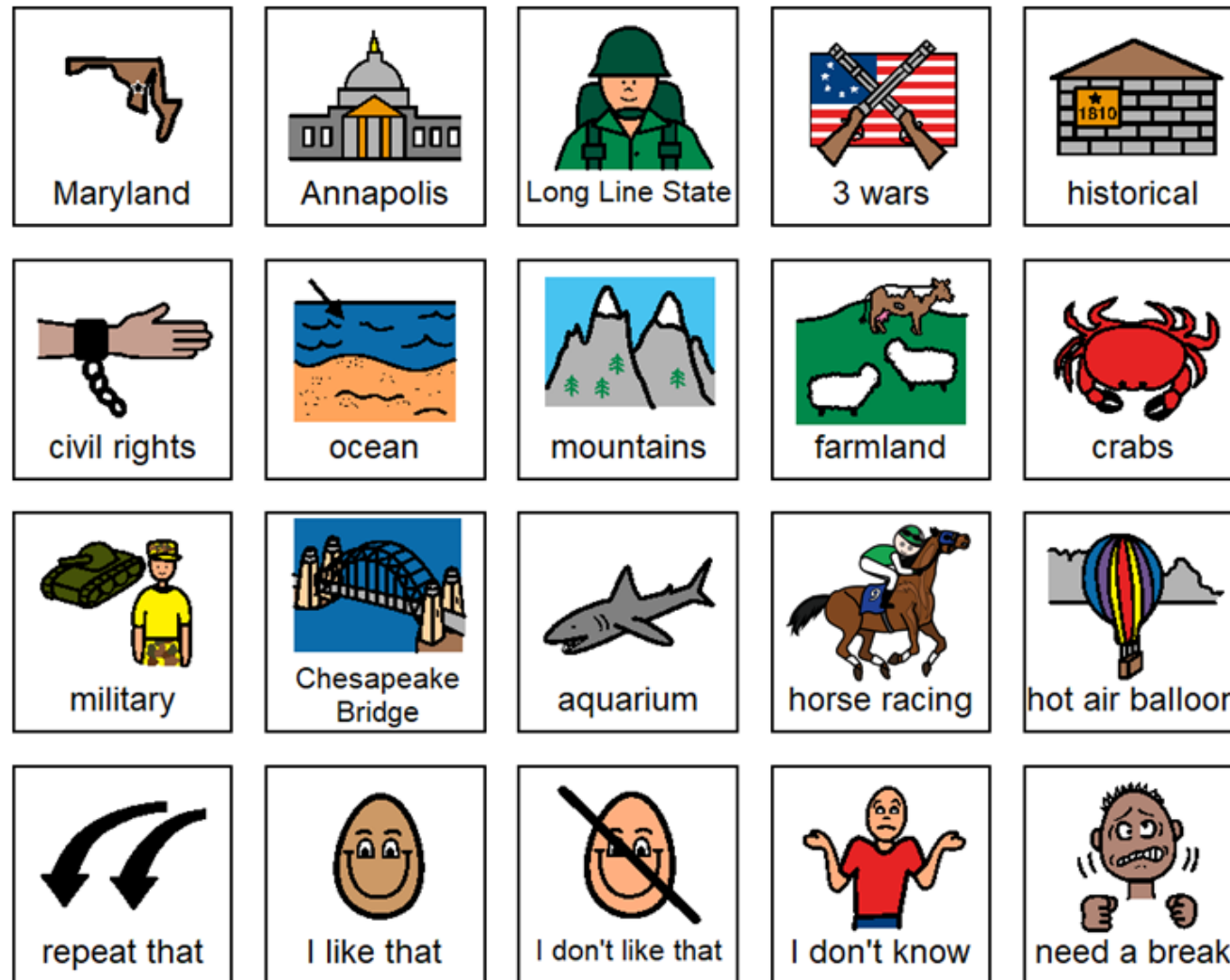
Day 3

10 days

Activity	Notes	Materials
Read or listen to the book: Maryland Week 1 (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
Who am I activity (10 minutes) <i>***DIRECTIONS ON HOW TO PLAY***</i>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Hold up a vocabulary card ○ Show a page from the book ○ Point to a symbol on the vocabulary board ○ Verbally describe something about that card • Tell a story as though you were that symbol. Where are you? What do you look like? What colors are you? What are holding? 	<ul style="list-style-type: none"> • Who am I cards (2 sets)
Maps review (5 minutes)	<ul style="list-style-type: none"> • Review the maps completed yesterday 	<ul style="list-style-type: none"> • Maps completed yesterday
Climate and Geography (10 minutes)	<ul style="list-style-type: none"> • Do both the maps showing the climate and geography of various areas in Maryland <ul style="list-style-type: none"> ○ Add color coding for students who need more support. ○ Compare to books and globes commonly used in class • Make connections to the book as necessary 	<ul style="list-style-type: none"> • Maps • Scissors • Glue
Sharing (10 minutes)	<ul style="list-style-type: none"> • Each student shares their finished activity with the group using the communication method of their choice 	<ul style="list-style-type: none"> • Completed activity • Communication devices

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



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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.)

For a short time in 1783, following the end of the Revolutionary War, Annapolis was the capitol of the United States.



©Christa Joy, SNSK

There have been wild ponies living on this island since the 1600's. It is believed a ship wrecked close to shore and was carrying ponies who were able to swim to shore. Over 2 million people visit this island each year.



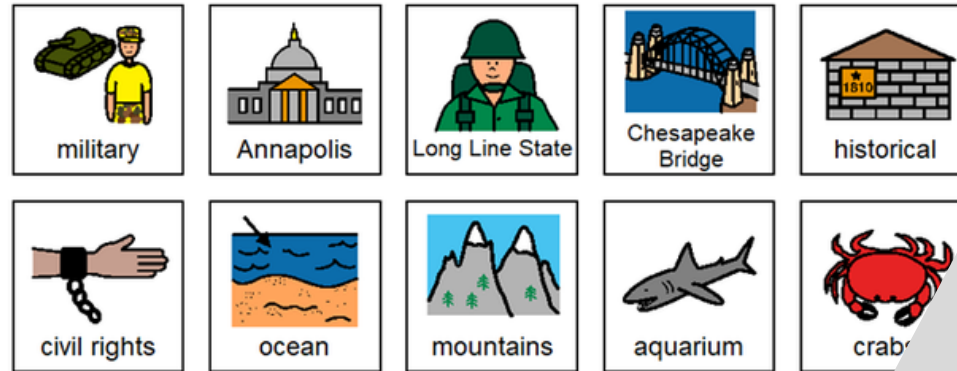
©Christa Joy, SNSK

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

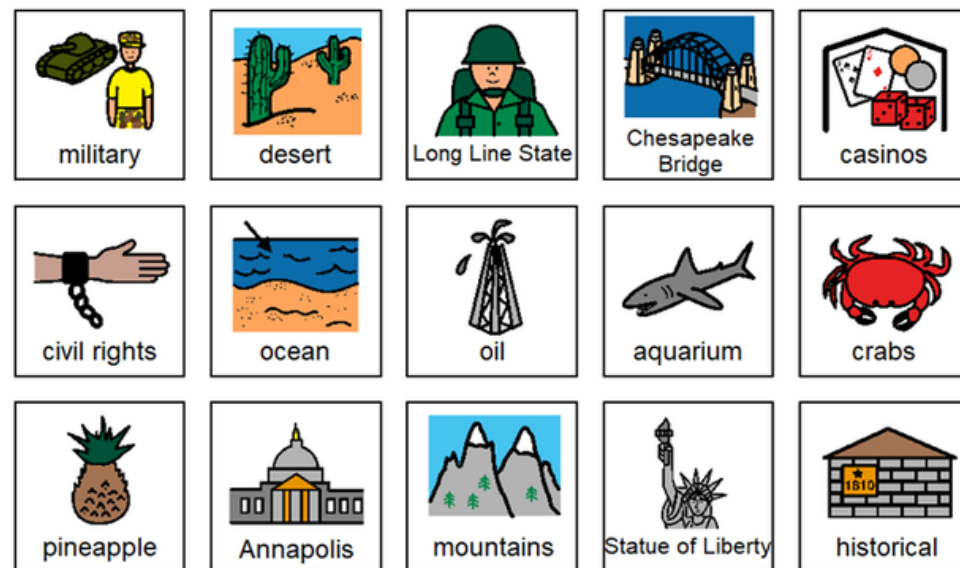
It comes in a PowerPoint version as well as an mp4 (movie) version.

Errorless version

Cut apart pictures and place in circle map about Maryland.



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



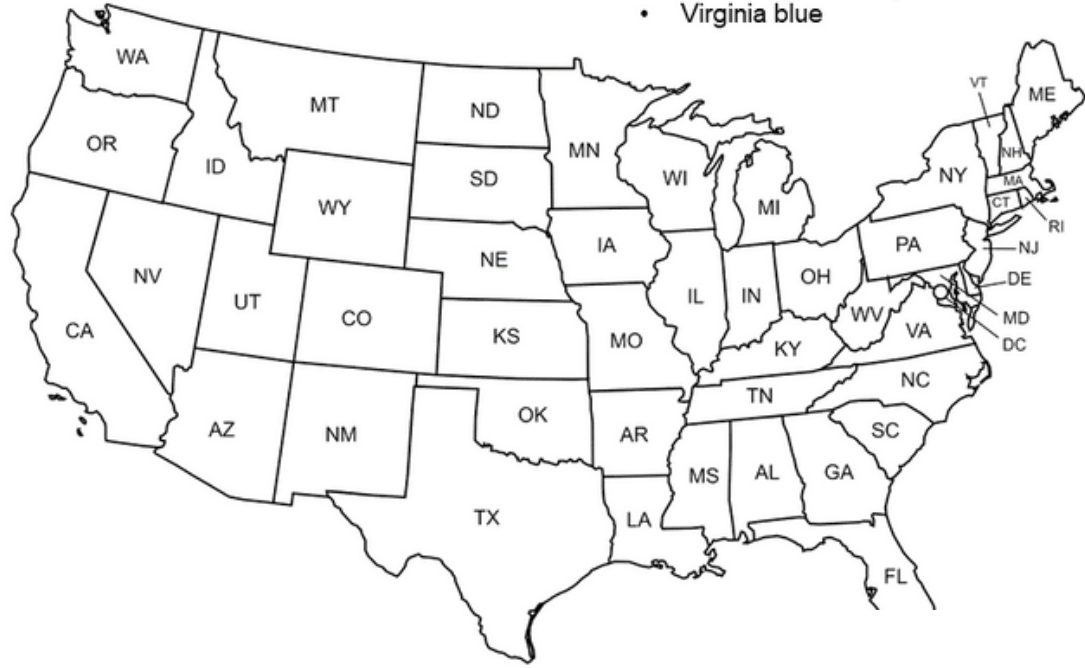
There is a circle map reviewing some main facts about Maryland.

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

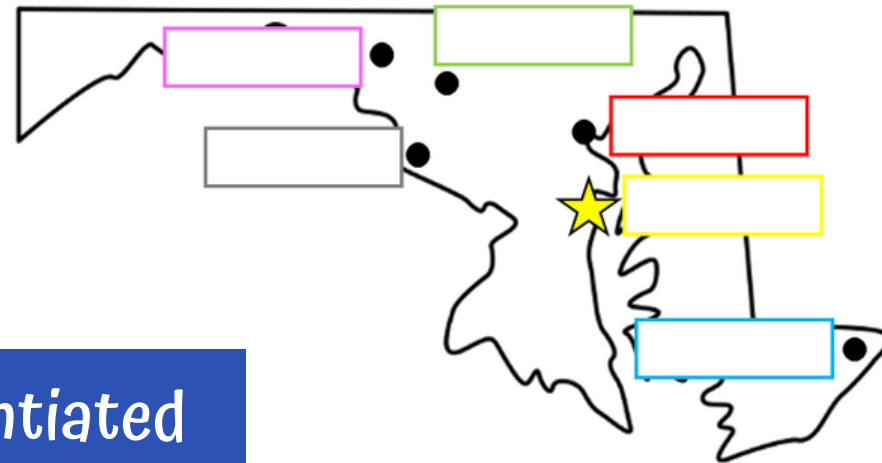
Color in the states using the key.

- Maryland red
- Pennsylvania yellow
- New Jersey pink
- Delaware green
- West Virginia orange
- Virginia blue



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Label the cities in Maryland using the labels.



- Annapolis
- Frederick
- Columbia
- Rockville
- Baltimore
- Ocean City

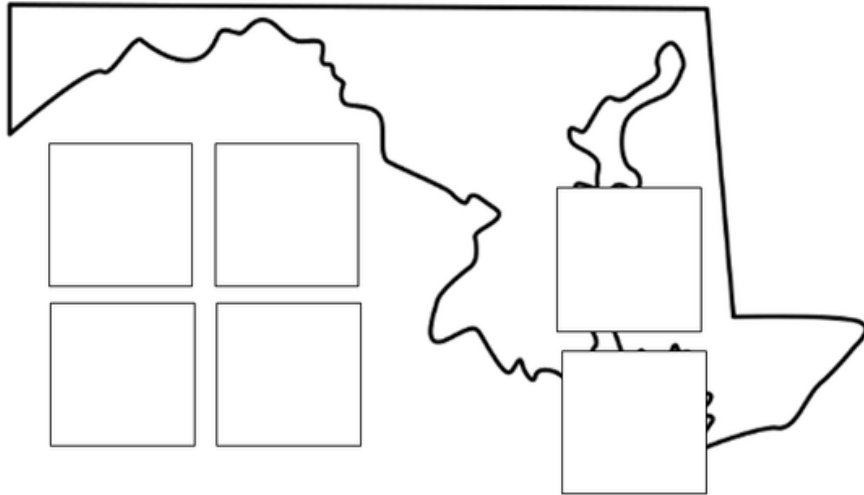
differentiated

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

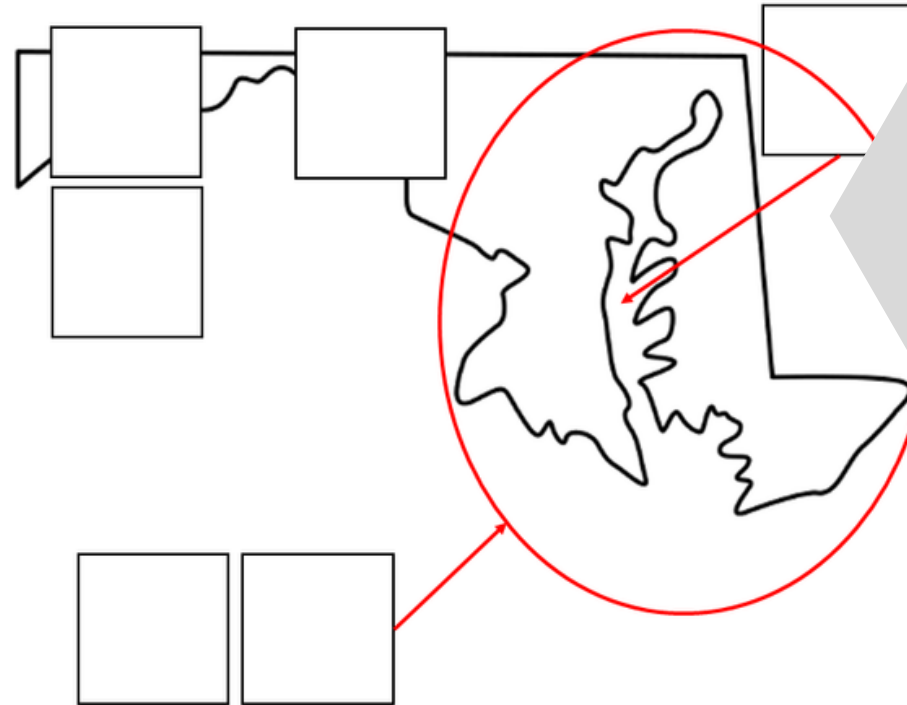
Differentiated versions are included.

What is the climate like in Maryland?



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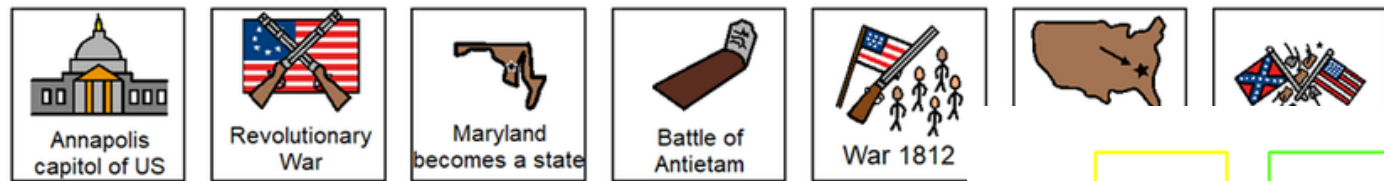
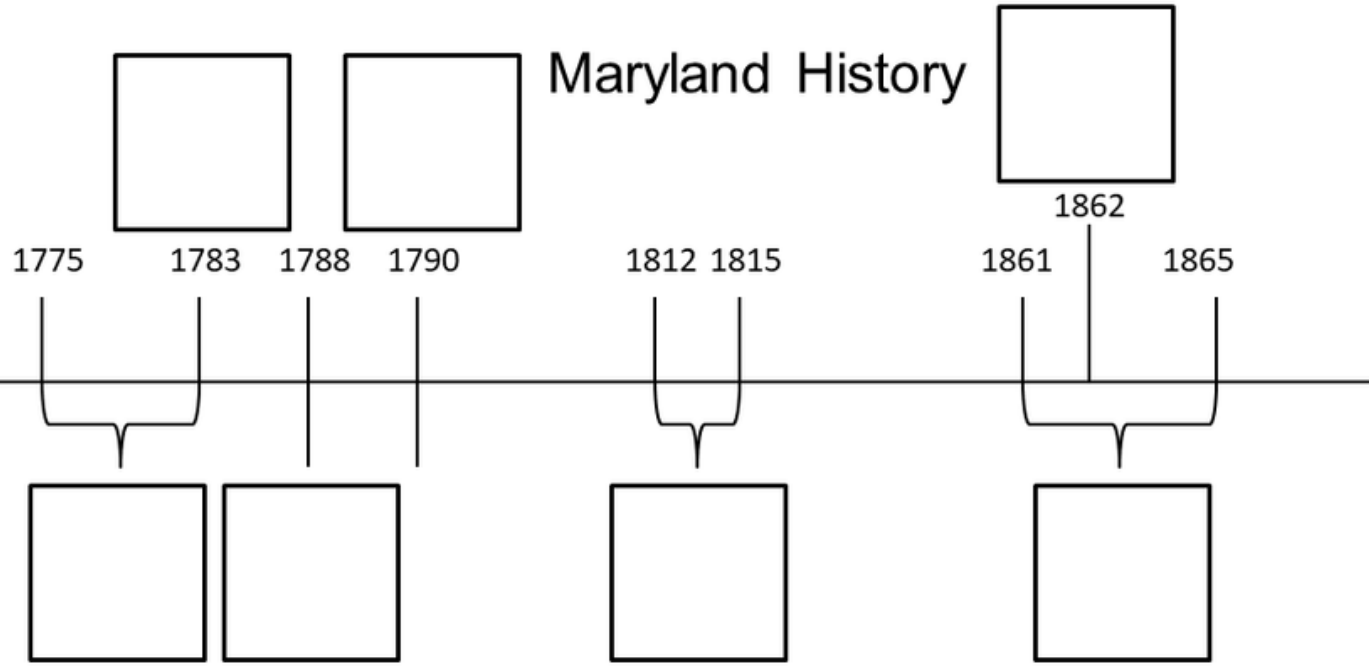
What is the geography like in Maryland?



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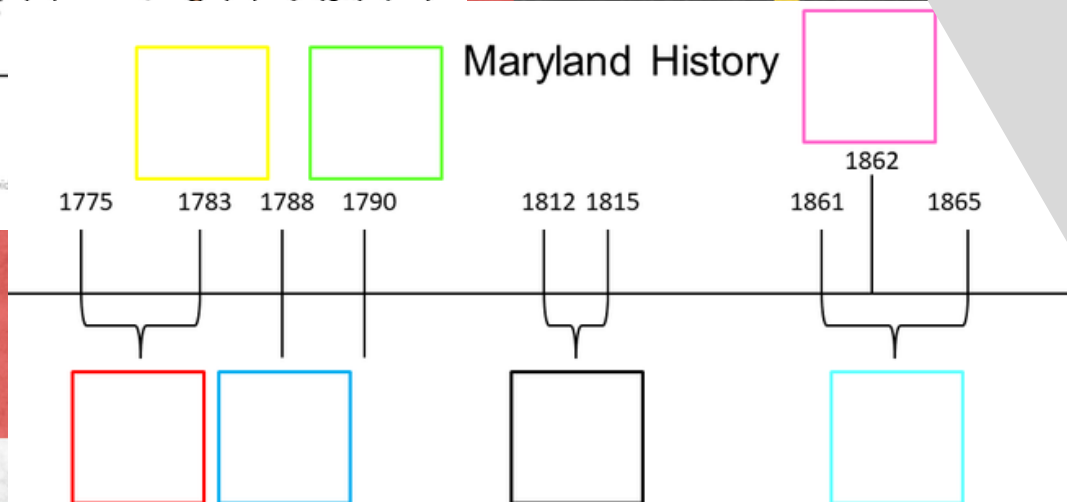
Students will identify how the climate and geography change across the state.

Maryland History



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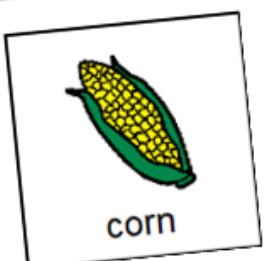
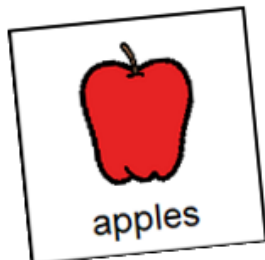
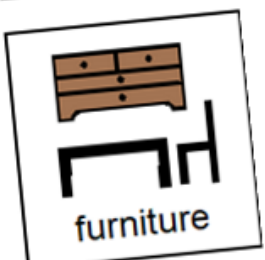
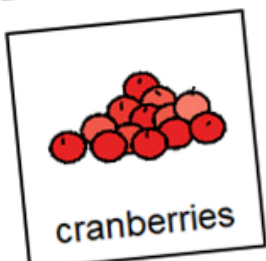
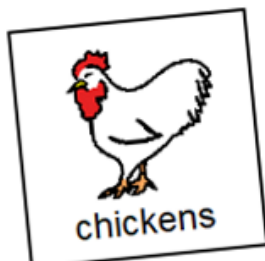
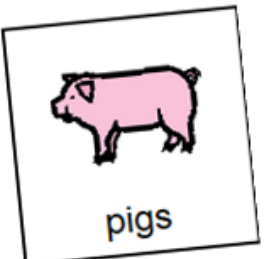
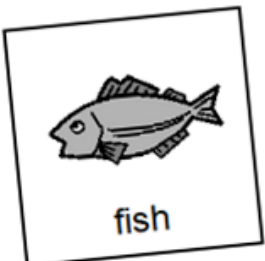
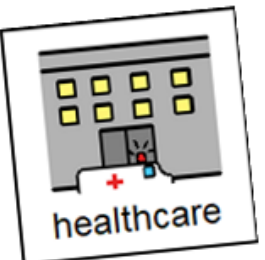
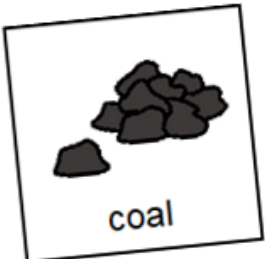
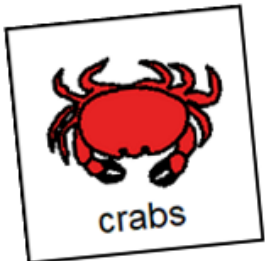
Maryland History



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Students will complete a timeline of the main events that have happened in this state's history. There is a color-coded version included (shown here).





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 Maryland?

 Fredrick	<input type="text"/>	 Fredrick	<input type="text"/>
 Fredrick	<input type="text"/>	 Chesapeake Bay	<input type="text"/>
 National Aquarium	<input type="text"/>	 Fort McHenry	<input type="text"/>
 Assateague Island	<input type="text"/>	 Annapolis	<input type="text"/>

What is each person from Maryland famous for?

John Wilkes Booth	<input type="text"/>	Francis Scott Key	<input type="text"/>
Frederick Douglass	<input type="text"/>	Harriet Tubman	<input type="text"/>
Michael Phelps	<input type="text"/>	Cal Ripken, Jr.	<input type="text"/>
Babe Ruth	<input type="text"/>	Thurgood Marshall	<input type="text"/>

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

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

Match the item to each landmark on the previous page.

 shark	 horses	 Antietam Battlefield	 Naval Academy
 Monocacy Battlefield	 Star Spangled Banner	 Fort Frederick	 Chesapeake Bridge

 baseball player	 baseball player	 swimming	 judge
 assassination	 Star Spangled Banner	 civil rights	 civil rights



My trip

I wanted to go to Maryland, so I went to see .

went with me.



We also went to see the .

I got a

to remember my trip.

Visiting Maryland made me feel .

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Ocean City	Chesapeake Bay	the National Aquarium	Fort McHenry	
parents	grandparents	best friend	family	
Chincoteague ponies	Capitol	Chesapeake Bridge	Antietam Battlefield	steeple
scrapbook	photo	postcard	keychain	poster
patriotic	proud	great	thankful	happy

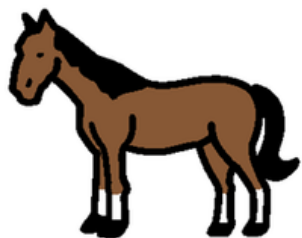
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There is a writing prompt for students to write about taking a trip to see Maryland. This is an errorless activity.

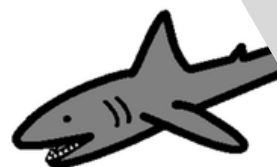
Who am I cards

- 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 Maryland.
- Tell a story as though you were visiting Maryland.
 - What do you see?
 - What is the weather like?
 - What plants or animals do you see?
 - Where do you live (city or country)?
 - What are you eating?
 - What sports teams are playing in your area?

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Assateague Island



National Aquarium



Chesapeake Bridge



Navel Academy

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Group activity

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

Bingo cards




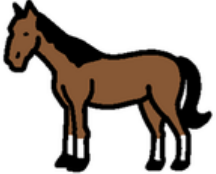


- Included are 10 Bingo cards in color and 10 Bingo cards in BW.
- Place the cards in page protectors or laminate for long term use.
- **Cut one board apart to use as calling cards.**
- This is a great way to practice the new vocabulary included in this unit.
- Cut apart a set of the vocabulary cards 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
 - Vary the ways to mark the card
 - Place in page protector or laminate and use dry erase markers
 - Stickers
 - Post-it notes
 - Dot markers

Maryland

 Aquarium	 Assateague Island	 steeplechase	 historical
 refrigerator	 Chesapeake Bay	 fish	 mountains
 Long Line state	 Maryland	 Deep Creek Lake	 Baltimore
 Crab	 Ocean City	 Annapolis	 Potomac River

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.

 Chesapeake Bay	 Assateague Island
 Annapolis	 Ocean City

Calling cards included

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Maryland (week 1)

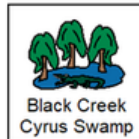
1. Maryland participated in major wars in the US.

2. is the capital of Maryland.

3. The is found in the coastal region of Maryland.

4. Maryland produces more than any other state.

5. The is located in Baltimore and supplies the US with military and defense industries.



Maryland (week 2)

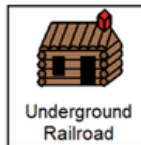
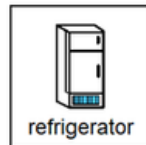
1. There are many near Frederick, Maryland.

2. You will see lots of on Assateague Island.

3. Francis Scott Key wrote the in Maryland.

4. Harriet Tubman ran part of the through Maryland.

5. The first was invented in Maryland by Thomas Moore.



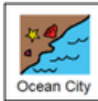
Close worksheets are a great informal assessment. This unit has one for each week. Suggestions for differentiation are included.

Answer key included.

1. What is the capitol of Maryland?



Baltimore

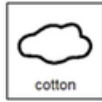


Ocean City



Annapolis

2. Maryland produces more what than any other state?



cotton



crabs



oil

3. What can you see a lot of outside of Frederick?



pelicans



roller coasters

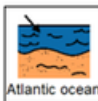


historical sites

4. What large body of water is crossed by one of the longest bridges in the world?



Chesapeake Bay



Atlantic ocean

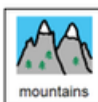


Potomac river

5. What do you find in the western part of the state?



swamp



mountains



ocean

1. What is the capitol of Maryland?

- A. Baltimore
- B. Ocean City
- C. Annapolis

2. Maryland produces more what than any other state?

- A. Cotton
- B. Crabs
- C. Oil

3. What can you see a lot of outside of Frederick?

- A. Pelicans
- B. Roller coasters
- C. Historical sites

4. What large body of water is crossed by one of the longest bridges in the world?

- A. Chesapeake Bay
- B. Atlantic Ocean
- C. Potomac River

5. What do you find in the western part of the state?

- A. Swamp
- B. Mountains
- C. Ocean

6. Circle the **natural resources** we get from Maryland.

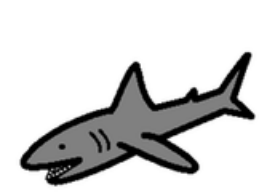
- A. Fish
- B. Crab
- C. Corn
- D. cattle
- E. coal
- F. Pigs

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

Q 7



Chesapeake
Bridge



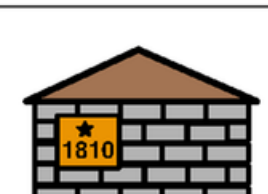
National Aquarium



desert



fountain

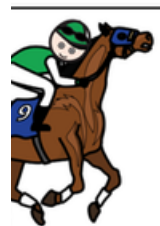


Fort McHenry



Eiffel Tower

Version 3



horse racing



bike race

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.

Beaten Biscuits



- Preparation
 - Print out ingredient labels and affix to ingredients prior to lesson
 - 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*
 - You will need a mallet or rolling pin, cookie sheet and access to an oven
- Directions
 - As a class make beaten biscuits following the recipe

Group activity

Recipe



oven

1. Preheat oven to 450



cookie sheet

2. Grease cookie sheet with oil



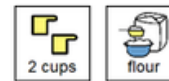
oil



stir

3. In a bowl, mix together:

Flour



2 cups



flour

Sugar



1 1/2

tablespoon



sugar

Baking powder



1/4

teaspoon



baking

powder

Salt



1/4

teaspoon



salt



cut in

4. Using a fork, cut in butter until mixture looks like coarse sand



1/4 cup



butter



mixer

5. Place mixture in a mixture

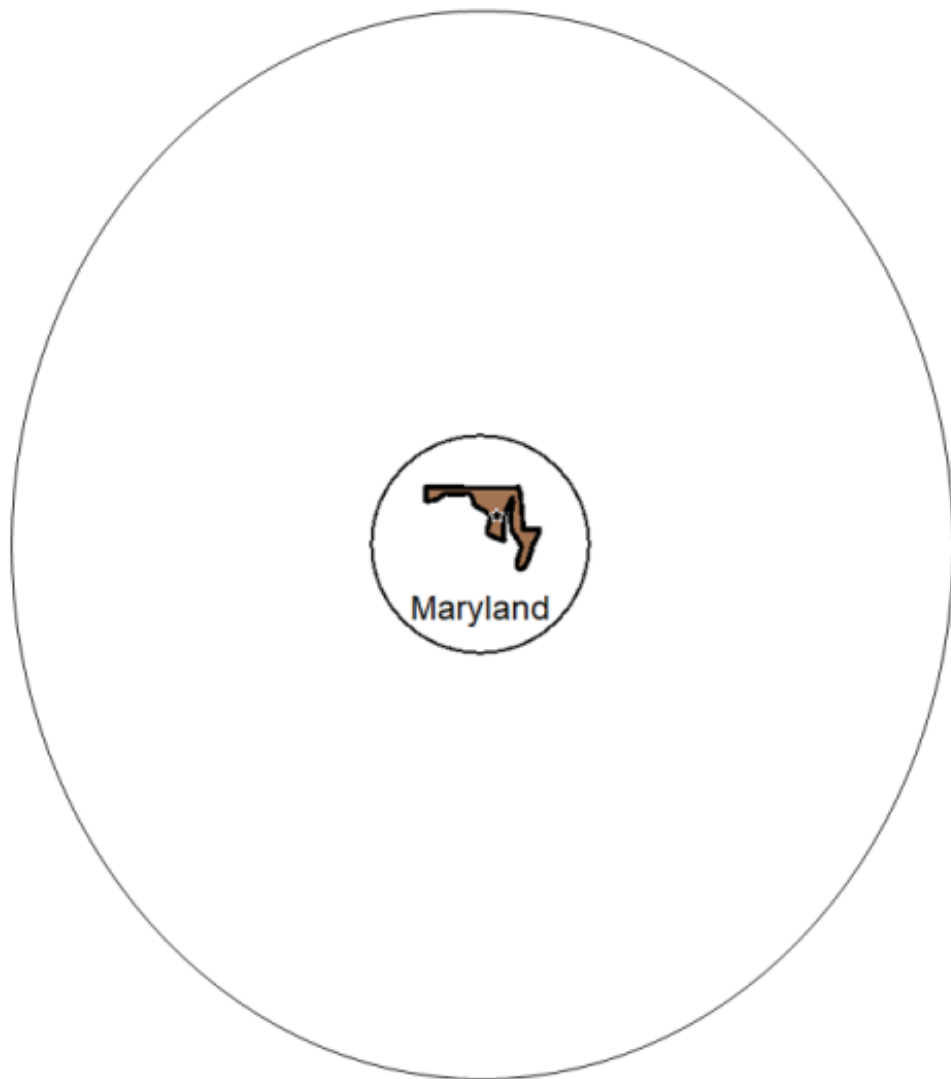
Included is a simple picture recipe for a Beaten Biscuits. This will wrap up this 2 week unit.



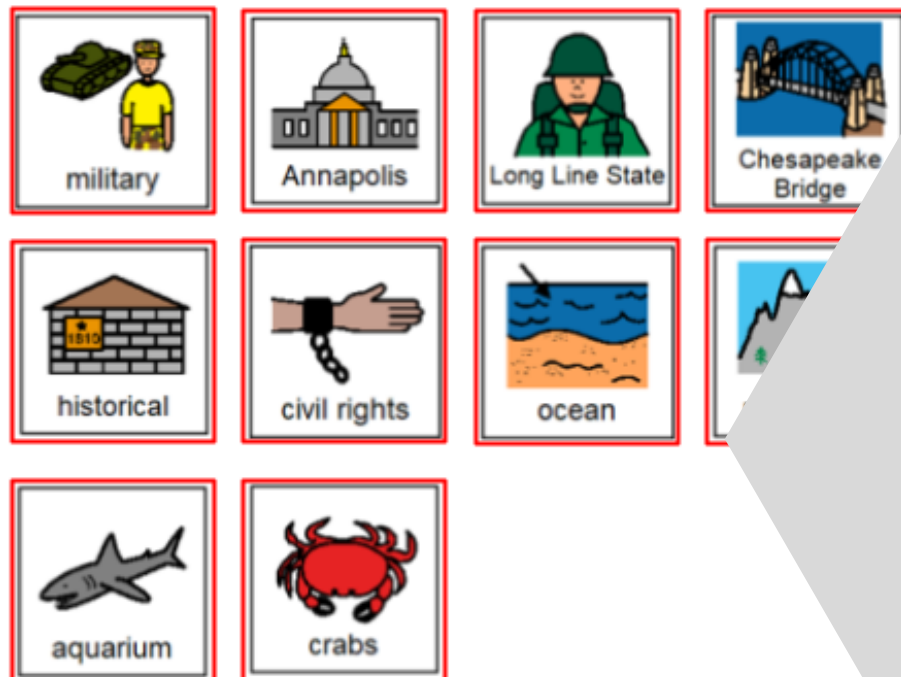
This unit also includes digital versions of the activities.

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

Great for review



Place pictures in circle map about Maryland.



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 Maryland or not. If you are not sure or think it could be both, place it on the middle line.

 <p>crabs</p>	 <p>healthcare</p>	 <p>bananas</p>	
 <p>dairy</p>	 <p>cars</p>	 <p>pigs</p>	
 <p>cranberries</p>	 <p>furniture</p>	 <p>apples</p>	
 <p>oil</p>	 <p>military</p>	 <p>transportation</p>	 <p>corn</p>

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.

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***
- ***Maryland activities in color***
- ***Maryland activities in black and white***
- ***Voice-recorded PowerPoint show***
- ***Maryland books (PowerPoints) to use with activities***
- ***Links and directions to digital activities***

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.