

Lesson Plan: Building a Trip Itinerary (Recreation & Leisure Unit)

Grade: 9–10 (adapted)

Time: ~45–50 minutes

Unit: Recreation & Leisure (PBL – planning a trip)

Standards Alignment

NYS Next Gen ELA

- 9-10R7: Analyze information presented in different formats (students interpret slideshow + scenarios)
- 9-10W1: Write arguments (justify itinerary choices/priorities)
- 9-10W2: Write explanatory texts (describe itinerary, durations, reasoning)

NYS Math (9–10)

- Algebra / Quantitative Reasoning:
 - Solve problems involving time constraints and addition of durations
 - Reason quantitatively about constraints (MP2)
 - Model with mathematics (MP4) through itinerary planning

CDOS Standards

- Standard 1: Career Development (decision-making, planning)
- Standard 2: Integrated Learning (ELA + math in real-world context)
- Standard 3a: Universal Foundation Skills (time management, problem-solving)

Literacy Framework:

- Using Vocabulary
 - Writing to show understanding
 - Writing to respond
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IEP Goal Connections

- **Word Problem Interpretation:** Students calculate time limits and determine feasibility (itinerary constraints)

- **Reading Comprehension:** Students answer questions based on slideshow concepts (priority, duration, itinerary)
 - **Writing:** Students explain reasoning for choices (scaffolded by group)
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Objective (Student-Friendly)

Students will create and explain a simple itinerary by deciding what activities fit into a limited amount of time.

Hook (5 min)

Listen to song created by teacher about creating an itinerary, which utilizes vocabulary words.

Mini Lesson (15–20 min)

Use slideshow directly

Focus points:

- Vocabulary: itinerary, duration, priority
- “Time is like a box” concept
- Modeling adding durations (zoo/movie example)
- Guided questioning:
 - “What happens if we add too many activities?”
 - “Why do we need buffer time?”

Lexia PowerUp Connection (Compound Sentences):

Model verbally:

- “I chose the zoo first **because** it is my priority, **and** it takes the longest time.”
 - Highlight joining ideas with *and*, *because*, *so*
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Guided Practice (10 min)

Whole group solves:

- Park scenario (3 hours vs 4 hours of activities)

Teacher explicitly models:

- Adding time
 - Identifying mismatch
 - Making a decision based on priority
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Differentiated Independent Practice (15–20 min)

Group 1: Cut/Paste + 1:1 Support

Three students

- Task: Match activities to time slots visually
- Focus: identifying duration + simple decision making

Para Instructions:

- Read directions aloud
 - Guide students to physically organize choices
 - Prompt with either/or questions (“Can this fit or not?”)
 - No writing required unless student initiates
 - Reinforce vocabulary verbally
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Group 2: Full Written Responses

Four students

- Task: Write out itinerary + explanation

Expectations:

- Use complete sentences
 - Include reasoning (“I chose ___ because ___”)
 - Encourage compound sentences (Lexia tie-in)
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Group 3: Scaffolded (Answer Bank)

Three students

- Task: Fill in itinerary using structured supports
 - Answer bank for vocabulary + sentence starters
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Flexible Support (All Groups):

Students may:

- Work independently
 - Work with a partner
 - Work with teacher/para support
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BIP Support (One student)

- Allow up to **2 breaks**:
 - 1 at desk
 - 1 in hallway
 - Encourage:
 - Calm request for help/redirection
 - Keep:
 - Seated near teacher/para
 - Actively engaged with scaffolded work
 - Use:
 - Frequent praise (“You stayed focused on that problem”)
 - Positive reinforcement for effort and regulation
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Closing (5 min)

Quick share:

- “What did you choose as your priority and why?”

Optional sentence frame:

- “My priority was ___ because ___.”
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Assessment

- Informal:
 - Participation in discussion
 - Accuracy in time reasoning
- Formal:
 - Completed itinerary sheet (differentiated)
 - Written explanations (where applicable)

Materials

- Slideshow
- 3 differentiated activity sheets
- Scissors/glue (cut/paste group)
- Answer banks + sentence frames