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| Teacher: E. McCall | Course: Max Res Sp Ed  | Period(s): 2,3,4 | Week of: / Dates: 11/6 – 11/10/2017 |
| Unit Title: Individualized math goals/ GED math word problems; real world reading SC STD/STIs; fractions/decimals/percent; analog time |  |  |
| 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: : Read & understand real world local newspaper article which details local health concern: Identify best medical facilities regarding local health concern: Define over treatment with regard to antibiotics: Explain the relevance of the medical news to their lives: Perform real world employment tasks: Move toward mastery of individual math goals | Teacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction) 1. : Review news article with class & present article questions to be answered by students, including where to find additional information
2. : Review analog time quiz & provide additional instruction as needed
3. : Lead discuss about day’s work/ question & answer wrap up (5 min.)
4. :
 | Students will:1. : Cloze read
2. : Track during cloze reading
3. : Discuss analog time quiz & difficulties & complete additional analog time tasks
4. : Locate specific details within a text

Complete PAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | Tracking grade (research based strategy); cloze grade; (effort/ participation); Individual grades on IEP goals (math)Analog time task gradeIdentifying details from newspaper articleExplanation of relevance of newspaper article to their lives (writing assignment) | Whole group with peer buddies; Individual or peer buddy assignments in PAES labPeer buddies based on complimentary IEP goals | Epson ProjectorNewspaper article, “SC doctors seeing more patients with sexually transmitted infections”, from Post and Courier, Charleston, SC;Returned analog time quizzesGED Prep Book math | As per individual IEPs |
| **Tuesday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will: (1): Tell time using an analog clock(2): Make inferences from local newspaper articles(3): Perform real world employment tasks(4): Move toward mastery of 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. : Pose questions to students about what is implicitly expressed in the text using an example from the text (25 mins.)
3. : Demonstrate/ review using explicit and implicit text details to make inferences

 (4) : Provide remediation instruction based on analog time quiz results | Students will:1. : Cloze reading
2. : Cite specific evidence from real world text (local newspaper)
3. : Make inferences from real world text (newspaper)

 (4) : Explain how the local news article is relevant to their livesPAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | Tracking grade (research based strategy); cloze grade; (effort/ participation); Individual grades on IEP goals (math)Analog time task gradeIdentifying details from newspaper articleExplanation of relevance of newspaper article to their lives (writing assignment) | Whole group with peer buddies; Individual or peer buddy assignments in PAES labPeer buddies based on complimentary IEP goals | Epson ProjectorNewspaper article, “SC doctors seeing more patients with sexually transmitted infections”, from Post and Courier, Charleston, SC;Returned analog time quizzesAnalog time handoutGED Prep Book math | As per individual IEPs |
| **Wednesday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will: (1) : Make inferences from local newspaper classified ads (3) : Perform real world employment tasks(3) : Move toward mastery of individual IEP math & ELA goals(4) : Tell time using an analog clock(5) : Identify specific details from classified ads(6) : Understand standard classified advertising abbreviations | Teacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction) Teacher will1. : Use cloze reading technique as students track (20 min.)
2. : Provide remediation instruction based on analog time quiz results
3. : Pose questions to students about what is implicitly expressed in the text using an example from the text (25 mins.)
4. : Demonstrate/ review using explicit and implicit text details to make inferences

(6) : Identify common ‘signal’ words & lead students in identifying the ‘who/what/where/why’ significance of the word | Students will:1. : Cloze read

 (2) : Cite specific evidence from real world text (local newspaper classified ads)(3) : Make inferences from real world text (newspaper classified ads)PAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | Tracking (research based strategy); cloze reading; (effort/ participation); Individual IEP goals (math)Analog time task Identifying details from newspaper classified adsExplanation of relevance of newspaper classified ads to their lives (writing assignment) | Whole group with peer buddies; Individual or peer buddy assignments in PAES labPeer buddies based on complimentary IEP goals | Epson ProjectorNewspaper classified ads handoutClassified ads abbreviations handoutAnalog time handoutGED Prep Book math | As per individual IEPs |
| **Thursday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will:(1) : Make inferences from local newspaper classified ads (3) : Perform real world employment tasks(3) : Move toward mastery of individual IEP math & ELA goals(4) : Tell time using an analog clock(5) : Identify specific details from classified ads(6) : Understand standard classified advertising abbreviations | 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. : Cloze reading

 (2) : Cite specific evidence from real world text (local newspaper classified ads)(3) : Make inferences from real world text (newspaper classified ads)(4) : Tell time using an analog clockPAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | Tracking grade (research based strategy); cloze grade; (effort/ participation); Individual grades on individual IEP goal activities.Analog timeIdentifying details from newspaper classified adsExplanation of relevance of newspaper classified ads to their lives (writing assignment) | Whole group with peer buddies; Individual or peer buddy assignments in PAES labPeer buddies based on complimentary IEP goals | Epson projectorNewspaper classified ads handoutClassified ads abbreviations handoutAnalog time handoutGED Prep Book math | As per individual IEPs |
| **Friday** | IEP based (developed with SC College Career Ready objectives and in mind) | Students will: (1) : Make inferences from local newspaper article (3) : Perform real world employment tasks(3) : Move toward mastery of individual IEP math & ELA goals(4) : Tell time using an analog clock (5) : Identify the two items in a relationship on a bar graph(6) : Understand their report cards in terms of projecting success in their futures | Teacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction) Teacher will1. : read aloud using cloze technique as students track (20 min.);
2. : Identify bar graph parts (title, a-axis & y-axis labels/ items)
3. : Explain GPA calculation
4. Review making inferences from text and citing the evidence in sentence form
 | Students will:(1) : Cloze read (2 ): Track during cloze reading (3) : Discuss analog time quiz & difficulties & complete additional analog time tasks(4) : Locate specific details within a textComplete PAES lab assignments as given by Mrs. Majick (25 mins.) to selected group of students | Tracking grade (research based strategy); cloze grade; (effort/ participation)Writing grade: Individual grades on individual IEP goal activities (math).Analog time test | Whole group with peer buddies; Individual or peer buddy assignments in PAES labPeer buddies based on complimentary IEP goals | Epson projectorAnalog time test Newspaper article, “High School Nerds Make more Money, Says Social Science”, Jordan Weismann, SLATE.COMGED prep textbook | As per individual IEPs |

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