Lesson Plans – Instructional ELA: Mrs. Campbell’s Classes 6/3/19 – 6/7/19

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|  | **Monday** | **No School, Eid** | **Wednesday** | **Thursday** | **Friday** |
| **Lesson** | Collins Type 1:Peaks & PitsCatch up day  |  | Catch up & Check in Day | Review IEP Goals AssessmentsCharting Progress  | Review IEP Goals AssessmentsCharting Progress |
| **Standard** | ***W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*** |    | Standards vary, based on whether the students are working on reading or writing activities and assessments. | Standards vary, based on whether the students have reading or writing goals on their IEPs. | Standards vary, based on whether the students have reading or writing goals on their IEPs. |
| **Content Objective**(Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain).  | Students will be able to write clearly and coherently about a topic. |  | Students will be able to check their ELA grades, finish or redo any missing or low assignments & assessments, then check them in. | Students will be able to review their IEP goals, participate in assessments, and chart their progress.  | Students will be able to review their IEP goals, participate in assessments, and chart their progress. |
| **Language Objective**(Read, Write, Hear, Speak, Discuss, and Debate).  | Students will orally state the one of the best and one of the worst parts of their weekends.  |  | Students will be able to read or write to meet the late, missing, or low-grade assignment requirements. | Students will be able to read their progress reports to increase comprehension of their IEP goals and become increasingly self-aware. | Students will be able to read their progress reports to increase comprehension of their IEP goals and become increasingly self-aware |
| **Vocabulary** | Peaks & pitsCollins Type 1 |  | Vocabulary varies based on whatever assignment they’re working on. | Vocabulary varies based on their IEP goals & progress report notes. | Vocabulary varies based on their IEP goals & progress report notes. |
| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available.  |
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