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| Teacher: E. McCall | Course: Max Res Sp Ed | Period(s): 2,3,4 | Week of: / Dates: 9/13 – 9/15/2017 |
| Unit Title: To Kill A Mockingbird (H. Lee) introduction of characters and early chapters; Pre-assessment | |  |  |
| State Standards: as per IEPs | |  |  |

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|  | 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** |  |  | |  | |  | |  | |  |  |  |
| **Tuesday** | IEP based (developed with SC College and Career Ready objectives and in mind) |  | |  | |  | |  | |  |  |  |
| **Wednesday** | IEP based (developed with SC College and Career Ready objectives and in mind) |  | |  | | Students will:   1. discuss & attribute given characteristics to new & previously introduced characters by attaching to given character outlines (10 mins.); 2. : complete sequence of events flow chart (15 mins) 3. : cite specific evidence which confirms the realism of the novel based on the video previously watched (The Great Depression – PBS broadcast) as a whole group & identify location within text of evidence, & write, in complete sentences, how the text confirms the reality of the 1930s &/ or the racism of the era (20 mins) and cite specific evidence to identify details/ themes of racism & stereotypes/ fears and to complete given partial sentences stating evidence of important recurring themes. (25 mins.)   **Other activities** in second block:  **PAES lab** (30 mins.) and/ or **Math** instruction as per IEPs: review unit rate (clue words in word problems; meaning of prefix uni-; operation use; the relationship which must be preserved through the unit rate process); addition/ subtraction of ones; calculator use;  **Spelling and/ or ELA Goals** (20 min.) as per IEPs | | Tracking grade (research based strategy); following directions grade (real world); cloze grade & character trait diagram/ Venn grade (effort/ participation);    Individual grades on individual IEP goal activities. | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Novels (To Kill A Mockingbird – Harper Lee); pencils; Venn diagram; lined writing paper; white board; PAES lab time card and assignment boxes; teacher made spelling list; student computers; money worksheets | As per individual IEPs |
| **Thursday** | IEP based (developed with SC College and Career Ready objectives and in mind) |  | |  | | Students will:   1. review character by discussing as a whole group the traits of the characters introduced in chapter 1 (15 mins.); 2. participate in cloze reading and track as teacher reads aloud 3. Complete a sequence of events flow chart 4. Take pre-assessment of money skills   PAES lab assignments as given by Mrs. Majick | | Individual grades on individual IEP goal activities; participation grade; cloze grade; tracking grade | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Novels (To Kill A Mockingbird – Harper Lee); pencils; lined writing paper; white board; lettered vocabulary synonym sheet; sequence of events flow chart; PAES lab time card and assignment boxes; teacher made spelling list/ ELA work | As per individual IEPs |
| **Friday** | IEP based (developed with SC College Career Ready objectives and in mind) |  | |  | | Students will:   1. review character by discussing as a whole group the traits of the characters introduced thus far and review the events that have occurred so far (15 mins.); 2. complete a sequence of events flow chart 3. Take pre-assessment of money skills   PAES lab assignments as given by Mrs. Majick | | Writing Grade: Make a prediction regarding the likelihood of making Boo Radley come out of his house – write in complete sentences and explain how Dill, Jem & Scout might do this/. Make a prediction about weather they will or will not do this without being found out.  Individual grades on individual IEP goal activities; cloze grade; tracking grade | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Novels (To Kill A Mockingbird – Harper Lee); pencils; lined writing paper; white board; lettered vocabulary synonym sheet; sequence of events flow chart; PAES lab time card and assignment boxes; teacher made ELA work | As per individual IEPs |

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