

General Educator: Sally Lott

Special Educator: Jessie Burns

Week of: January 28, 2019

Subject: Language Arts

Targeted Students:
Jeffrey H. (3), Greg G. (2), Jamie J. (2), Laura P. (2)

* Ask: How is what we are doing together substantively different and better for students than what one teacher would do alone?

**completed by General Education Teacher or together*

Day/Date	Lesson Big Idea/Goals	Activities	Assessment	
			Standard	Modifications
Monday 1/28/2019	All/Some ALL student will prepare an oral presentation on a book of their choice SOME students will evaluate peers' presentations, provide one constructive comment and one positive comment.	Review book report requirements. (P) Provide students in-class time to prepare report.	5 min. oral present. w/ a clear sequence of ideas. Complete evaluations with a minimum of 1 pos. & 1 constructive comment.	Provide pictures & 1 sentence statement of each picture. Give verbal positive comment to at least one peer following the presentation.
Tuesday 1/29/2019	All/Some Continue from Monday	Finish preparing report. Begin oral presentations.	Same as Monday	Same as Monday
Wednesday 1/30/2019	All/Some ALL students will play "Parts of Speech BINGO" as a review. ALL students will continue giving oral book reports. SOME students will provide feedback (based on Mon.)	Play "Parts of Speech BINGO" (as a review to Unit last month) (TO) Listen to/give oral book reports	Recognize & identify basic parts of speech: preposition, noun, verb, adjective	Provide students with list of words in game in a graphic organizer categorized by part of speech for them to use as a reference.
Thursday 1/31/2019	All/Some ALL students will write a narrative to develop an imagined experience or event using a picture. SOME students will use a structured scaffold (graphic organizer) to write their narrative while others will choose a picture of their own to write about to develop a more complex narrative based on a teacher provided rubric.	*Using an example pic of something everyone is fam. w/ write a class narrative as an example. (TT) *Use a picture to outline the narrative. (S) *Write the narrative.(S) *Share their stories with the class.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.	Write at least 5 sentences about the picture based on graphic organizer (beginning, middle, end).
Friday 2/1/2019	All/Some ALL students will use a group of checks to make inferences about a family's activities & to create a story about the family. SOME students will write their own implicit & explicit events while others will sort provided cards with events already written on them,	*Given a teacher provided cartoon picture, students will write down all explicit & inferred information in the graphic organizer provided (I See/I Infer) (TA) *given a set of checks, students will determine explicit & implicit events that the family is involved in & use to write story(P)	Demonstrate the ability to comprehend fiction and to use information in the text to make inferences using explicit & implied information	Teacher or peer will read provided (fewer than other) explicit & implicit events to the student & have them verbally tell which pile they go into & then will work to verbally put them in order as they are read to them

Adapted from: Dieker, Lisa A. *The Co-Planner: Two Professionals + One Plan for Co-Teaching*. Whitefish Bay, WI, 2015

Co-Teaching Models:

(TO) one teach, one observe
 (TA) one teach, one assist
 (S) station teaching
 (P) parallel teaching
 (TT) team teaching
 (A) Alternative teaching

Students with Disabilities:

Raymond R., Juan G., Hannah H., Jerome K., Lysa L.,
 Jessica M., Solomon S.,

Consideration for UDL:

Does your lesson meet the needs of students who cannot?

- Walk Talk See Hear Behave
 Learn the way you traditionally teach?

** completed by Special Education Teacher or together*

Co-Teaching Model	Academic Adjustments (as needed for gifted & SWDs) – could include accommodations & SDI	Behavioral Considerations	Materials/Support Needed	Data & Notes
Alternative teaching	*Allow students to present report using a variety of styles (brown bag report, rap song, note cards, etc.) *Allow students with language issues to present with a peer. *Allow 3-minute presentations for Solomon & Lysa.	Review behavior expectations of audience; provide student with specific checklist to self-monitor behavior	Provide small group break out sessions to edit, practice, refine, etc.	<i>We need to talk about Jamie's performance this past week.</i>
Same as Monday	Same as Monday	Same as Monday	Same as Monday	
One Teach, One Assist/Observe	*have a peer complete BINGO cards for students who need it *limit the parts of speech to 2 or 3 for students who need it *allow a peers to play together as needed	Review the rules of BINGO and behavioral expectations for being a part of the group, playing as a team (if applicable), using dry erase markers,	Blank Bingo Cards, page protectors, dry erase markers,	<i>Based on observation, we need to re-teach prepositions and adverbs with Greg & Jeffrey</i>
Station Teaching	*Allow students to use talk-to-text to capture their narrative if needed. *Allow a small group of students to work together to develop their narrative using a graphic organizer. *Introduce rubric to students ensuring they understand & have pre-requisite knowledge related to each area of the rubric *Provide a variety of pictures that students can choose from (with a variety of diff. themes)	Explain expectation for working in small group to complete. Review expectations of being audience when stories are being shared.	Stations: review of parts of story & provision of graphic organizer if needed, independent choice of picture & begin outline, & mini-lesson related to increased sentence complexity & interest OR writing complete sentences	
Parallel	*Allow students to use talk-to-text to capture their story if needed. *do a reteach of implicit vs. explicit for students who need it *reduce the number of events for students who need it *encourage students needing enrichment to make a minimum of 12 implicit conclusions & to justify them in their story. 2 groups one determines events based on checks while others are provided with events.	Remind students how to ask for help if needed; provide student with specific checklist to self-monitor	Make event cards for students needing them; quick check (formative assessment) to determine groups for activity	

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