|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: E. McCall | Course: Max Res Sp Ed | Period(s): 2,3,4 | Week of: / Dates: 9/25 – 9/29/2017 |
| Unit Title: Literary Reading: To Kill A Mockingbird (H. Lee) Ch. 4, 5, 6; 7 Functional Vocabulary; Individualized math goals | |  |  |
| 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) | Students will: use synonyms for unfamiliar vocabulary; : 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 (10 mins.) | | Students will:   1. Use cloze reading technique to read & comprehend main events of Ch. 4, TKAM (30 mins.) 2. discuss main events & chronological order of events (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. Quick one math problem brush up/ review (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”;  teacher made synonym list/ handout;  Sequence of events handout;  White board | As per individual IEPs |
| **Tuesday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will: use synonyms for unfamiliar vocabulary; : outline sequence of events  : engage in real world employment tasks  : work on individual IEP math goals  : work on individual IEP math goals | | Teacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction)   1. : provide/ review synonyms for selected vocabulary (10 mins); 2. : read aloud using cloze technique as students track (20 min.) 3. Lead students in identifying & summarizing key events in chronological order & in using a flow chart to detail sequence of events (20 mins.) 4. Pose questions to students about what is implicitly expressed in the text using an example from the text (25 mins.) 5. Quick one math problem brush up/ review (10 mins.) | | Students will:   1. Use cloze reading technique to complete reading of Ch. 4/5(30 mins.) 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”;  teacher made synonym list/ handout;  Sequence of events flow chart;  White board  Making Inferences handoput | As per individual IEPs |
| **Wednesday** | IEP based (developed with SC College and Career Ready objectives and in mind) | Students will:  (1) use synonyms for unfamiliar vocabulary;  (2) sequence events within reading selection;  (3) identify character traits of Dill, additional traits of Maycomb community, & of previously introduced characters  (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. : provide synonyms for selected vocabulary (10 mins); 2. : lead students in identifying first word of paragraphs & numbering paragraphs & lettering synonym vocabulary (5 mins) 3. : read aloud using cloze technique as students track (20 min.) 4. : demonstrate how to complete a flow chart sequencing events from reading selection. (5 mins.) | | Students will:   1. Use cloze reading technique to read & comprehend main events of Ch. 5/6 TKAM (30 mins.) 2. discuss main events & chronological order of events (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)   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).  Quiz on TKAM details of characters, events ch.3-5 | | 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”;  teacher made synonym list/ 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. use synonyms for unfamiliar vocabulary; 2. sequence events within reading selection; 3. identify evidence of the economics & racism of the era (1930s) & other details from reading selection   (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. : provide synonyms for selected vocabulary (10 mins); 2. : lead students in identifying first word of paragraphs & numbering paragraphs & lettering synonym vocabulary (10 mins) 3. : read aloud using cloze technique as students track (20 min.); 4. : demonstrate how to complete a flow chart sequencing events from reading selection. | | Students will:   1. Use cloze reading technique to read & comprehend main events of Ch. 6 TKAM (30 mins.) 2. discuss main events & chronological order of events (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)   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 grade Ch. 3 TKAM | | 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”;  teacher made synonym list/ handout;  Sequence of events handout;  White board | As per individual IEPs |
| **Friday** | IEP based (developed with SC College Career Ready objectives and in mind) | Students will: use synonyms for unfamiliar vocabulary; sequence events within reading selection; identify evidence of the economics and racism of the era (1930s) & other details from reading selection  Students will:  (1) engage in real world employment tasks (2) work on individual IEP math and ELA goals | | Teacher will: use “Say, See, Do” instructional technique for modeling (throughout instruction)  Teacher will   1. : provide synonyms for selected vocabulary (10 mins); 2. : lead students in identifying first word of paragraphs & numbering paragraphs & lettering synonym vocabulary (10 mins) 3. : read aloud using cloze technique as students track (20 min.); 4. : demonstrate how to complete a flow chart sequencing events from reading selection. | | Students will:   1. Use cloze reading technique to read & comprehend main events of Ch. 7 TKAM (30 mins.) 2. discuss main events & chronological order of events (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)   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).  Quiz on TKAM details of characters, events ch.3 | | 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”;  teacher made synonym list/ handout;  Sequence of events handout;  White board  Ch.7 quiz handout | As per individual IEPs |

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