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| **Teacher Tiffany White,** **Elem. PLC** | **Date****10/5-10/16** | **Grade****K-2****3-5**  | **Content Area** **English Language Arts****Rainbow Fish** |
|  **Objective/Essential Question:** **How can I be a good friend?** * **Physical Skills:** extent of their physical abilities of the lesson. They will practice not only gross motor but fine motor skills by activating switches, reaching for materials and interacting with peers and classroom staff.
* **Cognitive Skills:** Students will work answering questions, making deductions and relating to the material to the best of their ability.

* **Social Skills (learning teams):**

The students will have the opportunity to interact with peers not only during whole group instruction but also in small group. | **Plan for Differentiation:****Using Bloom’s Revised Taxonomy**http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg |
| **Materials**Picture symbolsPrinted materialScissors, glue, pencil |
| **Vocabulary (Literacy)**FishRainbowBeautifulShinyFriends |
| **Technology**SmartboardVariety of AAC devices |
| **Curriculum Standard****k-2**K-2.EX.L.10- Actively engage in group reading activities for a clearly stated purpose.K-2.EX.LS.4-Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content. **3rd Grade**Reading Standards for Literature1. Answer questions to demonstrate recall of details from text. 2. Listen to stories including fables, dramas and folktales from diverse cultures and identify their key events. 3. Identify the feeling of characters in a story 5. Identify the beginning, middle and end of a story with a linear sequence.

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| Reading Standards Foundational Skills (3rd, 4th and 5th)2. Read text comprised of familiar words with accuracy and understanding to support comprehension. |

Writing Standards 3. Select an event or personal experience and use drawing, dictating, or writing\* to compose a narrative with at least two events in sequence (e.g., Went to the store. Ate Cookies.). Speaking and Listening Standards ( 3rd,4th and 5th)2. Identify words that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally. Language Standards3. Use language to achieve desired outcomes when writing or communicating. a. Use language to make simple requests.

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| b. Use language to comment or share information. 5. Demonstrate understanding of word relationships.b. Identify words that describe personal emotional states.  |

**4TH Grade**Reading Standards for Literature1. Identify details or examples in a text that explain what the text says explicitly. 2. Identify appropriate titles of a story, drama or poem. 10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose8. Identify evidence (details and examples) that support particular points in a text. Language Standards6. Use words appropriately across contexts including words that signal emotions and attention to topic.**5th Grade**Reading Standards for Literacy7. Identify visual or multimedia elements that contribute to the meaning of a text. 1. Select quotes that explain what the text says explicitly. Language Standards4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content. a. Choose from an array of content related words to complete sentence read aloud by adults. b. Use frequently occurring root words (e.g., *cook*) and their inflectional forms (e.g., *cooks*, *cooked*, *cooking*).  |
| **Lesson Procedures** |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**:**Students are exposed to text in all academic areas. The students will be exposed to past literary genres and topics that they can relate to and continue to build upon.  |
| **What the teacher will do:****1:** The teacher will prepare the environment so all students have the AAC devices needed to optimize their participation. 2: The teacher will direct the lesson from the smartboard. Giving many opportunities for the students to participate. 3: The teacher will divide the students into smaller groups to provide them with more individualize education and offer the students another chance for repletion of concepts.**What the teacher assistants will do:**The teacher assistants at the beginning of the lesson will assist the students with the access to the devices. They will collect data to track the responses from the students.Once the students are in smaller groups, the assistants will lead a small group and complete the activity planned for the smaller group. |
| **Guided/Independent Practice****Guided practice:** The teacher will present the lesson and utilize constant time delay to increase accuracy.**Independent practice**: Each student has the opportunity to participate in the lesson by using the repeated storyline, turning pages, and answering questions. |
| **Assessment/Check for Understanding**The teacher will use comprehension questions throughout the lesson varying the type and or the amount of choices presented to the students. She will utilize constant time delay to increase the accuracy of the responses. The students will complete activities related to the topic and will be assessed using the prompting levels. |
| **Closure/Summary**Students will be assessed on individual IEP goals, objectives and/or comprehension questions. |
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| **Reflection** **(after teaching the lesson)** | **Differentiation** | **Student Engagement** | **Data****Collection** | **Higher Level Question** | **Lesson Effectiveness** |
| **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** |
| **Comments** | **What would you do differently and what worked well?** |
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