**­Teacher: Mrs. Kamuche**

**Subject: Language Arts, Math, Science, Social studies, Life/Social skills.**

**Lesson Plans for Week of September 7th 2015 (week 6)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| September 7, 2014 | September 8, 2014 | September 9, 2014 | September 10, 2014 | September 11, 2014 |
| 1st Period Study Skills | | | | |
| Morning work- Calendar  Circle time  Starfall, Weather, Interactive calendar  Calendar worksheet | Morning work- Calendar  Circle time  Starfall, Weather, Interactive calendar  Calendar worksheet | Morning work- Calendar  Circle time  Starfall, Weather, Interactive calendar  Calendar worksheet. | Morning work- Calendar  Circle time  Starfall, Weather, Interactive calendar  Calendar worksheet | Morning work- Calendar  Circle time  Starfall, Weather, Interactive calendar  Calendar worksheet |
| Grade: Progress monitoring sheet | Grade: Reading Entry | Grade: Interactive card | Grade: Reading Entry | Grade: Progress monitoring sheet |
| **Language Arts/Reading** | | | | |
| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  ELAGSE6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.  ELAGSE6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  **Know:**   * Students will answer questions and locate information in text to support narrator or speaker in a text. * Students will summarize the central idea and main events of a text. They will use dictionaries, thesaurus to help them analyze the impact of a specific word on meaning and tone.   **Do:**   * Students will follow rules of discussion. * Students will ask questions related to the topic; respond to others’ questions; make comments; share ideas. * Students will adapt communication, using formal or informal language specific to a task or situation.   **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  ELACC.6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  ELACC.6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (Review Purposes)  **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  **Know:**  After reading “Follow Leaders and I want to be a Leader” my students will determine the meaning of words and phrases that support the purpose of the text.  **Do:**   * Identify the purpose of an informational text. * Identify the structure of a text, including sentences in a paragraph, chapter or section, as it supports the text purpose. * Students will identify a named picture related to the topic from a single option or errorless choice. * When presented with an illustration from a story, students will select a named person, place or thing | | | | |
| **Mathematics** | | | | |
| **Math concepts are based on their IEP goals -**Represent and solve problems involving addition and subtraction.   * Model putting together (addition, more, equal) and taking away (subtraction, less, equal) with objects and representations. * Add and subtract within ranges of 1–10. * Use objects, representations and numerals to solve real-life word problems. * Understand and use +, –, and = symbols when solving problems. * Add 2 double-digit numbers without renaming. * Add 2 double-digit numbers with renaming.   Add to find a total number in an array (e.g., 3 rows, 3 columns) | | | | |
| **Science** | | | | |
| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  S6E1 Students will explore current scientific views of the universe and how those views evolved  **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  S6E1 Students will explore current scientific views of the universe and how those views evolved  **Know:** Relate the Nature of Science to the progression of basic historical scientific models (geocentric, heliocentric) as they describe our solar system, and the Big Bang as it describes the formation of the universe. Recognize the sun as a source of energy that gives light and heat. Relative distance from the sun  **DO:**  Describe the position of the solar system in the Milky Way galaxy and the universe. c. Compare and contrast the planets in terms of • Size relative to the earth • Surface and atmospheric features • Relative distance from the sun • Ability to support life d. Explain the motion of objects in the day/night sky in terms of relative position. e. Explain that gravity is the force that governs the motion in the solar system. f. Describe the characteristics of comets, asteroids, and  **NOTE: Our lessons are 20-30 minutes long to give us time to transition and expose our students to all their academic and life/social skill areas.** | | | | |
| **Social Studies** | | | | |
| **Our Social Studies is based on IEP Goals for this week**  *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  Understand various leaders we have in in our town/state/country  Understand why we have leaders  Recognize and demonstrate appropriate personal accountability choices.  Identify authority figures in the town, state and country.  Work collaboratively to complete a group task. | | *What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will explain the reasons for rules and the consequences of not following rules.  Students will associate a leader with the job that person does.  Students will work collaboratively to complete a group project on leaders.  Students will make choices of activities and objects that demonstrate personal responsibility.  Recognize and follow rules specific to a situation.  Recognize the consequences of failure to follow rules in specific situations. | | |
| **Instructional Sequence** | | | | |
| Picture walk – Introduction of concept, use of adapted text | Engage /Motivation- student will be drawn to concepts by using connections in students’ experiential background. | whole Group instruction  using active board, multimedia, the whole class will engage in discussion of our concept | -  Small Group Instruction- Student will engage in models, graphic organizer and demonstrations and at times use iPad to enhance understanding | -Independent Practice  Students will work on practice worksheet to demonstrate mastery. |
| **Instructional Sequence** | | | | |
| Evaluate/Assessment  Progress monitoring worksheet, assessment data in students folder | Closing Activities/Summary/DLIQ  Group Review and marginal notes | Enhancement /Extension/Re-teaching/Accommodation  Differentiation is consistently practiced based on content, process, and product and learning profile of my students. | Resources  Unique Curriculum and other instructional materials that tailor to my students’ need. | -Picture symbols, objects and realia, visuals to help students retain concepts. |
| **Notes** | | | | |
| We incorporate life skills, game activities, fine and gross motor skills as well as WICOR, WELLNESS AND WIGGLES to help our students maintain their needs. Our students also have Leisure Activity Time that help them with their social skill needs. | We incorporate life skills, game activities, fine and gross motor skills as well as WICOR, WELLNESS AND WIGGLES to help our students maintain their needs. Our students also have Leisure Activity Time that help them with their social skill needs. | We incorporate life skills, game activities, fine and gross motor skills as well as WICOR, WELLNESS AND WIGGLES to help our students maintain their needs. Our students also have Leisure Activity Time that help them with their social skill needs. | We incorporate life skills, game activities, fine and gross motor skills as well as WICOR, WELLNESS AND WIGGLES to help our students maintain their needs. Our students also have Leisure Activity Time that help them with their social skill needs. | We incorporate life skills, game activities, fine and gross motor skills as well as WICOR, WELLNESS AND WIGGLES to help our students maintain their needs. Our students also have Leisure Activity Time that help them with their social skill needs. |

|  |  |
| --- | --- |
| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -**Anticipatory guides/sets** -Book/author talks -Cornell Notes  -**Close Reading** -Questioning the Author (QtA) -**Question-Answer-Relationships (QAR)**  -Text annotation -**Think aloud** -**Think/Pair/Share** |
| Guided Practice/Small group | -Anticipatory guides/sets -**Book/author talks** -Cornell Notes  **-Close Reading** -**Literature Circles** -Questioning the Author (QtA)  -**Question-Answer-Relationships (QAR)** -Reading conferences **-Reciprocal teaching**  -Strategy groups -Text annotation -**Think aloud**  -**Think/Pair/Share** -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -**Close Reading** -**Literature Circles** -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -**Reading conferences** -**Reciprocal** **teaching**  -**Strategy groups** -Text annotation **-Think aloud**  **-Think/Pair/Share** -Writing Conferences |

NOTE: Most of my students can only respond to these instructional Strategies using full physical guidance, model, prompt and partial physical guidance.