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| Teacher: E. McCall | Course: Max Res Sp Ed | Period(s): 2,3,4 | Week of: / Dates: 10/02 – 10/06/2017 |
| Unit Title: Literary Reading: To Kill A Mockingbird (H. Lee) Ch.7/8/9; Functional Vocabulary; Individualized math goals | |  |  |
| 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** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will: outline sequence of events  : engage in real world employment tasks  : work on individual math goals | | Teacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction)   1. : provide synonyms for selected vocabulary &   lead students in identifying relevant paragraph & lettering synonym vocabulary (10 mins)   1. : read aloud using cloze technique as students track (25 min.) 2. : Lead students in identifying & summarizing key events in chronological order & in using a flow chart to detail sequence of events (25 mins.) 3. : Lead discuss about day’s work/ question & answer wrap up (5 min.) 4. : Quick one math problem brush up/ review or PAES lab summary (10 mins.) | | Students will:   1. Use cloze reading 2. discuss main events & chronological order of events (20 mins) 3. : cite specific evidence which confirms the settring of the novel 4. Quick one math problem brush up/ review or PAES lab summary (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); sequence of events flow chart grade  Individual grades on IEP goals (math) | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Novel “To Kill a Mockingbird”;  Sequence of events flow chart  White board | As per individual IEPs |
| **Tuesday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will:  (1): outline sequence of events  (2): Make inferences  (3): engage in real world employment tasks  (4): work on individual IEP math goals | | 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. discuss main events & chronological order of events using a flow chart (20 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 min) 4. : Make inferences and cite evidence from text   PAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | | Tracking grade (research based strategy); cloze grade; (effort/ participation); sequence of events flow chart grade; making inferences grade  Individual grades on individual IEP goal activities (math) | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Novel “To Kill A Mockingbird”;  Sequence of events flow chart;  White board  Making Inferences handout | As per individual IEPs |
| **Wednesday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will:  (1) sequence events within reading selection;  (3) engage in real world employment tasks  (4) work on individual IEP math and ELA goals  (5) identify supporting evidence/ specific details of the novel’s setting and/ or specific character traits | | Teacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction)  Teacher will   1. using cloze technique as students track (20 min.) 2. : review how to complete a flow chart sequencing events from reading selection. (5 mins.) 3. Provide an example of evidence that supports that TKAM’s setting is in the Great Depression and/ or the Jim Crow Era 4. Provide an example of dialogue/ behavior that supports a character’s trait | | Students will:   1. Use cloze reading technique to read & comprehend main events 2. discuss main events & chronological order of events (20 mins) 3. : cite specific evidence which confirms the novel’s setting and/ or a specific character’s traits,   PAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | | Tracking grade (research based strategy); cloze grade; (effort/ participation); sequence of events flow chart grade  Writing grade: PAES lab task – what you today in complete sentences. Following directions grade/ participation grade PAES lab (consult with Mrs. Majick)  Individual grades on individual IEP goal activities (math). | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Novel “To Kill A Mockingbird”;  Inferences handout  Sequence of events handout;  White board  Quiz handout | As per individual IEPs |
| **Thursday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will:   1. sequence events within reading selection; 2. identify evidence of TKAM’s setting and/ or characters’ traits   (4) engage in real world employment tasks  (5) work on individual IEP math and ELA goals | | Teacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction)   1. : read aloud using cloze technique as students track (20 min.); 2. : review how to complete a flow chart sequencing events from reading selection. 3. Review making inferences using text and citing inference and evidence in sentence form | | Students will:   1. Use cloze reading technique to read & comprehend main events of Ch. 2 TKAM (30 mins.) 2. discuss main events & chronological order of events (20 mins) 3. : cite specific evidence which confirms the setting of the novel and/ or the traits of a particular character 4. : make an inference from given text passage and cite the evidence for that inference   PAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | | Tracking grade (research based strategy); cloze grade; (effort/ participation); sequence of events flow chart grade  Writing grade: PAES lab task – what you did today in complete sentences. Following directions grade/ participation grade PAES lab (consult with Mrs. Majick)  Individual grades on individual IEP goal activities.  Quiz on TKAM ch.6, 7, 8 | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Novel “To Kill A Mockingbird”;  Sequence of events handout;  Inferences handout  White board | As per individual IEPs |
| **Friday** | IEP based (developed with SC College Career Ready objectives and in mind) | Students will:  (1) sequence events within reading selection;  (2) identify evidence of the novel’s setting and or traits of a particular character  (3) make inferences form text  (4) engage in real world employment tasks  (5) work on individual IEP math and ELA goals | | Teacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction)  Teacher will   1. : read aloud using cloze technique as students track (20 min.); 2. : review how to complete a flow chart sequencing events from reading selection. 3. Review making inferences from text and citing the evidence in sentence form | | Students will:   1. Use cloze reading technique to read & comprehend main events 2. discuss main events & chronological order of events (20 mins) 3. : cite specific evidence which confirms the novel’s setting   PAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | | Tracking grade (research based strategy); cloze grade; (effort/ participation); sequence of events flow chart grade  Writing grade: PAES lab task – what you did today in complete sentences. Following directions grade/ participation grade PAES lab (consult with Mrs. Majick)  Individual grades on individual IEP goal activities (math).  Test TKAM Ch. 1-9 | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Novel “To Kill A Mockingbird”;  Sequence of events handout;  White board  Test handout | As per individual IEPs |

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