

Special Ed

CITIZENSHIP UNIT



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!!

Citizenship Unit

By
Christa Joy
Special Needs for Special Kids



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Also included in separate files:

- Voice recorded PowerPoint
- Lesson plans
- Directions and links to digital activities

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This unit contains over 100 pages of material plus 22 google slides. 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.

Citizenship 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

Preassessment (do day 1 before starting lesson)

- Use the fact sheet to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.
3. *Options for Use:* Turn any activity into a reusable file folder activity by laminating and adding Velcro.

The lesson plans contain:

Overall tips for teaching
students with significant
needs

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• Sorting activity
3	<ul style="list-style-type: none">• Book• Vocab board activity• Sorting activity
4	<ul style="list-style-type: none">• Book• Vocab board activity• Matching activity
5	<ul style="list-style-type: none">• Book• Vocab board activity• Matching activity
6	<ul style="list-style-type: none">• Book• Vocab board activity• Writing prompt
7	<ul style="list-style-type: none">• Book• Vocab board activity• Close worksheets
8	<ul style="list-style-type: none">• Assessment

The lesson plans contain:

A quick look at what you will do each day

Day 1

Activity	Notes	Materials
Read or listen to the book: Citizenship (10 minutes)	<ul style="list-style-type: none">• Since this is the first-time students are seeing the book, I focus a lot on the pictures<ul style="list-style-type: none">◦ Ask lots of questions about what they might think the pictures mean or may relate to• Make connections between book and vocabulary board (have students find relevant symbols on their boards to go with a concept or photo on page.)• Go through the book twice, once just looking at the photos and a second time reading the story	<ul style="list-style-type: none">• Book• Vocabulary board
Vocabulary board I Spy Game (10 minutes)	<ul style="list-style-type: none">• I play this game, or variations of it the first few days• Since this is the first time playing this game, I make it easy. Hold up a symbol from the board, and have students find the matching one and point to it on their board	<ul style="list-style-type: none">• Vocabulary board cut apart• Vocabulary board
Circle Map (10 minutes)	<ul style="list-style-type: none">• Do the circle map on citizenship• Choose the best version (errorless or not) depending on the learning level of your students• Students cut out symbols and place in circle map.• Make connections to the book as necessary	<ul style="list-style-type: none">• Circle map• Scissors• Glue
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares their circle map with the group using the communication method of their choice• This repetition is so important. Students are hearing the relevant vocabulary when:<ul style="list-style-type: none">◦ Read the story◦ Review the vocabulary board◦ Complete the circle map◦ Share the circle map	<ul style="list-style-type: none">• Completed circle maps• Communication devices

The lesson plans contain:

Detailed instructions on
how that day's lesson
should run

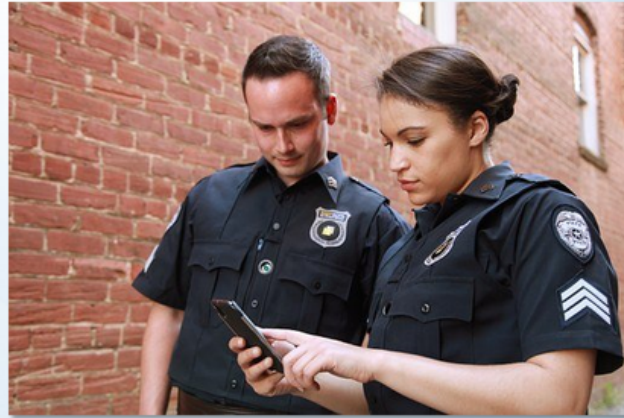
This unit comes with a vocabulary board.

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.)





Finally, all citizens are expected to know and follow the rules or laws of their community. This way everyone will stay safe.

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So, what are some things you can do to be an active citizen in your community?

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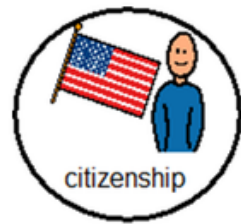
There is a 32-page book with simple text and engaging photos.

It comes in pdf version as well as a voice recorded PowerPoint (so you don't have to print it out.) There is also a movie version you can use in google slides.

There is a circle map of what citizenship means.

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



Cut out the pictures and place in the circle map on the previous page **ONLY IF** they are true about citizenship.



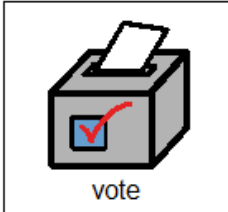
Which of the following are rights citizens have and which are responsibilities citizens have?



rights



responsibilities



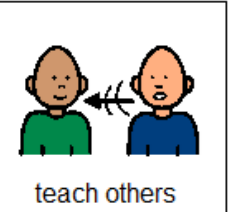
vote



following the law



volunteer



teach others



jury duty



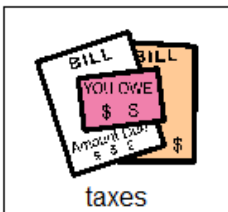
free religion



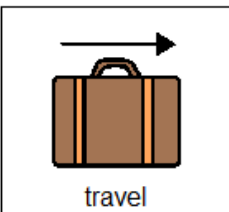
free speech



military



taxes



travel

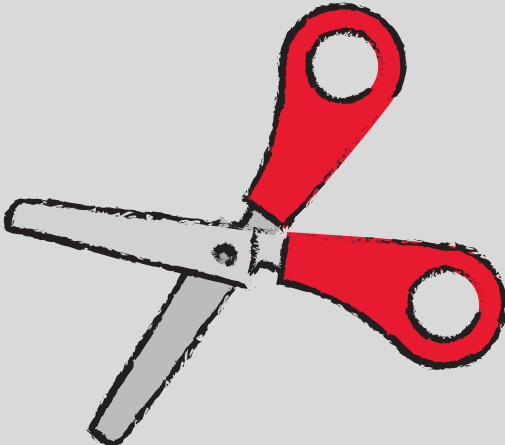


run for office













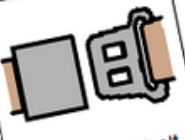




work where you want

There are 2 sorting activities. One looks at the rights and responsibilities or duties that citizens have. Suggestions for differentiation are included.



There are a lot of rules when you live in a community. Sort the following rules into those you think are **really important** to follow and those that are less important.

















 go to school	 eat your vegetables	 no stealing	 share	 no trespassing
 quiet	 tell the truth	 exercise	 no cheating	 read
 wear a seat belt	 study	 feed the dog	 no fighting	 wear a bike helmet



















The other sorting activity looks at different rules in a community, deciding which are really important to follow. An answer key is included for both of these sorting activities.

Draw a line from each person to their main responsibility in a community.

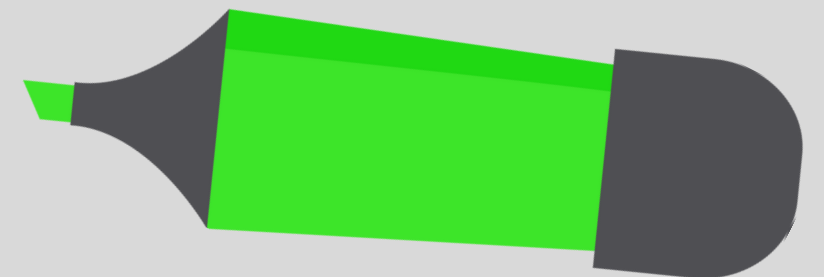
 mayor	 run the school
 doctor	 settle disputes
 fireman	 deliver letters
 mailman	 put out fires
 police chief	 keep people safe
 principal	 what is happening
 judge	 make people better
 reporter	 make rules

differentiated









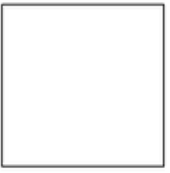



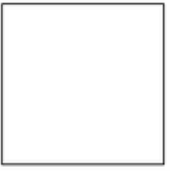


Draw a line from each person to their main responsibility in a community.

 mayor	 run the school
 doctor	 settle disputes
 fireman	 deliver letters
 mailman	 put out fires
 police chief	 keep people safe
 principal	 what is happening
 judge	 make people better
 reporter	 make rules

Students will do a matching activity, matching the responsibility some people in a community have. There is a differentiated version included with lines for students to trace.



Look at each problem below and find the best person to solve it.

 new law passed		 better medicine	
 better dental care		 robberies	
 bridge broken		 need more food	
 forest fire		 cows sick	

Match the person to the problem on the previous page. Use color coding for differentiation as needed.

 dentist	 farmer	 veterinarian	 mayor
 engineer	 police officer	 fireman	 doctor

Students will do a matching activity, finding who would be able to solve some common problems in a community. Suggestions for differentiation and an answer key is included.



I can make a difference

I can make a difference in my



I think we need more

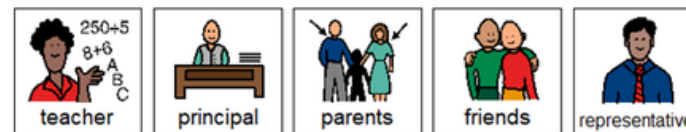
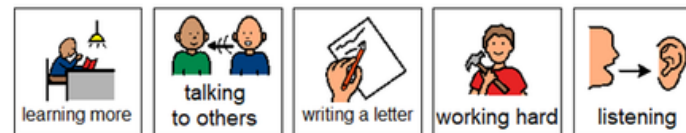
I could help by

I could also ask my

to help me.

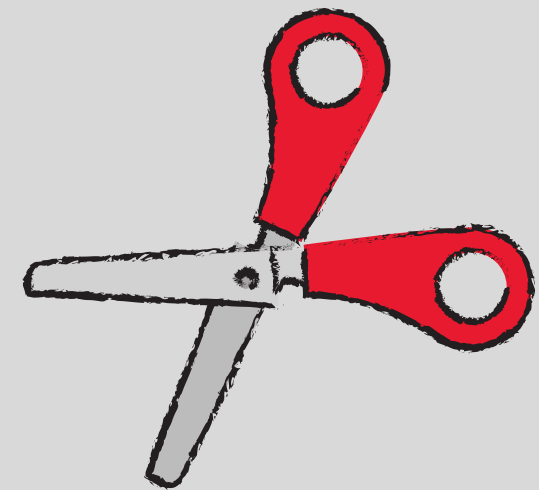
We all need to work together to make our
a better place.

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There is a writing prompt where students can write a story about how they can make a difference as a citizen. This is an errorless activity.



Citizenship

1. All citizens have that are protected.
2. All citizens have certain they should do for the community.
3. is both a right and a responsibility or duty.
4. Men ages 18-26 must register for the .
5. All citizen have the right to wherever they want to.

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Citizenship (page 1)



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Citizenship (page 2)

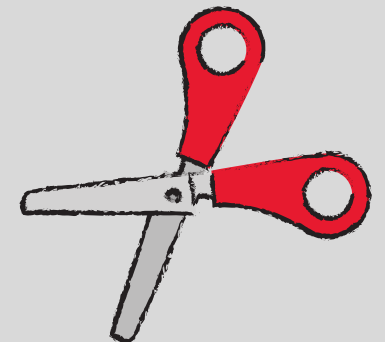


Citizenship

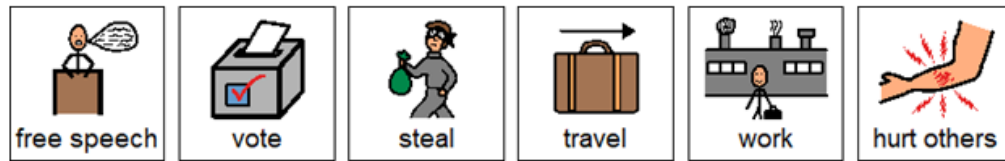
6. Citizens who are involved tend to be .
7. One way you can be more involved is to .
8. The rules of the community are there to keep people .
9. All are expected to know and follow the rules.
10. are paid by people who work to make the community a better place.

Close worksheets are a great informal assessment. This unit has two that cover the main concepts from the book. Suggestions for differentiation are included.

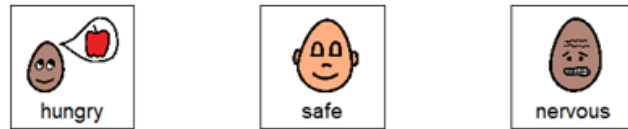
Answer key included.



1. Circle all of those that are rights citizens have.



2. Rules citizens must follow keep them:



3. Circle all of those that are responsibilities citizens have.



4. Which of the following is both a right and a responsibility?



5. What are the leaders of the community supposed to protect?



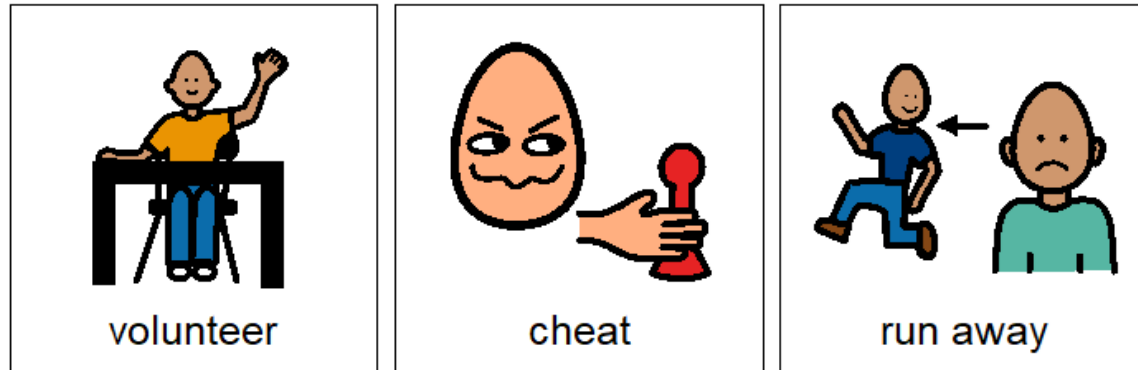
There is a 10 question assessment.

There are 3 versions. This version has 10 questions with 3 picture choices for each question.

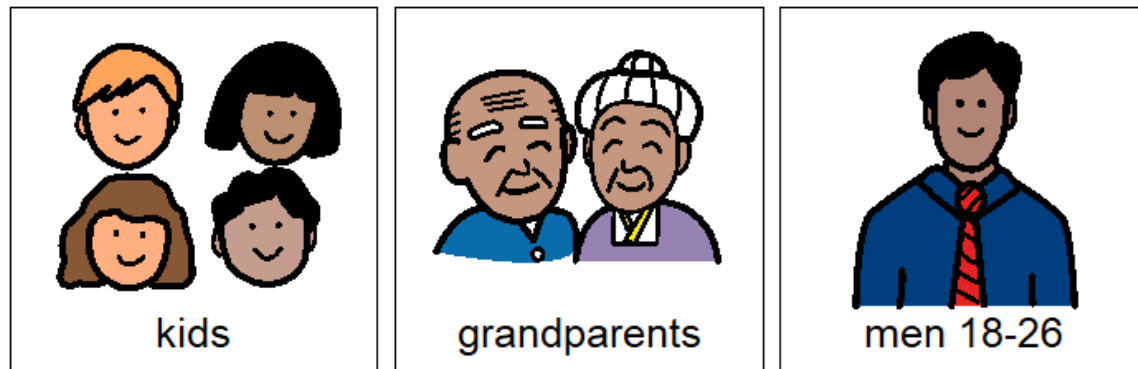
Answer key included.

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

Q 7



Q 8



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. Circle all of those that are rights citizens have.
 - A. Free speech
 - B. Vote
 - C. Steal
 - D. travel
 - E. work
 - F. hurt others
2. Rules citizens must follow keep them:
 - A. Hungry
 - B. Safe
 - C. Nervous
3. Circle all of those that are responsibilities citizens have.
 - A. Vote
 - B. Singing
 - C. Military
 - D. jury duty
 - E. follow rules
 - F. swim
4. Which of the following is both a right and a responsibility?
 - A. Jury duty
 - B. Driving
 - C. Vote
5. What are the leaders of the community supposed to protect?
 - A. Citizens
 - B. Banks
 - C. Tanker trucks
6. Citizens that are involved tend to be:
 - A. Exhausted
 - B. Happy
 - C. Frustrated

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.

Watch the
movie on
Citizenship

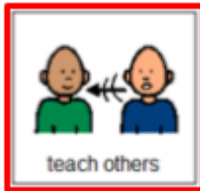


This unit also includes digital versions of the activities.

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



Place some of the pictures in circle map showing some things about citizenship.



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



rights



responsibilities

Sort things that are rights citizens have and those that are responsibilities. If you are not sure or think it may be both, place it on the middle line.



vote



following the law



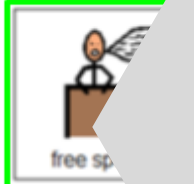
volunteer



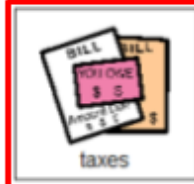
jury duty



free religion



free speech



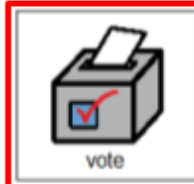
taxes



travel



run for office



vote

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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.



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

Most of the activities (except the book) come in color and black and white.

[Click Here to read more!!](#)