July 2022

Hands-on Minds-on Teaching

with SpEd Helper Aligned

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STAAR-Alt Helper

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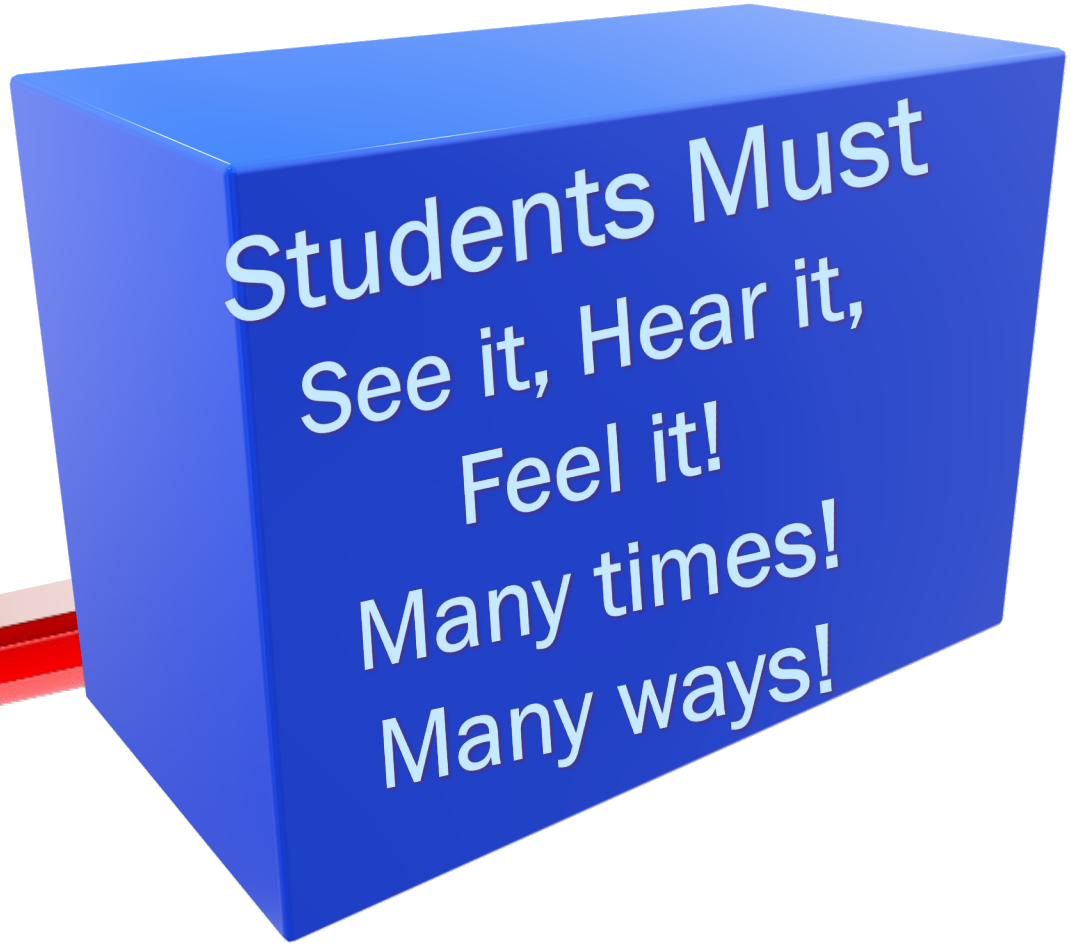
You should know!

I BELIEVE

SPECIAL EDUCATION MUST BE SPECIAL

Hands-on Minds-on



How does it work?

- *Provides Active Lessons*
- *Use Hands-on Instruction*
- *Engages Students*
- *Provides Concrete Lessons*
- *Expects All Students to Learn*

Chanting!

SEE IT

HEAR IT

FEEL IT

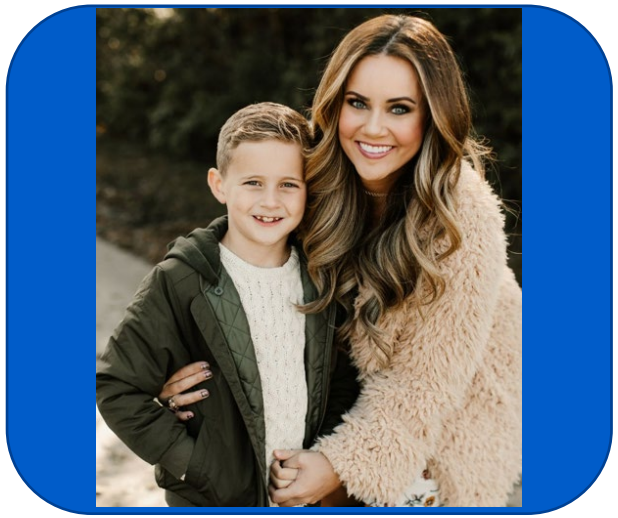
Why are Concrete Lessons Important?

Concrete ➡ Representational ➡ Abstract

- Teach using different real-life manipulatives.
- Allow lots of practice with manipulatives.

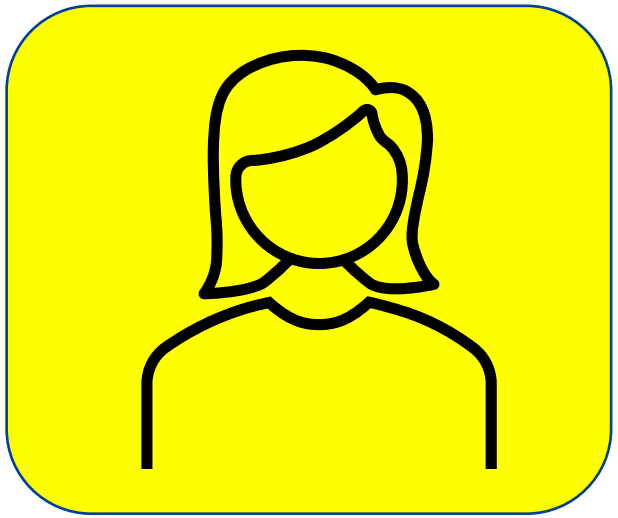
- Introduce pictures to represent objects
- Provide lots of practice on the concept using pictures of objects

- Teach concept using only numbers & symbols.
- Provide practice using only numbers & symbols



Mom with son in class

Picture of his Mom



Icon of a mom

TEKS for All

We are Required To Teach To All Levels

ELAR

Math

Science

Social Studies

Help for Drowning Teachers

SpEd Helper Aligned

- Prepared Lesson Plans
- Activities with Hands-on Lessons
- Materials that Work
- Student Progress Reports

http://www.staar-alt.com/SpEdHelper.htm

SpEd Helper Aligned

The Alignment

Regular Education Grade Level

Regular EducationTEK

Identical TEK

Special Ed TEKS

ELAR – Sped Helper

KINDERGARTEN		
Strand 1-- Oral Language: Uses a variet		ategies to demonstrate understanding of new vo
SA 2 Grades Tested 3, 4, 5, 6, 7, 8, EI, EII	K.3a	resource such as a re dictionary or digit
	K.2	dentify and use wo at name ac
		shapes, and text
	K.5a	Identifying
	K.2b	
	K.2	
Strand 2-- Comprehension Skills		
SA2 Grades Tested 3, 4, 5, 6, 7, 8, EI, EII	K.5e	
	K.5f	
Strand 3--Response Skills: Respon		
SA2 Grades Tested	K.6c	

The Lesson Plan

State Standard: Objecti

Special Ed TEKS As indicated in the Essence Statements Based on Prerequisite Skills

Similar or Identical Regular Ed TEKS

Materials linked to lesson

ELAR STAAR Alternate 2 Grades Tested Sd Three: 4, 5, 6, 7, 8, EI, EII	K.6c	use text evidence to support an appropriate response;
	1.7c	
	2.7c	
	3.7c	

INSTRUCTIONAL TARGETS:

LESSON PLAN

Antonio Zoo, Fair of Texas, ELAR Mat: The Pilgrim's Journey, ELAR

Adjec ir of Texas Adjectives, ELAR Mat: The P's

articles to use in beginning this ave pictures that nts so

nd when you read the item in the story. y also have

ea to match to the story. See

Antonio Zoo, ELAR Mat: The State Fair of Texas

ELAR M rim's Journey.

Activity Two

www.kansasasd.com/socialnarratives.php

org/resources/behav

may have to mak one with older

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classroom.

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Cindy's

New Words: Sp

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social stories be

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DEVELOP

student sho

MATERIALS MATS

The Student Booklet

FIFTH GRADE ELAR

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

Strand 4--Multiple Genres: Uses a ies to demonstrate an under

	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
6, 7, 8, EI, EII											
6, 7, 8, EI, EII											
6, 7, 8, EI, EII											
6, 7, 8, EI, EII											
6, 7, 8, EI, EII											

5.7c Identify the meaning of and use words with affixes such as trans-, super-, and photo

5.7d Identify, use, and explain the meaning of adages and puns

5.5g Identifying and re frequency words f

5.9b Ex multiple themes within a te poems acros

Do not teach in these grade

May teach

Tested in these

Soci

Student Report Booklet

John is a in the 4th grade working at the 2nd Grade Level in Science but in the 1st grade level in Reading and Math

John Doe

Birth Date: 7/14/2008

Science TEKS V

2.5C demonstrate that things can be done to materials such as cutting, folding, sanding, and m physical properties

PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10
			W	w	m						

5.5, 7.6, 8.5

2.5D combine materials that when put together can do things that they cannot do by themsel or a bridge and justify the selection of those materials based on their physical properties

PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10
			W	m	R/M						

2nd - Force and Motion

5.6, 7.8, 8.6

2.6C trace and compare patterns of movement of objects such as sliding, rolling, and spinning

PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10
				W	m						

2nd - Earth: Rock, Soil, and Water

5.6, 7.8, 8.10

2.7A observe, describe, and compare rocks by size, texture, and color

PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10
			M								

5.6, 7.8, 8.10

2.7B identify and compare the properties of natural sources of freshwater and saltwater

PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10
			M								

5.6, 7.8, 8.10

2.7Cdistinguish between natural and manmade resources

PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10
				W	M						

2nd - Space: The Solar System and the Universe

5.6, 7.8, 8.8

2.8C observe, describe, and record patterns of objects in the sky, including the appearance of

PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10
					W						

2nd - Organisms: Life Cycles

5.10, 7.12, B5, B7

2.10C investigate and record some of the unique stages that insects such as grasshoppers and undergo during their life cycle

PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10
				W	W						

2nd - Environment: Identify How Organisms Meet Their Basic Needs

The Alignment

Second Grade		
	2nd - Matter and Energy Characteristics of Pro	
5.5, 7.6, 8.5	2.5A	classify matter by physical properties, i material is a solid or liquid
	2.5B	compare changes in materials caused by heating and cooling
	2.5C	demonstrate that things can be done to materials such as cutting, folding, sanding, and melting to change their physical properties
	2.5D	combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties
	2nd - Force and Motion	
5.6, 6.8, 8.6	2.6C	trace and compare patterns of movement of objects such as sliding, rolling, and spinning over time
5.6, 6.8, 7.8, 8.10	2nd - Earth: Rock, Soil, and Water	
	2.7A	observe, describe, and compare rocks by size, texture, and color
	2.7B	identify and compare the properties of natural sources of freshwater and saltwater
	2.7C	distinguish between natural and manmade resources
	2nd - Space: The Solar System and the Universe	
5.6, 6.8, 7.8, 8.8	2.8C	observe, describe, and record patterns of objects in the sky, including the appearance of the Moon
	2nd - Organisms: Life Cycles	
5.10, 7.12, B5, B7	2.1C	investigate and record som of the unique stages that insects such as grasshoppers and butterflies undergo during their life cycle
	2nd - Environment: Identify How Organisms Meet Their Basic Needs	
5.9, 7.10, 7.12, 8.11, B4, B5, B7, B8, B9, B10, B12	2.9A	identify the basic needs of plants and animals
	2.9B	identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things
	2.10A	observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs
	2.10B	observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant
	2.10C	compare the ways living organisms depend on each other and on their environments such as through food chains

The Lesson Plan

Click Here to Go to Materials

INSTRUCTION			
7.12, B5, B7		investigate and record some of t tages that insects such as grasshoppers and butterflies	BACK
	3.1B	investigate and co pa als and plants undergo a series of orderly changes in their diverse life cycles to plants, frogs, and lady beetles	BACK

LESSON PLAN

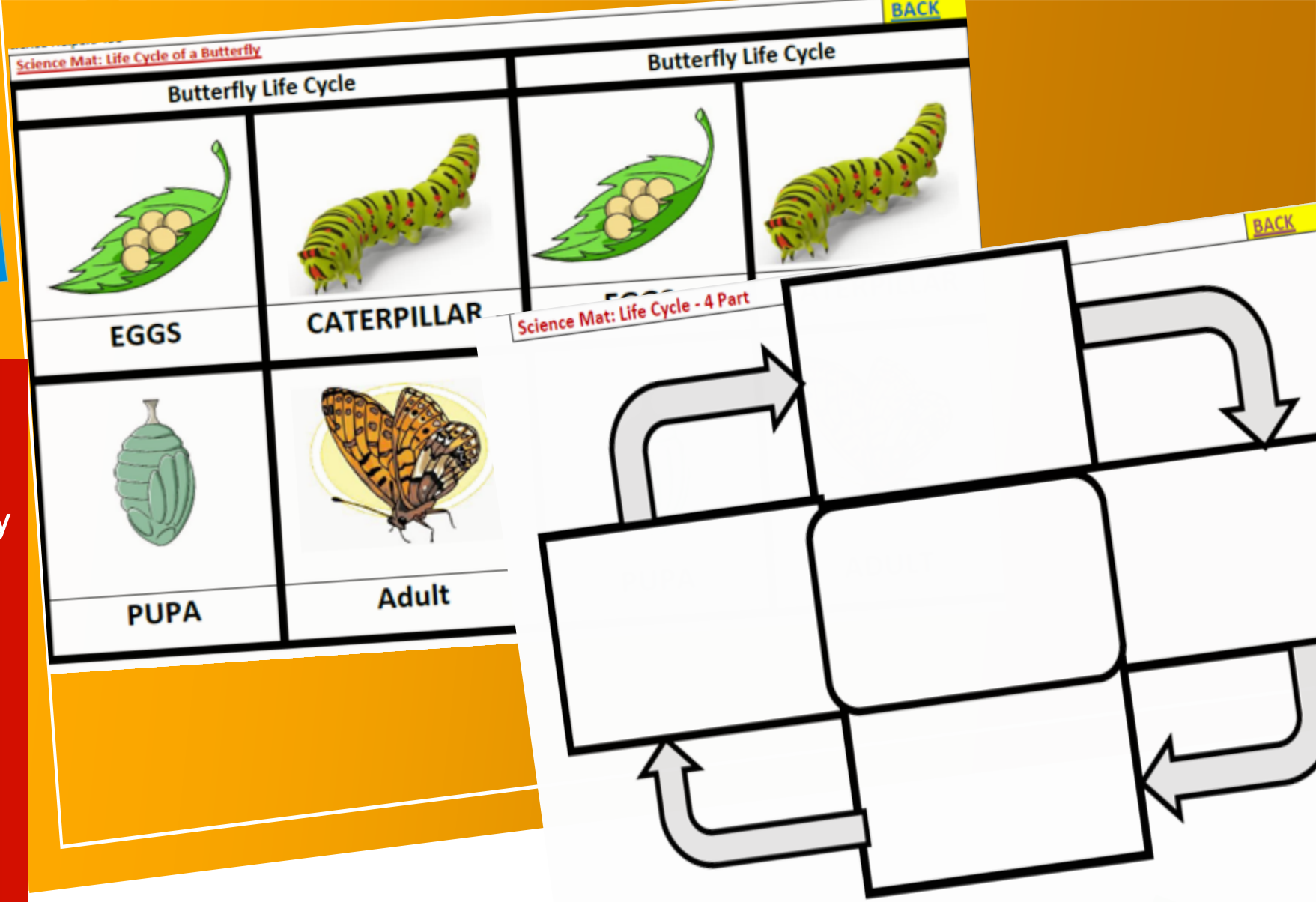
Materials	Science Mat: Life Cycle of a Butterfly, Sci Mat: Life Cycle of a Grasshopper, Science Mat: Life Cycle 3-part, Science Mat: Life Cycle 4-part, Science Mat: Life Cycle of a Ladybug	Cindy's Notes: New Words: Grasshopper, Butterfly, Caterpillar, The hardest thing is to get students to understand that these are real. If they have never seen a caterpillar or a grasshopper, they think they are fake or fantasy. So, if you ever see one of the stages, bring it into the classroom, even if it is in a jar. It is hard to teach this to students who have never seen them.
Activity	This is a matter of learning the stages in the life of the different insects. You have the following mats with life cycles on them at this level. **Science Mat: Life Cycle of a Butterfly** **Science Mat: Life Cycle of a Grasshopper** 1) Print the first page of each mat. Cut out the pictures. 2) Have students glue the stages on the proper blank form. 3) I have them on card stock with the pictures on one side and the blank on the other. I put Velcro on the pictures so they can be attached on the blank one in order. You can order painted lady butterflies but don't do it till late March or they will die as soon as they come out. You also must order a kit to go with them, so they have a place to stay. **Here are videos that you can show for each life cycle.** https://www.youtube.com/watch?v=UCgrFG_b8uc Life Cycle of the grasshopper. https://www.youtube.com/watch?v=KjDH205a-Gw **Full episode of Magic School Bus Butterfly and the Bog Beast** https://www.youtube.com/watch?v=-pHav-3QZkI Life Cycles https://www.youtube.com/watch?v=63B1lnqPa8k Life Cycle of a painted Lady Butterfly https://www.youtube.com/watch?v=LICDb8nM5rs Time Lapse of a Tomato plant growing up.	

DIFFERENTIATION

Beginning	EMERGING	Developing
The Beginning learner can watch the videos and help to glue or put the stages on the mats.	The Emerging learner needs you to stop the video and ask questions at random points to help with understanding.	The Developing learner may already know this and be able to do it without any trouble. If that is true, let this student work on other sills.

Teaching the Lesson

1. Hold up the card. Say “First comes the butterfly. Say Butterfly”
2. Show me (Touch) the Butterfly picture.
3. Repeat with each picture, starting with the first picture.
4. See the chart? Students touch the chart.
5. Put the title of the chart in the middle. (Either copy it or glue it depending on the skill.)
6. Put the pictures in order on the chart.



Hands-on Minds-on

Engage Students as much as possible.

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Come by our Booth

Questions?

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