



# SpEd Helper Aligned K-12 Sample

## Basic Skills Aligned with TEKS Lesson Plans & Materials

Please read the “How to use” file on the drive. Click on the skill linked to the lesson plan that is linked to any materials that are available.

You can make copies of materials as needed.

Please do not share outside of your district.

Here is a short reminder of what is in this file.

- 1) Prerequisite skills
- 2) Regular Ed TEK for this skill
- 3) TEKS these skills are tested for STAAR Alternate 2.

Pre-Kinder: Numerical Representations and Relationships	
All TEKS Related to These Skills	PreK – Recognizing Numbers and Counting
(3) K.2, 3.2, 3.3, 3.4, 3.7, 4.2, 4.3, 5.2, 5.4, 6.2, 7.2, 8.2	(1) VA.1 know that objects, or parts of an object, can be counted VA.2 uses words to rote count from 1 to 30 VA.3 count 1-10 items, with one count per item VA.4 demonstrate that the order of the counting sequence is always the same, regardless of what is counted

**KINDERGARTEN ELAR****Strand 1-- Oral Language: Uses a variety of strategies to demonstrate understanding of new vocabulary words.**

SA 2 Grades Tested 3, 4, 5, 6, 7, 8, El, Ell	K.3a	use a resource such as a picture dictionary or digital resource to find words;
	<u>K.3c</u>	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

**SECOND GRADE SCIENCE****3<sup>rd</sup> - Force and Motion**

5.6, 6.8, 8.6	3.6B	demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons
	<u>3.6C</u>	observe forces such as magnetism and gravity acting on objects

**THIRD GRADE MATH****Numerical Representations and Relationships**

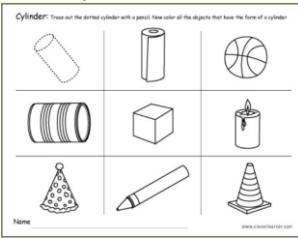
4.2, 4.3, 5.2, 5.8, 6.2, 6.11, 8.7	3.2A	round whole numbers to a given place value through the hundred thousand place.
	<u>3.6A</u>	<i>classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language</i>
	<u>3.3H</u>	represent fractions of halves, fourths, and eighths as distances from zero on a number line

<b>INSTRUCTIONAL TARGETS:</b>				<a href="#">BACK</a>
<b>ELAR-SA2 Grades Tested</b> Strand Six: 3, 4, 5, 6, 7, 8, EI, ELL	K.2C  1.3D	<b>Identify and use words that name actions, directions, positions, sequences, categories such as colors, shapes and textures, and locations.</b>		
<b>LESSON PLAN</b>				
<b>Materials</b>	<a href="#"><u>ELAR Mat: Actions (Verbs) for Sorting</u></a> , <a href="#"><u>ELAR Mat: Directions and Shapes for Sorting</u></a> , <a href="#"><u>ELAR Mat: Colors and Adjectives for Sorting</u></a> , <a href="#"><u>ELAR Mat: Textures and Locations for Sorting</u></a>			Cindy's Notes. New Words: actions, directions, colors, shapes, textures, locations.
<b>Activity</b>	<p>This is NOT a reading exercise but it may help your students to recognise some words. It may help others to recognise that words have meaning.</p> <p><b>Activity One</b></p> <p>Talk about how things are different and that you can group things together based on differences. You might have students group together that have the same color shirt on or girls and boys or by eye color or maybe hair color. If you have more than one grade, you can group by grade level. Make sure to say, "There is nothing wrong with noticing that things are different. There is something wrong with making fun of those differences."</p> <p><b>DO NOT GROUP BY SKIN COLOR or TYPES OF DISABILITIES (LIKE NON-VERBAL OR WHEELCHAIR USE).</b></p> <p><b>Activity Two</b></p> <p>Draw a chart on the board and choose 2 of the ways to sort. You might use shapes and colors or places and actions. Do these that you feel your group can understand with the class or small groups. You can print them for the students, cut them and have them make a chart on construction paper. One side can be 2 types of words and the other can be 2 other type of words</p> <p>Here are some sites to make picture cards for sorting.</p> <p><b>Activity Two</b></p> <p>I would put a piece of sticky tack on the back of classroom words and have higher level students put them on the item that the word card indicated. Then lower level students would go find a word card and bring it back to me. If they could tell me what it was, They got a prize.</p> <p>Here are sites that have word cards if you want some other type of words to categorize.</p> <p><a href="http://www.123listening.com/worksheetmakers/choosepicture2.php">www.123listening.com/worksheetmakers/choosepicture2.php</a></p> <p><a href="http://www.kids-pages.com/flashcards.htm">www.kids-pages.com/flashcards.htm</a></p> <p><a href="http://esl-kids.com/flashcards/flashcards.html">http://esl-kids.com/flashcards/flashcards.html</a> Great flashcards. Hundreds of nouns. Verbs are under actions link.</p>			
<b>DIFFERENTIATION</b>				
<b>BEGINNING</b> This student should work on matching the category cards when given 2 sets of cards or identifying them. "Show me ____."	<b>EMERGING</b> The emerging level student will be able to sort most of these and may be able to read some of the words after practice.		<b>DEVELOPING</b> The Developing student should be able to identify most items and determine where they go on a chart.	

<b>INSTRUCTIONAL TARGETS:</b>									
<b>ELAR-SA2 Grades Tested</b>	K.2D	Edit drafts using standard English conventions including complete sentences.	<a href="#">BACK</a>						
<b>Strand Six: 3, 4, 5, 6, 7, 8, El, Ell</b>	1.3D	Edit drafts using standard English conventions including complete sentences with subject-verb agreement.	<a href="#">BACK</a>						
<b>LESSON PLAN</b>									
<b>Materials</b>	<a href="#">ELAR Mat: Simple Sentences</a>								
<b>Activity</b>	<p><b>Activity One</b>  This skill is understanding that words and sentences have meaning. Many lower-level students do not recognize that words or sentences have meaning. This is something my aides work with those students daily. The first sentences should be the student's name and an object that they like (not a picture). Here “.”  First, I set up sentence cards from <b>ELAR Mat: Simple Sentences</b> with blanks for the name and object. I make word cards for students who can recognize their own name and picture word cards for those that cannot.</p> <p><b>Activity Two</b>  Work with the student on being able to read the words on the <b>ELAR Mat: Simple Sentences</b>. This mat has three columns. They have the beginning, middle and end of sentences. Students should try to write as many sentences as they can from the parts. Using the beginning word Tom can result in 11 sentences.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Tom is a dog.</td> <td>Tom likes to swim.</td> </tr> <tr> <td>Tom makes food.</td> <td>Tom makes candy.</td> </tr> <tr> <td>Tom makes pizza.</td> <td>Tom drinks milk.</td> </tr> </table> <p>You can cut the words apart to put in a folder so students can make as many sentences as possible and if able to type or write the sentences, put them in a list.</p> <p><b>To make it easier, point out that sentences begin with a capital letter and end with a punctuation. So, the ones without a capital or a period go in the middle and are the verbs/action words.</b></p>			Tom is a dog.	Tom likes to swim.	Tom makes food.	Tom makes candy.	Tom makes pizza.	Tom drinks milk.
Tom is a dog.	Tom likes to swim.								
Tom makes food.	Tom makes candy.								
Tom makes pizza.	Tom drinks milk.								
<b>DIFFERENTIATION</b>									
<b>BEGINNING</b> The beginning learner may be able to type or copy the sentences in order from the cards.		<b>EMERGING</b> The Emerging learner should be able to make at least half the sentences from the cards.							
<b>DEVELOPING</b> The Developing learner can will understand how to make sentences from the cards and maybe add an adjective or an adverb.									

<b>INSTRUCTIONAL TARGETS:</b>			<a href="#">Back</a>
Science 3.6, 5.6	3.6C	observe forces such as magnetism and gravity acting on objects	
<b>LESSON PLAN</b>			
<b>Materials</b>	<b>Oranges, grapes, <a href="#">Science Mat: Investigation - Gravity</a></b>		<b>Cindy's Notes:</b>
<b>Activity</b>	<p>Gravity is a hard concept to understand. Students may not understand it but will know what it means if it shows up in testing.</p> <p><b>Activity One</b></p> <p>The most impressive display of gravity is to stand up over a desk and drop a big book flat on the desk. It crashes down with a <b>big bang!</b> (Watch out for the student that might be upset by the noise.) Ask “what made the book fall?” They answer that you dropped it, the book is heavy or maybe even that you threw it down.</p> <p>Go to the board and write GRAVITY. Ask, “Gravity, does anybody know what that means?” The Earth has gravity but so does the sun, the moon, and all other planets, moons, and stars.</p> <p>Gravity is why things stay on the Earth. Without it, we would all fall off and drift into space.</p> <p><b>Activity Two</b></p> <p><a href="#">Science Mat: Investigation - Gravity</a> has an experiment sheet for dropping things at the same time with each landing at the same time.</p> <p><a href="https://www.youtube.com/watch?v=ji5u8uTOejw">https://www.youtube.com/watch?v=ji5u8uTOejw</a> Gravity</p> <p><a href="https://www.youtube.com/watch?v=LEs9J2IQIZY">https://www.youtube.com/watch?v=LEs9J2IQIZY</a> Gravity and movement</p>		<p><b>New Word: Gravity</b></p> <p><b>Gravity (noun)</b> the force that attracts an object toward the center of the earth, or toward any other physical body having mass.</p> <p>Higher level students might like to explore how much they would weigh on the different planets if you have studied about planets.</p>
<b>DIFFERENTIATION</b>			
Beginning	EMERGING	Developing	
The Beginning learner might fear the bang of the book being dropped. The other things should not be as loud. They will not be able to fill out the mat but could drop some items on the floor to see gravity work.	The Emerging learner will need lots of help to do the experiment and fill out the mat.	The Developing learner should enjoy the experiment and should be able to fill out the mat and understand the data.	

**INSTRUCTIONAL TARGETS:**[Back](#)

<b>Math</b> <b>4.6, 5.5, 5.8, 7.5, 8.3, 8.8, 8.10</b>	<b>3.6A</b>	<i>classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language</i>
LESSON PLAN		
<b>Materials</b>	<a href="#"><b>Math Mat: Three-dimensional shapes</b></a>	<a href="#"><b>Math Mat: Shapes in Real Life.</b></a>
Activity	<p>Use the link below for patterns to make 3-dimensional shapes. There are also worksheets for shapes.  <a href="https://www.fun-stuff-to-do.com/geometric-shapes-to-print.html">https://www.fun-stuff-to-do.com/geometric-shapes-to-print.html</a></p> <p><b>Activity 1:</b>  <i>Chanting. Hold up a card of the shape and have a student guess the shape. If student is wrong, have that student, "Call a friend to help." After a student gives the correct answer, have students chant what the shape is. Say, "This is a cone. When I say Cone, you say cone. Cone" (Students say cone.).</i>  <i>Go through the shapes until most of the students can identify the shapes.</i></p> <p><b>Activity 2</b>  <i>Making a poster is one way to get students to sort without doing a worksheet. Get several worksheets from the cleverlearner.com site below. Have student sort and put a label of what shapes are shown in each group. This will make a great science project for your students.</i>  <a href="http://cleverlearner.com/shapes/cylinder-form-activity-worksheets-for-children.html">http://cleverlearner.com/shapes/cylinder-form-activity-worksheets-for-children.html</a> <i>This site has worksheets on each of the shapes.</i></p>   <p><a href="https://www.commoncoresheets.com/Shapes.php">https://www.commoncoresheets.com/Shapes.php</a> Core sheets has many worksheets about shapes.  <a href="https://www.youtube.com/watch?v=24Uv8Cl5hvI">https://www.youtube.com/watch?v=24Uv8Cl5hvI</a> video on shapes.</p>	<p><b>Cindy's Notes</b></p> <p><i>My students always liked making posters and having them in the hallway on display. This can be a great activity if they are given different sheets to sort so that their posters look different. If all the posters look the same, other students may make fun of them.</i></p> <p><i>Most students should already know the shapes at this level</i></p>

**DIFFERENTIATION****BEGINNING**

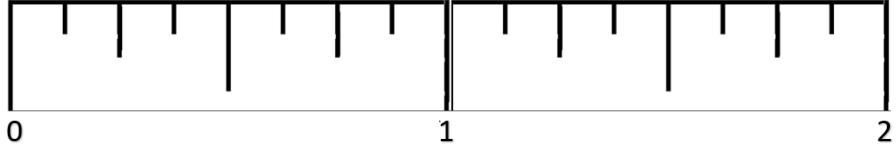
**The beginning learner should be able to match shapes. This student can touch the shape when called out with assistance.**

**EMERGING**

**The Emerging learner should know at least half the shapes but may need assistance labeling the shapes sorted on the poster.**

**DEVELOPING**

**The Developing learner should know all the shapes and be able to make the poster independently. Try to make sure this student doesn't name all the shapes for the others.**

INSTRUCTIONAL TARGETS:			<a href="#">BACK</a>
Math 4.2, 4.3, 5.2, 5.8, 6.2, 6.11, 8.7	3.3H	represent fractions of halves, fourths, and eighths as distances from zero on a number line	
<b>LESSON PLAN</b>			
<b>Materials</b>	<a href="#">Math Mat: Non-standard Ruler</a>		<b>Cindy's Notes</b>
<b>Activity</b>	<p>This is not learning fractions – not really. It is more about learning the order of the numbers and parts of numbers. Once the student learns that we count from 0 to 1 by parts of the number.</p> <p>It looks like this on <b>Math Mat: Non-Standard Ruler</b>. Why is it non-standard? Mainly because it is not in one-inch increments. The ruler has been blown-up so students can easily see how far <math>\frac{7}{8}</math> is from 0.</p> <p>Activity 1</p> <p>Make a ruler like the one below on the white board. Give each student a copy of one of the “rulers” in Math Mat: Non-Standard Ruler. Cut the instructions off of them for practice.</p> <p>As a class mark the <math>\frac{1}{2}</math> lines in red. Chant 0, <math>\frac{1}{2}</math>, 1, <math>1\frac{1}{2}</math>, 2 while pointing at the places on the number line. Chanting is effective only if the student touches the marks as they are chanted. When most of the students can answer questions about the halves, move on the <math>\frac{1}{4}</math> lines.</p> <p>Follow with the <math>\frac{1}{4}</math> lines in blue. Chant 0, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, 1, <math>1\frac{1}{4}</math>, <math>1\frac{2}{4}</math>, <math>1\frac{3}{4}</math>, 2</p> <p>Follow, with the <math>\frac{1}{8}</math> lines in green. Chant 0, <math>\frac{1}{8}</math>, <math>\frac{2}{8}</math>, <math>\frac{3}{8}</math> etc.</p> <p>Do not worry about reducing to the smallest fraction at this point.</p>  <p>Here is what the non-standard ruler looks like.</p> <p>To use the worksheet, cut the part off that the student will not use before copying. Use the left instructions for initial learning and use the right-side instructions for testing.</p>		
<b>DIFFERENTIATION</b>			
<b>Beginner</b> This learner will need hand over hand instruction to point to the places on the number line. You might color his in so he can touch the red lines and others.	<b>EMERGING</b> This learner should be able to chant and put the colors on the number line. He may need to repeat often.	<b>DEVELOPING</b> The Developing learner will understand what the different colors mean on the number line. Have this student write the fractions under the lines.	

**ELAR Mat: Simple Sentences** Make a card for students' names and have beginning level students put their name or picture and an object or picture of an object in the blanks. Then, prompt the student to perform the action.

[BACK](#)

\_\_\_\_\_ touches the \_\_\_\_\_.

Name

Object

throws the \_\_\_\_\_.

Name

Object



pencil



beanbag



ball



block

**ELAR Mat: Simple Sentences (continued)** Print and cut cards. Have students make sentences with a beginning, middle and end that make sense.  
Have students write at least 10 sentences in their journal.

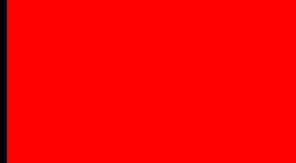
Tom	is	a dog.
She	likes	cake.
He	makes	food.
Dad	wants	candy.
Ann	drinks	milk.
Mom	reads	books.

**ELAR Mat: Actions (Verbs) for Sorting**[BACK](#)

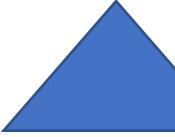
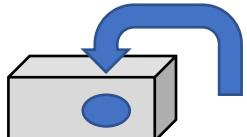
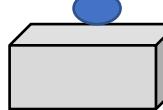
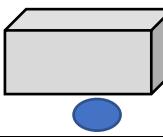
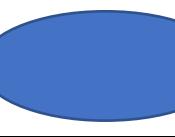
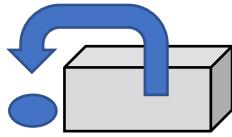
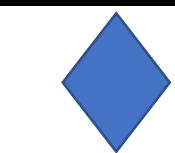
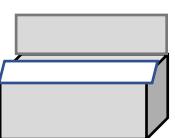
<b>kick</b>			<b>bend</b>
<b>walk</b>			<b>cut</b>
<b>jump</b>			<b>smell</b>
<b>sit</b>			<b>play</b>
<b>dance</b>			<b>sing</b>
<b>eat</b>			<b>ride</b>
<b>clap</b>			<b>run</b>

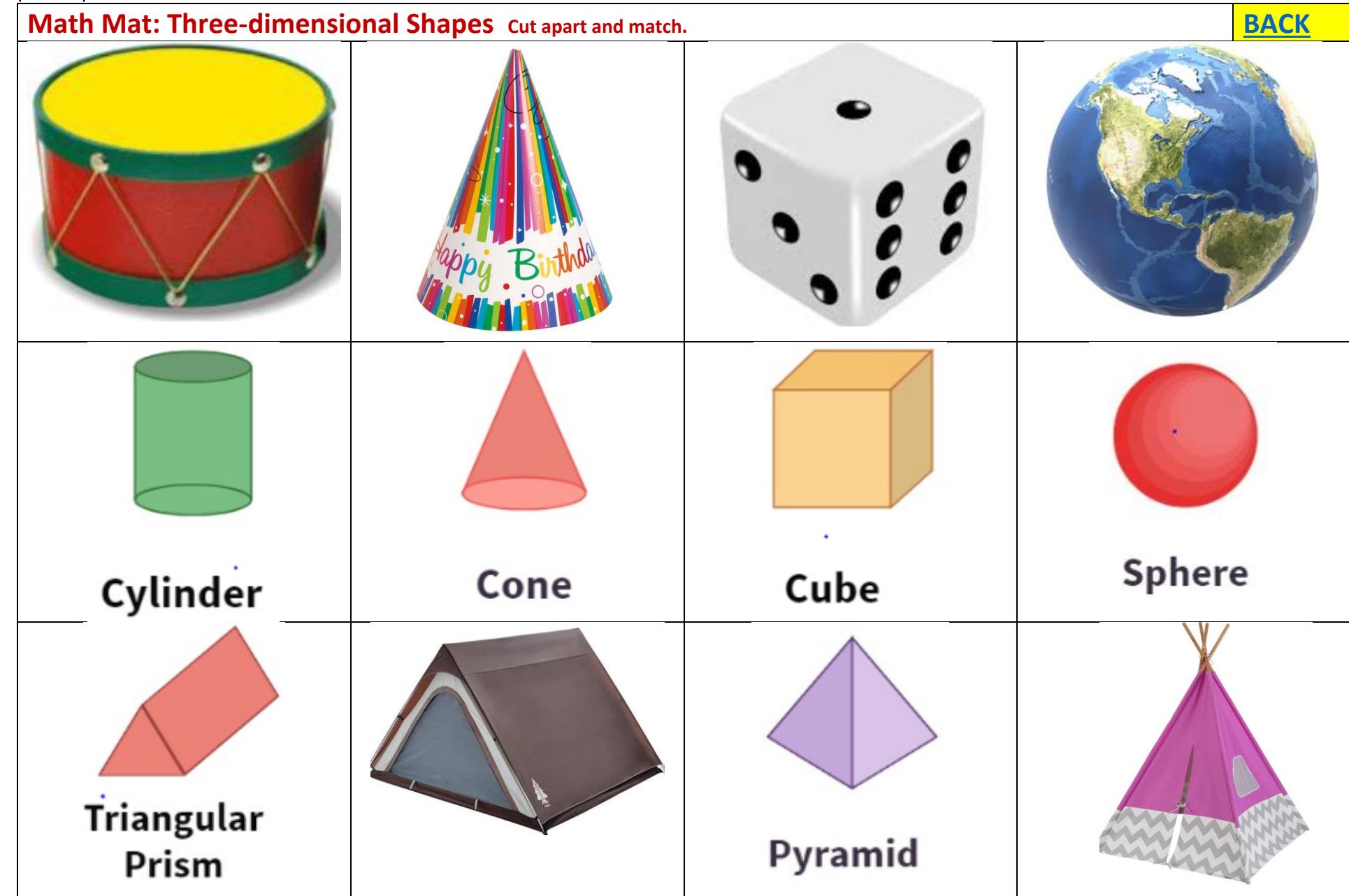
**ELAR Mat: Textures and Locations for Sorting****BACK****smooth****home****shiny****school****rough****church****sandy****store****soft****park****sharp****pool****hairy****restaurant**

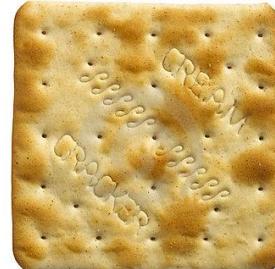
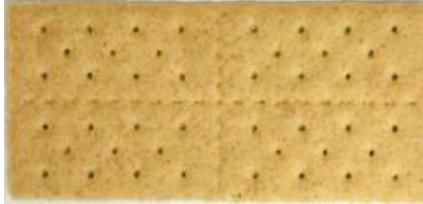
**ELAR Mat: Colors and Adjectives for Sorting**[BACK](#)

red			pretty
green			ugly
blue			big
yellow			little
orange			cold
purple			hot
pink			cuddly

**ELAR Mat: Directions and Shapes for Sorting**[BACK](#)

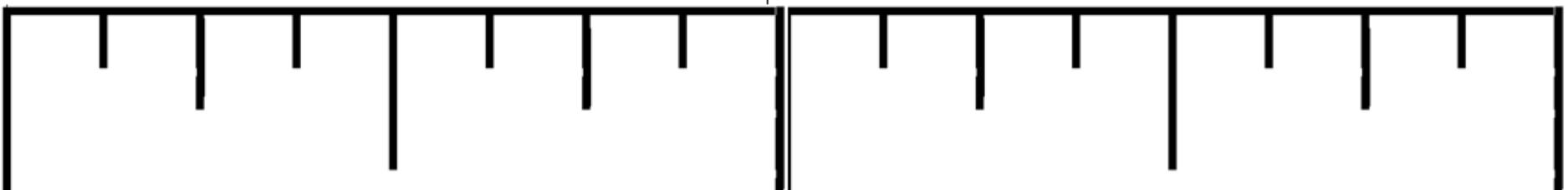
<b>up</b>			<b>circle</b>
<b>down</b>			<b>triangle</b>
<b>in</b>			<b>square</b>
<b>on</b>			<b>rectangle</b>
<b>under</b>			<b>oval</b>
<b>out</b>			<b>diamond</b>
<b>open</b>			<b>heart</b>



<b>Math Mat: Shapes in Real Life</b> Use these pictures with two- and three-dimensional shapes.			
<a href="#">BACK</a>			
			
			
		 dreamstime.com	
			 VectorStock® VectorStock.com 1079546

**Math Mat: Non-standard Ruler**

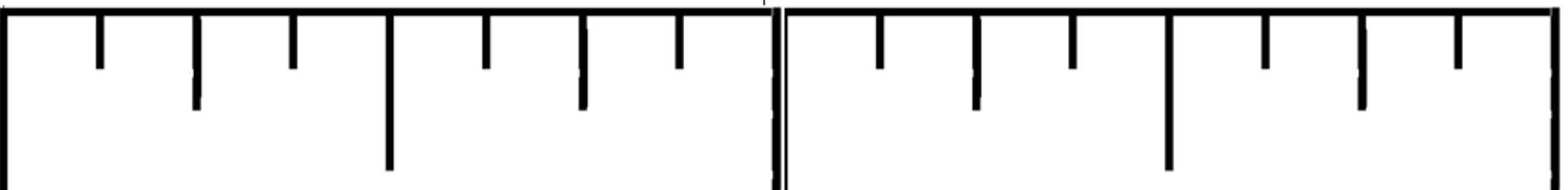
Use the number lines below for students to color the lines indicated in the correct position on the number line.

[BACK](#)

0

1

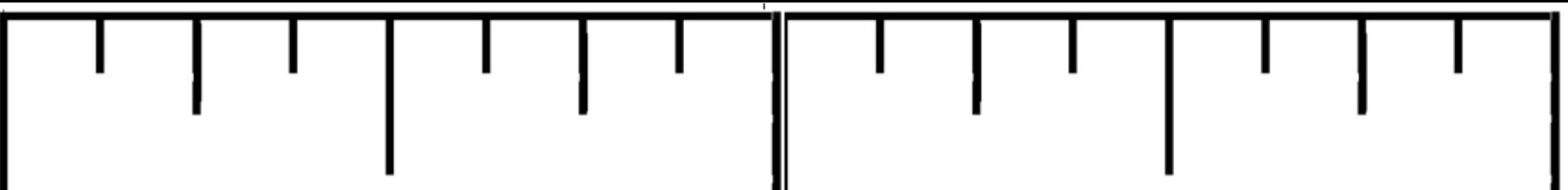
2

Mark the  $\frac{1}{2}$  lines with red.Mark the  $\frac{1}{2}$  lines in red. Mark the  $\frac{1}{4}$  lines in blue. Mark the  $\frac{1}{8}$  lines with green

0

1

2

Mark the  $\frac{1}{4}$  lines with blueMark the  $\frac{1}{2}$  lines in red. Mark the  $\frac{1}{4}$  lines in blue. Mark the  $\frac{1}{8}$  lines with green

0

1

2

Mark the  $\frac{1}{8}$  lines in green.Mark the  $\frac{1}{2}$  lines in red. Mark the  $\frac{1}{4}$  lines in blue. Mark the  $\frac{1}{8}$  lines with green

<b>Science Mat: Investigation - Gravity</b>		<b>BACK</b>
<b>Materials</b>	Several grapes, several oranges, a chair or ladder.	
<b>Step 1: Question</b>	Do a grape and an orange land at the same time when dropped from the same height?	
<b>Step 2: Guess</b>	<p><b>Will the grape and orange land at the same time?</b></p> <p>Grape will land first </p> <p>Grape and Orange will land at the same time </p> <p>Orange will land first </p>	
<b>Step 3: Experiment</b>	<p>A. Adult stand on a chair or a ladder holding the grape and orange at the same level.</p> <p>B Adult drops grape and orange at the same time. Students watch closely as they land.</p> <p>C. Students determine which object landed first or if they land at the same time.</p>	
<b>Step 4: Organize Data</b>	<p><b>How did the grape and the orange land on the floor?</b></p> <p>The grape landed first </p> <p>Grape and Orange landed at the same time </p> <p>The orange landed first </p>	
<b>Step 5: Conclusion</b>	Was your guess correct?	<input type="button" value="Yes"/> <input type="button" value="No"/>
<b>Other Options</b>	Do this same investigation with different products. It is exciting if one of the items is a watermelon or cantelope. It can also be exciting done with a water balloon and a beach ball.	