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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 grade  Identifying details from newspaper article  Explanation of relevance of newspaper article to their lives (writing assignment) | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Epson Projector  Newspaper article, “SC doctors seeing more patients with sexually transmitted infections”, from Post and Courier, Charleston, SC;  Returned analog time quizzes  GED 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 lives  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 grade  Identifying details from newspaper article  Explanation of relevance of newspaper article to their lives (writing assignment) | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Epson Projector  Newspaper article, “SC doctors seeing more patients with sexually transmitted infections”, from Post and Courier, Charleston, SC;  Returned analog time quizzes  Analog time handout  GED 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 will   1. : 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 ads  Explanation of relevance of newspaper classified ads to their lives (writing assignment) | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Epson Projector  Newspaper classified ads handout  Classified ads abbreviations handout  Analog time handout  GED 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 clock  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 individual IEP goal activities.  Analog time  Identifying details from newspaper classified ads  Explanation of relevance of newspaper classified ads to their lives (writing assignment) | | Whole group with peer buddies;  Individual or peer buddy assignments in PAES lab  Peer buddies based on complimentary IEP goals | Epson projector  Newspaper classified ads handout  Classified ads abbreviations handout  Analog time handout  GED 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 will   1. : 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 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)  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 lab  Peer buddies based on complimentary IEP goals | Epson projector  Analog time test  Newspaper article, “High School Nerds Make more Money, Says Social Science”, Jordan Weismann, SLATE.COM  GED prep textbook | As per individual IEPs |

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