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| Teacher: E. McCall | Course: Max Res Sp Ed  | Period(s): 2,3,4 | Week of: / Dates: 10/23 – 10/27/2017 |
| Unit Title: Literary Reading: To Kill A Mockingbird (H. Lee) selections from Ch.23-31; Functional Vocabulary; Individualized math goals; Analog time |  |  |
| State Standards: as per IEPs |  |  |
|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Plan | Activities (aligned, sequenced, build, time) | Student Work | (Thinking & Problem Solving, Real World)  | Assessment | (aligned, rubrics, >2, written) | Grouping Method | Materials | Accommodations (IEP, 504, ESOL) |
| **Monday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Student will: : cloze read selected readings from novel: identify significant changes in main characters: understand local newspaper classified ads abbreviations: Tell time using an analog clock  | Teacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction) 1. : read aloud using cloze technique as students track (25 min.)
2. : Lead students in identifying & summarizing key events and changes in main characters (25 mins.)
3. : Lead discuss about day’s work/ question & answer wrap up (5 min.)
4. : Analog clock task(10 mins.)
 | Students will:1. Use cloze reading (Ch. 16)
2. discuss main characters and changes in them (20 mins)
3. : identify abbreviations in the classified ads section of local newspapers
4. Analog time telling task (10 mins.)

PAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | Tracking grade (research based strategy); cloze grade; (effort/ participation)Identifying abbreviations in given classified ads from local newspapersAnalog clock skills | Whole group with peer buddies; Individual or peer buddy assignments in PAES labPeer buddies based on complimentary IEP goals | Novel “To Kill a Mockingbird”Local newspaper classified adsClassified ads abbreviations handoutSmartBoardAnalog clock handout | As per individual IEPs |
| **Tuesday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will: (1): cloze read(2): Make inferences(3): understand local newspaper ad abbreviations (4): Tell time using an analog clock  | Teacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction) 1. : read aloud using cloze technique as students track (20 min.)
2. Lead students in identifying & summarizing key events in chronological order & in using a flow chart to detail sequence of events (20 mins.)
3. Pose questions to students about what is implicitly expressed in the text using an example from the text (25 mins.)
4. Demonstrate using explicit and implicit text details to make inferences
5. Quick one math problem brush up/ review (10 mins.)
 | Students will:1. Use cloze reading technique read TKAM
2. Make predictions based on explicitly stated and implied selections form novel (20 mins)
3. : Identify how the novel reflects what we know about its setting;

& make inferences & cite evidence from text (4) : perform an analog clock taskPAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | Tracking grade (research based strategy); cloze grade; (effort/ participation)Identifying abbreviations in given classified ads from local newspapersAnalog clock skills | Whole group with peer buddies; Individual or peer buddy assignments in PAES labPeer buddies based on complimentary IEP goals | Novel “To Kill a Mockingbird”Local newspaper classified adsClassified ads abbreviations handoutSmartBoardAnalog clock handout | As per individual IEPs |
| **Wednesday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will: (1) Note differences between novel and the movie “To Kill a Mockingbird” (3) identify specific local classified ad content(4) Tell time using an analog clock  | Teacher will: accompany selected students to Dock Street Theater in Charleston for a production of “To Kill a Mockingbird” Substitute will:1. Show the movie “To Kill a Mockingbird”
2. Present local classified ad task
3. Present analog clock task
 | Students will:(1) Attend the play in Charleston or view the movie “To Kill a Mockingbird”(2) identify details from local newspaper classified ads(3) Perform analog clock taskPAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | Analog clock taskClassified ads task | Whole group with peer buddies; Individual or peer buddy assignments in PAES lab | Movie “To Kill A Mockingbird”Local newspaper classified adsClassified ads abbreviations handoutSmartBoardAnalog clock handout | As per individual IEPs |
| **Thursday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will:(1) Note differences between novel and the movie “To Kill a Mockingbird”(2) identify specific local classified ad content (3) Tell time using an analog clock | Teacher will review “To Kill A Mockingbird” pre-e-reading activitiesTeacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction) 1. : present movie
2. : review classified ad abbreviations
3. : review analog clock details
 |  Students will:(1): View movie(2): identify details from local newspaper classified ads (3: perform a time telling task using an analog clockPAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | Quiz grade class novelClassified ad taskAnalog clock task | Whole group with peer buddies; Individual or peer buddy assignments in PAES labPeer buddies based on complimentary IEP goals | Movie “To Kill A Mockingbird”Local newspaper classified adsClassified ads abbreviations handoutSmartBoardQuiz: historical basis of “To Kill A Mockingbird”Analog clock handout | As per individual IEPs |
| **Friday** | IEP based (developed with SC College Career Ready objectives and in mind) | Students will: (4) identify offerings in local newspaper classified ads (5) Tell time using an analog clock task(10 mins.) | Teacher will (1): review “To Kill A Mockingbird” pre-e\reading activities(2): review classified ad abbreviations(3): review analog clock details | Students will:(1): View movie(2): identify details from local newspaper classified ads (3: perform a time telling task using an analog clockPAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | Test grade class novelClassified ad taskAnalog clock task | Whole group with peer buddies; Individual or peer buddy assignments in PAES labPeer buddies based on complimentary IEP goals | Movie “To Kill A Mockingbird”Local newspaper classified adsClassified ads abbreviations handoutSmartBoardTest: historical basis of “To Kill A Mockingbird” | As per individual IEPs |

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.