



Study of Ohio

Ohio and the 50 States: Goods and Services



Standards Covered

ELA	Math	Science	Social Studies
L.3.4, RI.3.4, RI.4.1, RI.3.7, RL.3.1, RI.3.1, RI.3.3, W.3.8, W.3.4, SL.3.3, SL.3.1, RI.3.7, RI.4.5, SL.4.1, RI.3.5	3.MD.3, 4.MD.4, 3.OA.9, 4.OA.5		SS.3.3, SS.3.6, SS.4.20, SS.4.14, SS.4.12, SS.4.8, SS.3.13, SS.4.5



Vocabulary

Ohio, buckeye, cardinal, carnation, white tail deer, ohio river, ohio stadium, Great Lakes, heart, farming, Cedar Point, Wright Brothers, machinery, Ohio flag, ladybug, flint, great lakes, Ohio the Heart of it All, Ohio farm, Annie Oakley, Dewine Ohio Governer, Garrett Morgan, traffic light, airplane, phonograph, J.Murray Spangler, tire, telegraph, Granville Woods, Charles Kettering, Thomas Edison, electric starter for automobile, vacuum cleaner, Charles Goodyear, lightbulb, Frank Seiberling



Text Set

[Ohio Book Lists](#)



Materials

Materials for these lessons will be linked within the daily outline



Teaching All Learners Center



Instructional Outline

Week One – All About Ohio

Formative Assessment Checkpoint (Student progress monitoring using the learning progression)

Assess: map vocabulary and mapping skills

Day 1 - Pre-assessment: Ohio bird, capital/landmarks, song, tree, inventors, products, flower, etc. Introduction/priming (present problem, project, vocabulary, etc.)

Day 2 - What do we want/need to know about Ohio? Read Loving Ohio book – determine Ohio bird, capital/landmarks, song, flower, etc. Fill in All About Ohio Notes sheet with symbols representing each Ohio fact following shared reading of Loving Ohio book.

Day 3 - Explore Ohio's capital: Columbus – The Ohio State University, other Ohio landmarks, etc. Take a [virtual tour](#) of Columbus, Ohio. Fill in What did you see? notes sheet with provided icons: city, tall buildings, OSU football field, bridge, roads, bus, river, parking lots, + decoy icons. Watch [Ohio State University band script Ohio video](#)

Day 4 - B is for Buckeye - identify/learn about Ohio vocabulary/icons for All About Ohio book Look at real buckeyes (shell and nut). ***Reminder: Use caution real buckeyes are NOT edible! Explore buckeye crafts (necklaces, keychains, etc.) Plant buckeyes to grow a buckeye tree. Make and eat [chocolate/peanut butter buckeyes](#) (caution for students with nut allergies)

Day 5 - Transition to group: Listen to Sloopy w/Ohio PPT - Students complete All About Ohio book with notes/icons from the week (Ohio state shape, Columbus capitol, buckeye tree, governor, etc.)



Week Two – Ohio: People, Products and History

Formative Assessment Checkpoint (Student progress monitoring using the learning progression)

Assess: map vocabulary and mapping skills

****Note:** send permission slips for buckeyes snack & allergy reminder!

Day 1 - B is for Buckeye - review Ohio icons from last week then identify more Ohio icons for Ohio book - state bird, state flower, state flag, state gemstone, state song *Beautiful Ohio*, state insect - add icon notes to Ohio book template

Day 2 -Put visual choice cards of inventions/inventors/innovations from Ohio out on the table for students to select a topic to research further - Ohio inventors and innovations could include Wright Brothers/airplane, Thomas Edison/ lightbulb, electricity, Charles Kettering automobile self-starter, Goodyear/rubber, Harny Stevens/hotdog, etc. Explore research topic choices using books, interviews, librarian support, and online resources. Take detailed picture notes about each inventor in Inventor/Innovations matching template. Add inventors from Ohio into individual or class Ohio book.

Day 3 - Teach: What is a timeline? Develop a timeline showing decades and years from 1600-1900. When did Ohio become the 17th state? Plot that event on class and/or individual Ohio History Timeline. Where any of the inventors studied alive between 1600-1900? Where would they have to go on the timeline? Plot pictures of other major events in Ohio history on the timeline using images provided. Research each as a class and add to notes.

Day 4 – Introduction to Goods and Services Learn about Ohio specific goods and services What are they? Let's explore some goods from Ohio.

How it's made - hot dogs

How it's made - peanut butter

Chocolate

Reese's PB cups

Day 5 – Teach vocabulary goods & services: What is a good? Vs. What is a service? Complete a goods vs. services sort into a T-chart after learning about each.



Week Three – Ohio: Goods and Transportation

Formative Assessment Checkpoint: Ohio facts recall (Student progress monitoring using the learning progression)

Day 1 – Revisit Ohio specific goods and natural resources. Name as many as possible. Where are they needed around the world? - Where are they shipped out to? - How are they transported? – Look at Ohio’s natural resources and Ohio products pictures. Research companies or locations in Ohio where they are produced. Goods: agriculture (soybeans, corn), eggs, chicken, dairy Services: healthcare (Cleveland Clinic, Akron Children’s), banks, metal products (iron, steel, machinery, automobiles), etc.

Day 2 - Identify different modes of transportation. Was Ohio a contributor to the history of transportation? Read & research

Day 3 – Imports and exports – What are some products that we can’t grow here in Ohio? Where do we import these products from? Revisit the continents.

Day 4 – Use GPS to find goods and services. Use strings and pictures to label a globe or world map with foreign products. – What types of transportation will be needed to get these good to Ohio? Add transportation icons to strings to note type(s) needed to get goods to and from Ohio.

Day 5 – Visit a local company with a shipping and receiving service. Observe operations. Where are items/goods going to and coming from? Note on world or US map.



Week Four – Comparing Ohio’s Past and Present

Formative Assessment Checkpoint (Student progress monitoring using the learning progression)
Ohio goods, timelines, natural resources, transportation, import, export, services

Day 1 – Review your local county, city, town maps. Where is your school? Local Landmarks? Plot these locations on the local maps. Is there a history museum in town or somewhere locally? Visit the museum, if possible, sometime within the week. Can you find pictures of your town from the past? Do you know someone you can interview who has lived in the town for over 50 years, 75 years, 100 years? (retirement community, grandparent, retired school employee, local business owner) Can you visit them and have them help your class compare your town from many years ago to today? Collect and compare pictures. Revisit and extend the Ohio timeline from 1900-today. Plot points on the timeline with then and now photos. How has Ohio changed over time? - How has your county/town/city changed over time? – How has your school changed over time?

Day 2 –Work with families/caregivers to create a birth – now picture array for each student. Students answer question: How have you changed over time?

Day 3 - Whole Group writing: Now and then - In the past Ohio ____, but today Ohio ____, In the past I ____, but today I ____ - use pictures of students, teachers, town, buildings, state, etc. to show the changes - discuss and write about the changes from then to now. Are these changes over time positive or negative? - Why? - Investigate what can happen to the land/property/businesses if not taken care of - investigate cause and effect - Whole Group Chart writing: cause and effect - when people____, the environment ____

Day 4 - Students Present: What I learned about Ohio using their All About Ohio booklet (W.3.8, W.3.4)

Day 5 - Presentation of learning/Summative assessment – use learning progressions to develop a rubric.





Pre and Post Assessment

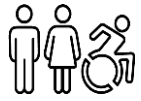
Included in the unit plans:

- ☐ Work sample with checklist, rubric, or notes
- ☐ Learning progressions (task analysis) rubric
- ☐ Diagnostic data – specific skill set:
- ☐ Project with rubric

Could be added to the unit plans:

- ☐ Captioned photos
- ☐ Test or quiz in accessible format
- ☐ Audio or video recording with data sheet
- ☐ Benchmark assessment formatted like alternate assessment
- ☐ Other






Providing All Students Access

When planning tools and supports, consider adapting and expanding teaching materials, student materials, technology, and curricular resources.

Student specific supports and services across the tier aligned to this lesson should be pulled from the IEP, RIMP, gifted, 504 plan, behavior plan, ELL plan, diversity profile, etc. Consider assistive technology, instructional strategies, and environmental adaptations.

Designing to the Edges (Tip to Tip)

Universal Tools and Supports	Activity Specific Multiple Means & Differentiated Tools	 Student Specific Supports & AT (*add student initials or code to note individual student supports or SDI)
Examples include: <ul style="list-style-type: none">• Learning Progression rubric to track own skill development• Test format like AA• Manipulatives• chunking of tasks/items• access to sensory breaks• cues to refocus attention to task• instructions and/or text read aloud	Examples include: <ul style="list-style-type: none">• social stories• verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line)• preferential/flexible seating in the classroom to minimize distraction while working on academic tasks• verbal and/or picture prompting to task	Examples include: L- <ul style="list-style-type: none">• flexible seating choice• deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities T- <ul style="list-style-type: none">• sensory chew toys• customized seating



<ul style="list-style-type: none"> • goods and services T chart with sorting cards with pictures and words on each card 	<ul style="list-style-type: none"> • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<ul style="list-style-type: none"> • presentation of communication symbols on the left in a vertical array • choice making with voice output single message switches
<ul style="list-style-type: none"> • videos with CC • music • map of Ohio • transition supports music, movement, objects/materials 	<ul style="list-style-type: none"> • multiple choice selection from an array of word or word+picture choices • manipulatives • flexible seating options • tactile/object choices • sensory supports • reteaching as needed • redirection as needed 	
<ul style="list-style-type: none"> • repetition of instruction • verbal and/or visual cues • visual/auditory timer • Manipulatives • Modeling • information broken down, segmented • chunking of tasks • access to sensory breaks • cues to refocus attention to task • instructions and/or text read aloud 	<ul style="list-style-type: none"> • social stories • verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) • preferential seating in the classroom to minimize distraction while working on academic tasks • verbal and/or picture prompting • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<p>C-</p> <ul style="list-style-type: none"> • flexible seating choice • deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities <p>D-</p> <ul style="list-style-type: none"> • Wiggle cushion <p>R-</p> <ul style="list-style-type: none"> • reinforcers <p>J-</p>



<ul style="list-style-type: none"> ● adult support to increase independence in the school environment and during classroom tasks ● Paraprofessional to model appropriate behavior, facilitate academic tasks, implement de-escalation strategies 		<ul style="list-style-type: none"> ● adult/peer modeling of appropriate behavior/ appropriate social communication ● adult/peer modeling/facilitation for calming strategies ● Personal communication device ● LAMP- Words for Life program for communication <p>T-</p> <ul style="list-style-type: none"> ● visual models for correct way to form letters and numbers ● picture cues to aide in comprehension <p>W-</p> <ul style="list-style-type: none"> ● visual model for writing
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