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| **Teacher: Tiffany White, Ashley Purgason, Tabetha Nail** | | **Date**  **2/23-2/27** | | **Grade**  **K-2**  **3-5** | | **Content Area**  **English Language Arts** | | | |
| **Objective/Essential Question:**  **Why do we always want what we can’t have?**  **Physical Skills:** show awareness, read and locate text, locate vocabulary within the text of the story, attend to lesson**,** activating switches, reaching for materials and interacting with peers and classroom staff.   * **Cognitive Skills:** to the extent of their cognitive abilities, the students will be expected to make selections, answer questions, make predictions, and participate of the lesson my activating a device to read the repeated story line. * **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. The students will also be working on encouraging their peers to answer correctly, answer questions, and complete activities that are asked of them. | | | | | | | | **Plan for Differentiation:**  **Using Bloom’s Revised Taxonomy**  [http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg](http://www.google.com/url?sa=i&rct=j&q=bloom's+revised+taxonomy&source=images&cd=&cad=rja&docid=HHMgWSTc2GLBlM&tbnid=waefmcADfSviFM:&ved=0CAUQjRw&url=http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm&ei=4ZkBUvi8Aova8wTqtIG4Dw&bvm=bv.50310824,d.eWU&psig=AFQjCNE4Da-gBjEEx6WtZVmkahO7N6abvA&ust=1375922932821985) | |
| **Materials**  Smartboard  Picture symbols  Printed material  Scissors, glue, pencil  AAC devices  “The Mouse and the Motorcycle” | |
| **Vocabulary (Literacy)**  Careful  Sandwich | |
| **Technology**  Smartboard  Variety 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 Literature  1. Answer questions to demonstrate recall of details from text.   |  | | --- | | Reading Standards Foundational Skills (3rd, 4th and 5th)  2. Read text comprised of familiar words with accuracy and understanding to support comprehension. |   **4TH Grade**  Reading Standards for Literature  2. Identify appropriate titles of a story, drama or poem.  7. Use text and illustrations to understand a story.  c. Identify details that exist in the text that do not appear in the illustrations.  10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose  **5th Grade**  Reading Standards for Literacy  4. Determine the literal meaning of words and phrases as they are used in a text.  7. Identify visual or multimedia elements that contribute to the meaning of a text. | | | | | | | | | |
| **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.   1. Teacher/Assistant provides an anticipatory set – all students are given an opportunity to investigate the object being used as the anticipatory set. 2. Teacher/Assistant reads the title of the story – all students are given the opportunity to read the title of the story by using the AAC device that is pre-programmed (or using their individual response mode) 3. Teacher/Assistant reads the author – all students are given the opportunity to point to the author’s name 4. All students are asked to make a prediction 5. Students who have the ability to text point, may text point others will use an AAC device for the repeated story line 6. Teacher/Assistant selects a vocabulary word 7. Students acknowledge the vocabulary word within the text 8. All students read the repeated story line 9. All students have the opportunity to turn a page in the book 10. All students answer a comprehension question   3: The teacher will divide the students into smaller groups to provide them with more individualized education and offer the students another chance for repetition 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**  The lesson will be reviewed, and summed up through the activities, video clips, and checking the predictions made at the beginning of the lesson by each student. 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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