|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher: Paula Gorini-Taylor**  **Elementary PLC** | | **Date**  **11/17-11/25** | | **Grade**  **3-5** | | **Content Area**  **English Language Arts** | | | |
| **Objective/Essential Question:**  **What is this book about?**   * **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:**   **Symbolic:** Increase understanding of words with s­imilar phonetic meaning, Continue to increase vocabulary. Demonstrate sustained interaction with text. Continue to demonstrate personal experiences to connect with text, Identify target words within text. Demonstrate comprehension of text read to them and apply what is learned to everyday life.  **Early Symbolic:** Choose text for exploration. Increase vocabulary. Demonstrate sustained attention to text. Demonstrate an association between symbols and their meaning.  **Pre-Symbolic**: Demonstrate awareness of new and routine vocabulary. Demonstrate awareness of and/or response to text being read aloud. Demonstrate attention to instructional materials in a literacy context, Demonstrate a preference for a text   * **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](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 Pilgrim’s First Thanksgiving” | |
| **Vocabulary (Literacy)**  Thanksgiving  Pilgrims  Indians  Ship | |
| **Technology**  Smartboard  Variety of AAC devices | |
| **Curriculum Standard**  **3rd Grade**  Reading Standards for Literature  1. 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.  Reading Standards for Informational Text  1. Answer questions to demonstrate recall of information from text.  2. Listen to a text to identify key details.  4. Identify key words from the text that complete sentences in a text (e.g., The hill made the object move < *faster, slower, straighter*>).  7. Use information gained from visual elements and the words in a text (read or heard) to answer factual questions (e.g., who , what, where, when, and how).   |  | | --- | | Reading Standards Foundational Skills (3rd, 4th and 5th)  2. Read text comprised of familiar words with accuracy and understanding to support comprehension. |   Writing Standards  1. Write an opinion of a familiar topic or text, supporting a point of view with reasons.  b. List reasons to support the opinion.  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)  1. Participate in communicative exchanges.  a. Come to discussions prepared to share information.  b. Communicate directly with peers in multi-turn exchanges.  c. Ask and answer questions of adult or peer communication partners to clarify and elaborate.  d. Make comments that contribute to the discussion and link to the remarks of others.  2. Identify words that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally.  3. Identify the points a speaker makes.  Language Standards  3. Use language to achieve desired outcomes when writing or communicating.  a. Use language to make simple requests.   |  | | --- | | 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 Literature  1. Identify details or examples in a text that explain what the text says explicitly.  2. Identify appropriate titles of a story, drama or poem.  3. Identify words that describe characters, settings or events in a story or drama.  7. Use text and illustrations to understand a story.  a. Match text with appropriate illustrations from a story.  b. Identify details that exist in the illustrations that do not appear in the text of a story.  c. Identify details that exist in the text that do not appear in the illustrations.  9. Compare characters or events, in stories, myths, and traditional literature from different cultures.  10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated  Reading Standards for Informational Text  1. Determine details or examples in a text that help explain what the text says explicitly.  2. Identify appropriate titles for a text.  6. Identify similarities between own experience and a written account of the same experience or event.  7. Answer factual questions about information presented graphically or visually presented in a text.  8. Identify evidence (details and examples) that support particular points in a text.  Language Standards  3. Use language to achieve desired meaning when writing or communicating.  a. Use language to express emotions.  4. 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*).  5. Demonstrate understanding of word relationships.  a. Use simple, common idioms (e.g., *you bet, it’s a deal, cool).*  b. Demonstrate understanding of words by identifying other words that are the same and different in meaning.  6. Use words appropriately across contexts including words that signal emotions and attention to topic.  **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.  Reading Standards for Informational Text  1. Select quotes that explain what the text says explicitly.  2. Determine the topic of a text and identify key details that relate to it.  7. Locate information or the answer to a question in a text (e.g., *Read/listen to the text to find how the animal adapts.)*  8. Determine which evidence (details and examples) supports which points in a text (e.g., *In a text about animal habitats and adaptations, determine which details and examples support the point that habitats are important and which support the point that adaptations change over time.)*.  Language Standards  3. Use language to achieve desired meaning when writing or communicating.  a. Combine simple sentence to create more complex sentences (e.g., *I like milk. I like cookies. I like milk and cookies*.).  4. 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*).  5. Demonstrate understanding of word relationships.  a. Use words with multiple meanings accurately (e.g., identify a *duck* as a type of bird and use the verb to *duck*).  b. Use simple, common idioms (e.g., *you bet, it’s a deal, cool).*  c. Distinguish shades of meaning of adjectives differing in intensity (e.g., *uncomfortable, painful*).  d. Demonstrate understanding of words by identifying other words with similar meanings (e.g., synonyms).  6. Use words appropriately across contexts including words and phrases that signal continuation (e.g., We used the small ramp *and then*) and contrast (e.g., He likes it *but*). | | | | | | | | | |
| **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 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. | | | | | | | | | |
|  | | | | | | | | | |
| **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?** | | | | | | | | |
|  |  | | | | | | | | |