***Collections Weekly Lesson Planning – Special Education Guidance Documents***

**Purpose of Document: The document below has been created;**

1. *As an example of how to use the the blank document found on page 2.*
2. *The first column is used to plan how to use an anchor text and materials provided through your online tools (Language Workshop) for guidance and Mon. through Wed. for FLEX. Written Expression is taught using FLEX materials and Fridays within the FLEX class planning structure.*
3. *More tips for the document are on page 2.*

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| **SPECIAL EDUCATION LESSON PLAN SHEET Week of \_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| Day | Weekly Grade Level Objective (*Collections*) RL.1 - Cite textual evidence RL.2- Determine a central idea; text summaryRL.3 - Analyze text elementsL.4.a- I can use context clues to find the meaning of a wordL.4.b- Use common Greek and Latin affixes as clues to meanings of wordsActivity - *Language Workshop - Lesson Fears and Phobia Activity*  | Special Education Program and Monitoring - Duration **Accommodations provided** **Grade level content read to students** **Alternate texts provided for students to read alone and provide data sample****Graphic Organizers, dictionary, vocab cue cards**  | IEP Objective/Student Groups * Answer literal questions
* Read 90 words per minutes
* Decode two syllable words
* Use context clues to determine meaning to a question
* Produce a paragraph with a topic sentence and one detail
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| Mon.  | Lesson Duration - 25 minutes I can use text features and examples to identify the main idea of a text. Materials - Fears and Phobias, Supplemental Materials for *Language Workshop , vocabulary cards* Assessment for Learning - Comprehension questions over the text portion read aloud.  | Lesson Duration - 20 minutes Materials - FLEX Digital SDI/ Program- | * Comprehension- Tommy, Dave, Suzy, Sarah, Naquell, Tashana
* Fluency - Tommy, Sam, Suzy
* Decoding - Tommy, Sam, Suzy, Tashana
* Progress Monitoring - Comprehension questions, Great Leaps for fluency, writing prompt from alternate leveled text
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| Tue. | Lesson Duration - 25 Minutes 1. I can identify the main idea of a text and support it with at least one detail from the text.
2. I can use context clues and prefixes to define words in a text.

Activity - *Language Workshop - Lesson Day 2 vocabulary web, Model Conversation 6.5, Main Idea Organizer*Assessment for Learning - Answer for prompt questions from the Model Conversations \*\*\* During creation of prompt pull for Great Leaps for fluency students  | Lesson Duration - 30 minutesMaterials - FLEX Digital SDI/Program - Instruction in phonics, phonemic awareness, and comprehension through Mastery Checks, Individualized Instruction, and fluency probes (FAST or Great Leaps) | * Comprehension- Tommy, Dave, Suzy, Sarah, Naquell, Tashana
* Fluency - Tommy, Sam, Suzy
* Decoding - Tommy, Sam, Suzy, Tashana
* Progress Monitoring - Comp. questions from LW and model conversation
* Fluency from Great Leaps, FAST, and FLEX
* Decoding from reading allowed during model conversation
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| Wed.Wed. cont. | Lesson Duration - 30 minutes I can identify the main idea of a passage and cite evidence from the text to support it.Materials - Main Idea graphic organizer from the *Language Workshop Lesson*Assessment for Learning - Guide the students through the organizer with grade level text and have them do it independently with an independent reading and produce a written paragraph.  | Lesson Duration- 20 minutes Materials - FLEX Digital SDI - Instruction in decoding and comprehension through Mastery Checks, Individualized Instruction, and fluency probes (FAST or Great Leaps) | * Comprehension- Tommy, Dave, Suzy, Sarah, Naquell, Tashana
* Fluency - Tommy, Sam, Suzy
* Decoding - Tommy, Sam, Suzy, Tashana
* Progress Monitoring - Comp. questions from CR and model conversation
* Fluency from Great Leaps
* Decoding from reading allowed during model conversation
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| Weekly Notes  | Complete Language Workshop for lessons not completed with Anchor Text - *Fears and Phobias* for next week  |  |  |

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| **SPECIAL EDUCATION LESSON PLAN SHEET** **Week of \_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| Day | Weekly Grade Level Objective (*Collections*) \*Find these with your online access in your teacher ebook.\* Consult with your co-teacher for help and their lessons plans also. | Special Education Program and Monitoring - Duration **Accommodations provided** 1. Use this area to note the program you are using - I referenced *Corrective Reading*  in the example because many schools have this program.
2. Note when you are providing SDI and progress monitoring using supplemental tools based on the student's independent level.
 | IEP Objective/Student Groups 1.Use this area to note what students and groupings you have based on IEP goals to ensure you are in compliance and providing instruction for all skill deficits. 2. Notes how you are probing to plan for you monitoring  |
| Mon. | I can …..Materials used - Assessment for Learning -  | Materials - SDI/Program-  |  |
| Tue. | I can …..Materials used - Assessment for Learning -  | Materials - SDI/Program-  |  |
| Wed.  | I can …..Materials used - Assessment for Learning -  | Materials - SDI/Program- |  |
| Thur. | I can …..Materials used - Assessment for Learning -  | Materials - SDI/Program- |  |
| Fri.  | I can …..Materials used - Assessment for Learning -  | Materials - SDI/Program- |  |
| Weekly Notes  |  |  |  |