



linking research to real life.



Access to the Curriculum: Planning for Standards-Based Instruction Targeting Students with Low Incidence and Significant Cognitive Disabilities

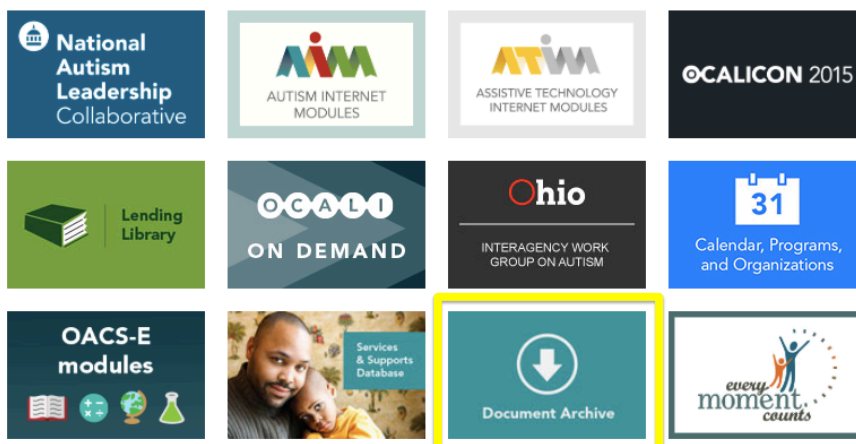
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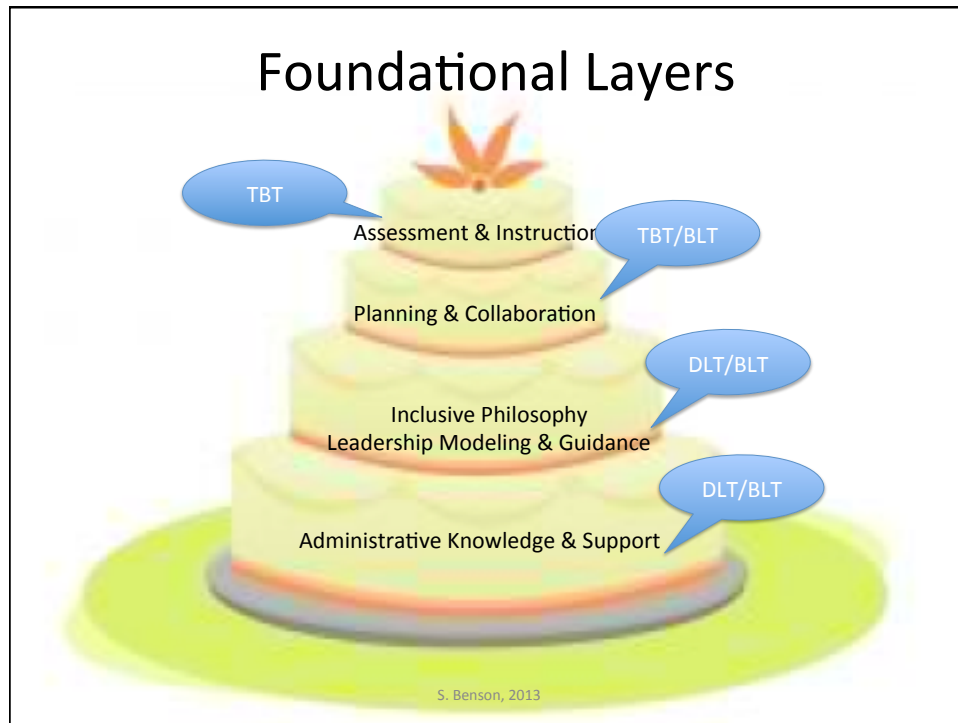


A division of the ESC of Central Ohio

Today's Presentation Handout



S. Benson, OCALICON 11/14



Administrator as Planning Facilitator

Revised from Differentiated Planning for
Diverse Learners S. Benson, 2014

Work in Ohio

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Standards-Based Progress Monitoring

Social Studies - Economics

Production and Consumption

ECON 3.3	A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	
ECON.35.3a	Explain decisions producers and consumers must make (e.g., how much to produce, how to price goods, how much a consumer can spend).	
ECON.35.3b	Identify traits of producers and consumers (e.g., producers make goods/provide services, consumers buy goods).	▲
ECON.35.3c	Identify examples of producers and consumers (e.g., farmer, shopper).	▲
	Sort pictures of consumers and producers	▲
	Wear the producer sign when growing a garden	▲
	Pick out a snack from the "SNACK shack" and put on the consumer button	▲

Key

▲	This indicates where the student started out before the unit began based on pre-assessments
▲	This indicates where the student scored at the end of the unit based on post-assessments
○	This symbol represents a no-response from the child un able to test
	The highlighted area is the projected growth target for this standard

S. Benson, OCALICON 11/14 This sample provided by Kathy Pero

Diverse Learners

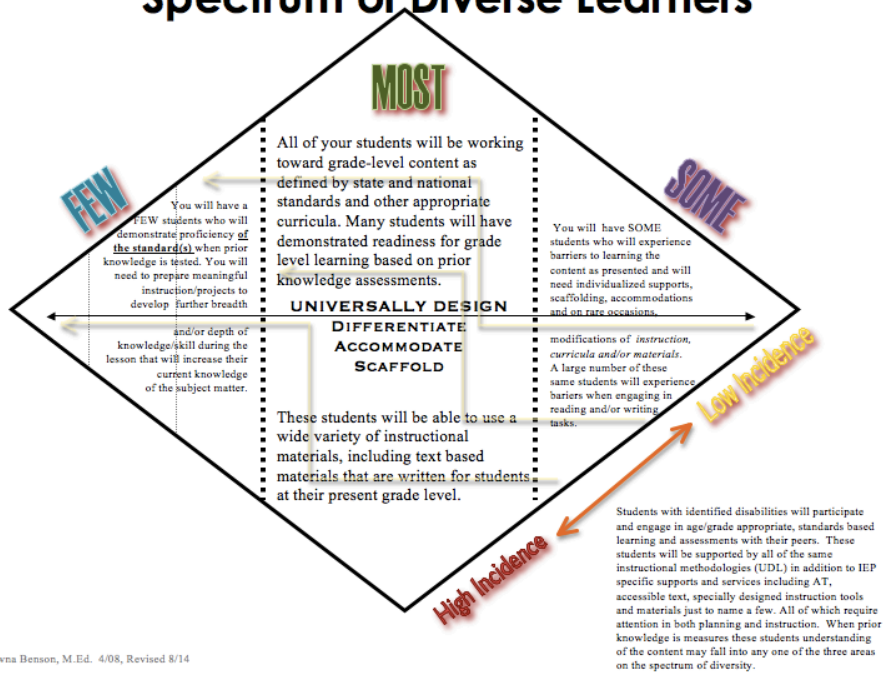
The range of capabilities in any one class is as varied as the number of students.

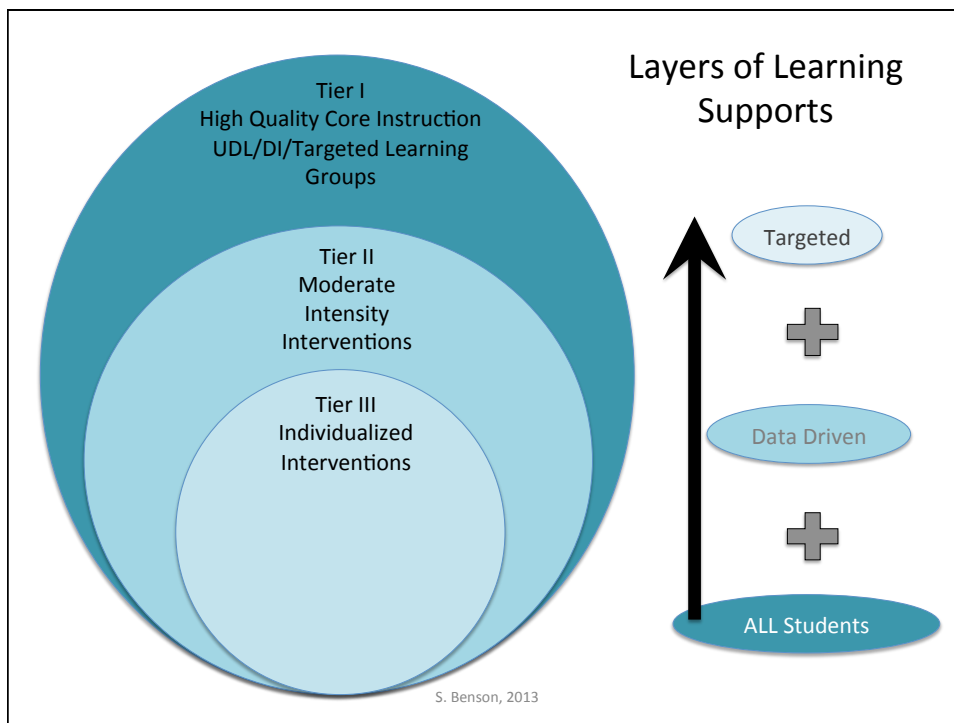
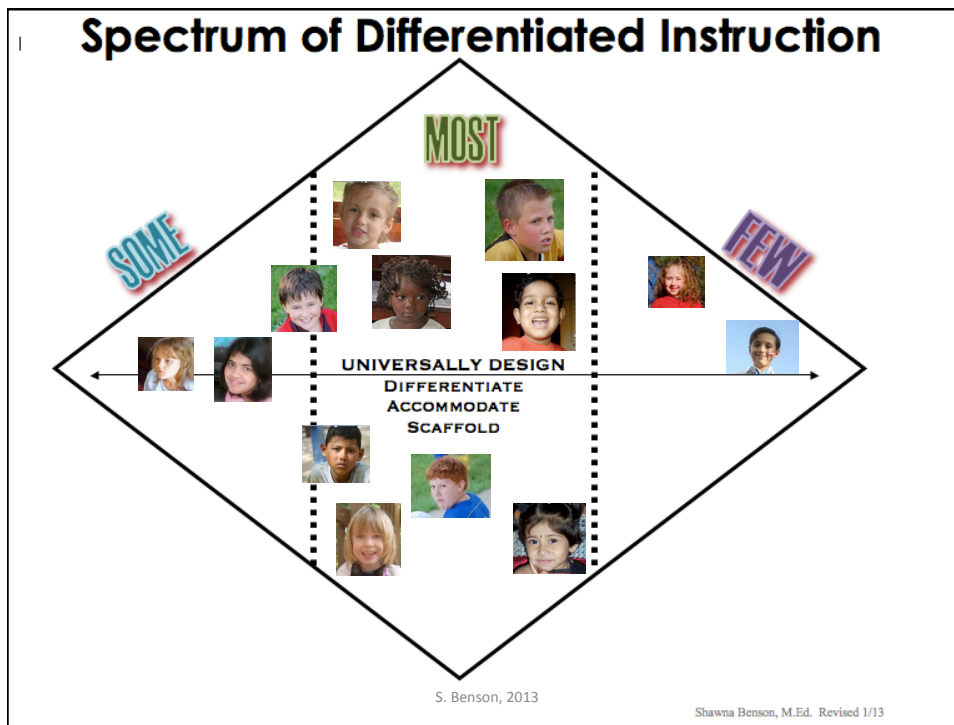


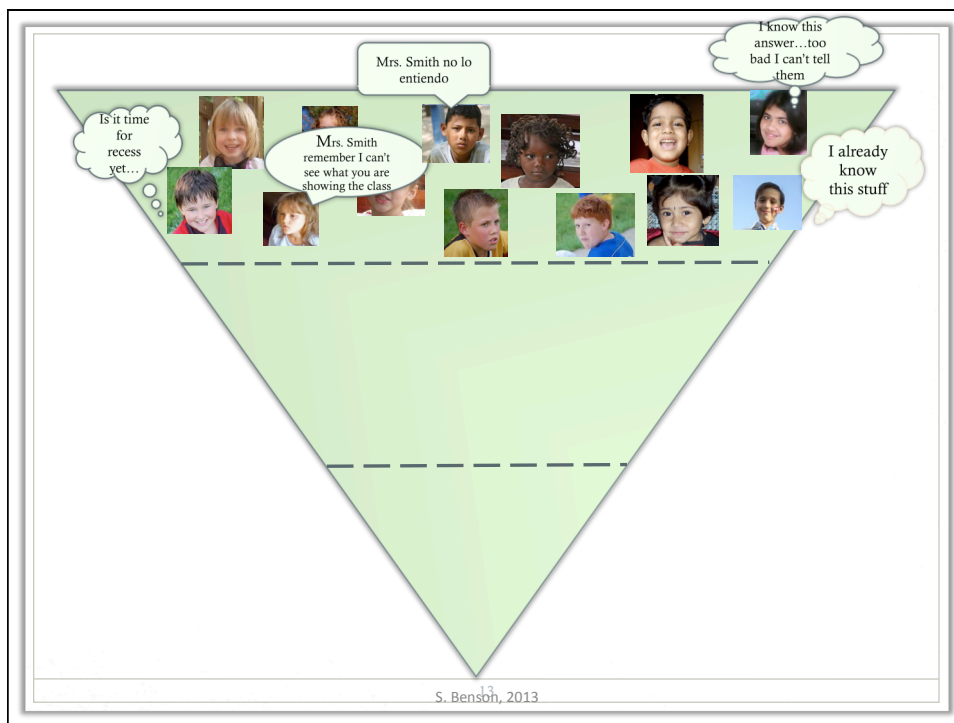
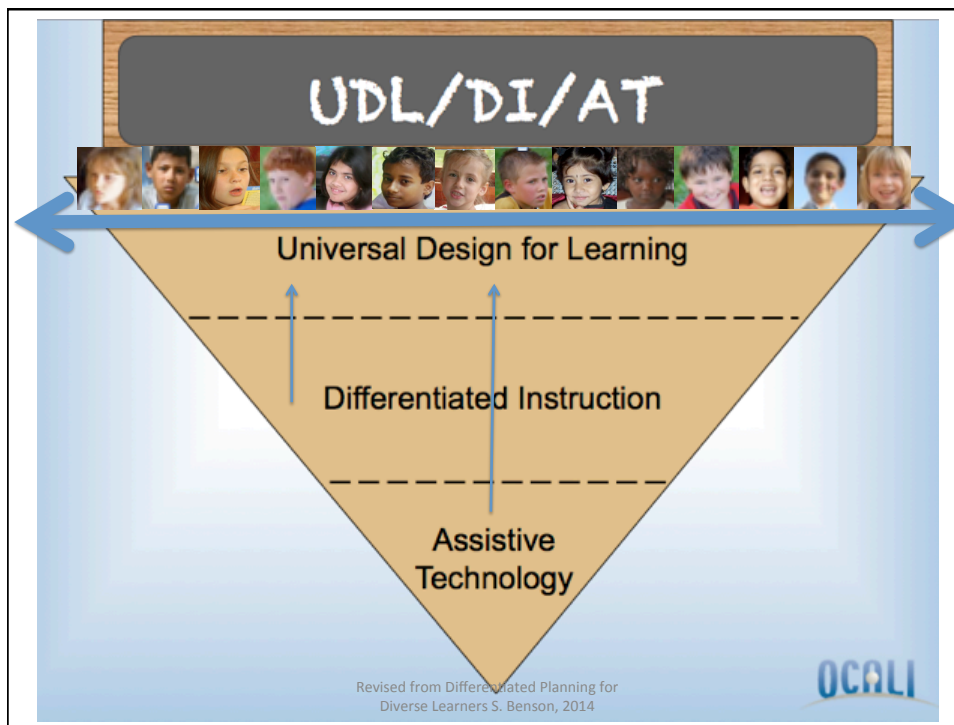
Therefore we need to vary our materials, instructional strategies and learning groups throughout both planning and implementation.

S. Benson, 2013

Spectrum of Diverse Learners







Barriers and Road Blocks

- Speculations from parents and educators about ability
- The belief that “sitting in” class is learning
- Societies under-exposure to disabilities
- Lecture is dominant instruction style
- Pace of delivery in most classes
- Length/type of assignments
- Proficiency levels/assessments
- Reading level of text
- Even the lowest level of complexity seems too rigorous
- ...



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Developing Dispositions

Where do we begin?

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We can make a difference!

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Share Stories of a Remarkable Young People



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Advocacy

- Every person should have access to the same opportunities.
- Every person should have the services and supports necessary for success.
- Every person should have opportunities to make friends and opportunities to build social acceptance.
- Every person should have an “enviable life” (Ann Turnbull).

S. Benson, 2013

Students with the most significant cognitive disabilities should:

- be **presumed competent** and **not denied instruction** offered to students of the same age (grade level content standards and curriculum)

Creating Instruction: Using the Extended Content Standards and Functional Curricula, Claire Greer, Department of Public Instruction Exceptional Children Division, 2007

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Etiquette

- See abilities first.
- Let the person ask for assistance and/or ask if they need assistance before providing it.
- Talk to the person in an age-appropriate manner.
- Speak to the person on eye level when possible.
- Be honest, open and respectful with questions.

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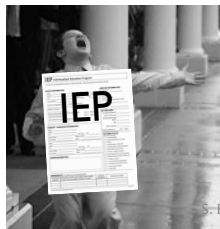
People First Language

Don't Say

- They have a handicapped child.
- He is wheelchair bound.
- She's a special ed. student.
- I have a blind student in my class.
- He is one of my **IEP kids**.

Do Say

- Their child has special needs.
- He uses a wheelchair.
- She has a special education identification.
- I have a student with a vision impairment in my class.



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LRE - Determination

Children with disabilities should be:

- educated with their typically developing peers, in the school that they would attend if they would attend if not identified
- with ALL needed supplementary aids and services

If, with ALL services and supports in place, “meaningful educational benefit” was not seen in the data:

- then and only then would another more restrictive environment be tried
- moving down the continuum from least to most restrictive until educational benefit is shown in the data.

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Attitudes of Ownership

- Every child has inherent value.
- Every child has limitless potential.
- No person has the right to limit someone else’s potential, through their action or their inaction.

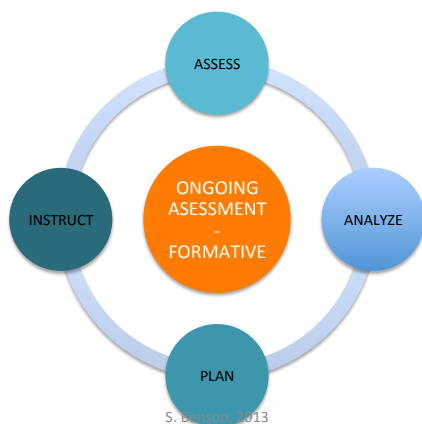
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Is Staff Development Needed in Your District/Building?

- People First Language
- Dispositions
- See can do rather than can't do
- Advocacy
- LRE
- Roles and responsibilities

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Great Planning Can Lead To Effective Change



Before we teach we plan!

UDL Lesson Plan Template – Reference the template description for detailed explanation of this template

Grade Level: _____
 Standard/Subject: _____
 Strand/Domain: _____
 Standard Statement/Content Statement: _____

Grade Level: | _____
 Standard/Subject: _____
 Strand/Domain: _____
 Standard Statement/Content Statement: _____

Pre-Assessment of Standards

Pre/Post-Assessment
 Generally prior knowledge data is taken from an assessment or assignment on a day, before the completion of your plan and start of your instruction.
 Data should measure the student's knowledge of each indicator. (*Focus on the verb and content in the standard*)

Name type of assessment(s) you will use to collect individual student baseline data _____

Can every student independently complete the assessment you have designed?
 If so, describe your universally designed assessment _____

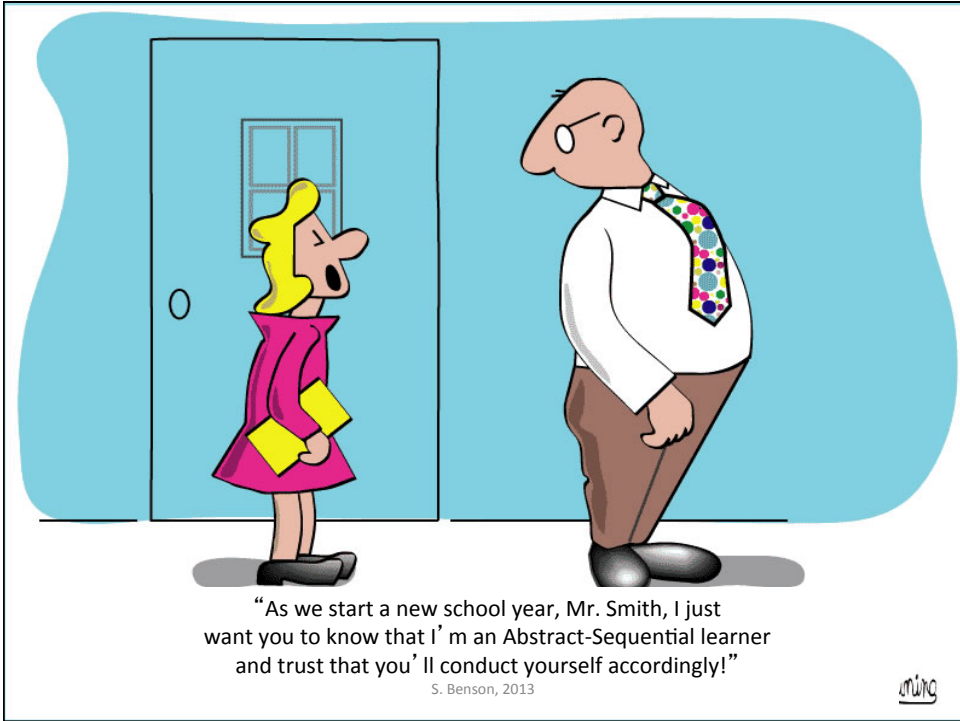
If not complete tiered assessments
 What are there differences in how you will collect data from each student? _____

Pre-Assessment Data Results

(add student names below)

◆

S. Benson Tiered Planning Template, 2005 Revised 1/13 S. Benson, 2013



Planning for Instruction

Level 1 – Planning for Units of Study

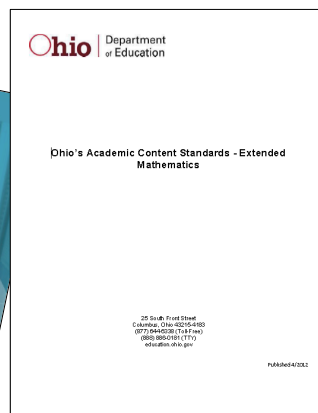
Level 2 – Tiered Planning for each Lesson

Level 3 – Planning the Daily Schedule

Collaborative Planning and Universal Design
for Learning

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SGM's Always Based Standards



Revised from Differentiated Planning for
Diverse Learners S. Benson, 2014

Ohio has both OACS and OACS-E

Geography (GEO) Ohio Social Studies Standards		Grades 6 - 8
Grade 6 Theme: Regions and People of the Eastern Hemisphere	Grade 7 Theme: World Studies from 750 B.C. to 1492: Ancient Greece to the First European Voyages	Grade 8 Theme: U.S. Studies from 1492 - 1877: Exploration through Reconstruction
Spatial Thinking and Skills <ul style="list-style-type: none"> Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. Latitude and longitude can be used to identify absolute location. 	Spatial Thinking and Skills <ul style="list-style-type: none"> Maps and other geographic representations can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. Latitude and longitude can be used to identify absolute location. 	Language Standards Extended Standards
Places and Regions <ul style="list-style-type: none"> Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural or economic). 	Places and Regions <ul style="list-style-type: none"> Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural or economic). 	Grades 9 - 12
Human Systems <ul style="list-style-type: none"> Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. Political, environmental, social and economic factors have caused people. 	Human Systems <ul style="list-style-type: none"> Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. Political, environmental, social and economic factors have caused people. 	Language Standards Extended Standards

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The table below represents the stretch of the standards from the most complex (grade level) to least complex (learning progressions).

Most complex ←	←	←	←	Least Complex
Ohio's New Learning Standards Grade Level Standard ←	← Extended Standards (a←b←c←)	← Learning Progressions (task analyses) (1←2←3←4←)		

Why use the full range of standards?

- ❖ Baseline Marker
- ❖ Range of general and extended standards
- ❖ Learning progressions extend the entry point to engagement
- ❖ Progress Monitoring - can be used as a checklist to show growth over time
- ❖ Can be used as a rubric with points per step

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Standards Linkage

Standards Addressed in Assessment:

Reading Standards for Literature: (RL)

<p>Grade 3</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Grade 4</p> <p>RL.4.2. Determine the theme of story, drama, or poem from details in the text; summarize the text.</p> <p>Grade 5</p> <p>RL.5.2. Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to the challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>RL.3.5.2a Summarize text and identify theme.</p>	<p>RL.3.5.2b Retell a story including theme and key details.</p>	<p>RL.3.5.2c Identify the central message or theme in a story.</p>
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Standards-Based Progress Monitoring

English Language Arts- Research Report

RL.3.10	By the end of the year, read and comprehend texts, including fiction, drama, and poetry, at the high end of the grades 2-3 text complexity band.	
RL.3.5a	Actively participate in supported grade-level age-appropriate, adapted literature contexts.	
RL.3.5b	Participate in supported grade-level age-appropriate, adapted literature materials.	
RL.3.5c	Actively engage in supported grade-level age-appropriate, adapted literature materials.	
LPI	Follow words with finger or eye gaze.	
LPI	Point to a picture or word within the book when requested.	▲
LPI	Demonstrate book use and orientation skills (turn the pages 1 at a time, hold right side up with spine to left).	▲
LPI	Engage in some way with a book (gaze, touch).	▲
RI.3.8	Describe the main connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, reiteration/emphasis).	▲
RI.3.8a	Explain how the author makes connections between key points in a text (e.g., comparison, cause/effect, reiteration).	
RI.3.8b	Identify important and irrelevant information in a text.	
RI.3.8c	Identify the author's key points from an informational text.	
LPI	Recognize given pictures representing gist or content in text.	▲
LPI	Match pictures that represent cause/effect, flow, behavior.	▲
LPI	Select a picture, object or other communication mode to match with meaning of a page, sentence, or paragraph within text.	▲
LPI	Engage in some way with a book/text (gaze, touch).	▲
W.4.4	Produce clear and coherent writing in which the thoughts and feelings are expressed in text, drama, and audience. (Does specific content and details relate or connect to the main idea?)	
W.3.5a	With guidance and support, use technology to compose a paragraph.	
W.3.5b	With guidance and support, use technology to compose two or more sentences.	
W.3.5c	With guidance and support, use technology to compose a simple sentence.	
LPI	Identify 2 sentences that go together to complete a message.	▲
LPI	Identify a complete sentence.	▲
LPI	Formulate expressive communication into voice output, choice selection or typed or written response.	▲
LPI	Provide some form of expressive communication in response to a task, purpose or audience.	▲
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and issues, building on others' ideas and expressing their own clearly.	
SL.3.1a	Engage in discussions about grade-level age-appropriate topics and text.	
	Follow agreed-upon rules (e.g., gaining attention, listening to others, turn-taking).	
	Ask and answer questions for clarification; make comments.	
	Make topic-specific personal connections.	
SL.3.1b	Participate in discussions about grade-level age-appropriate topics and text.	
	Follow agreed-upon rules (e.g., gaining attention, listening to others, turn-taking).	
	Answer questions to contribute to the discussion.	
SL.3.1c	Actively participate in discussion about grade-level age-appropriate topics or text.	
	Appropriately gain attention.	
	Build on turn-taking interactions.	
	Listen to others.	
LPI	Provide some form of expressive communication in response to a peer, group or teacher.	▲
LPI	Respond in some way back and forth with a communication partner - demonstrate joint attention.	▲
LPI	Demonstrate preferences in topics, ideas, and mode of communication.	▲
LPI	Show signs of engagement when a speaker is talking.	▲

Key

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▲	This symbol represents a no-response from the child on able to text
▲	The highlighted area is the projected growth target for this standard

Baoo, K. 2014 edited by Benson, S. 2015

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Science & Social Studies Themes

Standard Areas Benchmarks or Indicators	Topics	Activities	Unit Themes			
Grade Level 1 Science	Change resource living Food so Classifi How en Follow What h Appro	Poetry	Industrialism	Russia Cold War	Continental Drift Plate Tectonics	Oceans Force / Motion / Energy in waves
		Slavery Civil War	Centuries	Imperialism Geography -Colonies	Universe start, meteors, planets, galaxies	Ancient Cultures Egypt, Rome, Greece, China, India, Africa
Social Studies	Month Past, p Chron Comp - Differ Direct Identi Featu Simp Good Recog	Middle Ages Types of Government (branches of gov't)	Cities/Rivers Trade Routes /Business Goods/Services	Earth landforms	Engineering Build new things Invention	Rocks and Minerals
		Ohio History	History of Transportation	Weather Patterns Clouds Water Cycle Solid/Liquid/Gas	Scientific Process Data Collection Graphs/Charts	Sex Education Reproduction

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Selecting Standards for Units of Study

Step 1 Unit Theme: Animal Ecosystems			
Science Standards			
General Standard	Most	Complexity	Least
LS.3.3 Plants and animals have life cycles that are shaped from adaptations for survival in their natural environments.	LS.3.3a Recognize how a stage in the life cycle supports the survival of a plant or animal.	LS.3.3b Sequence the stages of an animal or plant life cycle from egg to adult.	LS.3.3c Identify a stage in the life cycle of an animal or plant.
LS.4.1 Changes in an organism's environment are beneficial to its survival and adaptation.	LS.4.1a Compare two different animals and their migratory patterns.	LS.4.1b Determine reasons for migration of animals.	LS.4.1c Identify season changes that cause migration.
LS.5.1.2 Organisms perform a variety of roles in an ecosystem. All of the processes that take place within an ecosystem require energy.	LS.5.1.2a Identify producers, consumers or decomposers. LS.5.1.2b Trace energy flow in a food web.	LS.5.1.2c Identify predator/prey relationships as a food chain. LS.5.1.2d Recognize that plants use the sun's energy.	LS.5.1.2e Match a food source for a given animal. LS.5.1.2f Recognize that animals use energy.
Social Studies Standards			
General Standard	Most	Complexity	Least
72HS.5. Multiple star timelines can be used to show overlapping events and dates.	HS.5.1a Create a timeline of local, state or national events within a given time period.	HS.5.1b Sequence a series of events in Ohio history showing years.	HS.5.1c Identify an event before or after another given event.
GEO.3.3 Evidence of human modification of the environment can be observed in the local community.	GEO.3.3a Describe the positive and negative consequences of modifying the environment.	GEO.3.3b Identify the results of using tools to modify the environment (e.g., buildings, parking lots, water pipes, roads, trash, etc.).	GEO.3.3c Identify tools that can be used to modify the environment (e.g., shovel, wheelbarrow, dump truck, bulldozer).

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Planning for a 3-5 Year Rotation

Year 1	Year 2	Year 3
(Standard Based Topics)		
Grade/Age Appropriate content topics (vocabulary) •Science/Social Studies •Language Arts •Math		
Applications of topical content •Reading/Writing •Communication •Life/Functional Skills		
Resources/Materials •Trade Books •Assistive Technology •Leveled Materials		

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Theme Schedule

Month	Theme	Who Has It	Who Made It
September	Parts of a Story Estimation Careers	Amy	Amy
September	Technology Story Problems Geography	Kate	Kate
September	Compare/Contrast Geometry Safety	Kelly	
September	WH Questions Fractions Cultures	Linda	
October	Parts of a Story Estimation Careers	Kate	
October	Technology Story Problems Geography	Kelly	
October	Compare/Contrast Geometry Safety	Linda	
October	WH Questions Fractions Cultures	Amy	
November	Parts of a Story Estimation Careers	Kelly	
November	Technology Story Problems Geography	Linda	
November	Compare/Contrast Geometry Safety		
November	WH Questions Fractions Cultures	Kate	Linda
December/January	Parts of a Story Estimation Careers	Linda	Amy
December/January	Technology Story Problems Geography	Amy	Kate
December/January	Compare/Contrast	Kate	Kelly

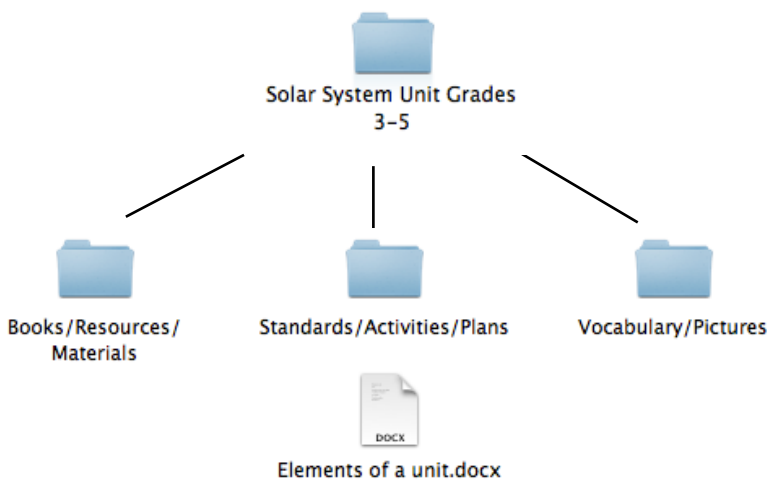
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THEMES FOR 2009-2010

*Use high school lesson plan format.
 *First lesson plan on **Shakespeare**.
 *Plan for 25 minutes and 15 days worth of lessons.
 *Plan for **YOUR** class then incoming teachers will make changes.
 *Supplies move with lesson.
 *Amy goes to Kate, Kate to Kelly, Kelly to Linda and Linda to Amy.

READING	AMY	KATE	KELLY	LINDA
	-Word Families -Sentences	-Plays -Comprehension	-Poetry -Informal Writing	-Listen Directions -Sequence
MATH	-Data and Probability -Add/Subtract	-Measure -Money	-Time -More/Less	-Numbers -Patterns
SOCIAL STUDIES	-North America	-Citizenship	-Economics	-Government
SCIENCE	-Weather	-Energy	-Nutrition/Fitness	-Ecosystems

Knowing the Unit Structure



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For More Information and Examples

OACS-E modules now available

Language Arts Mathematics Social Studies Science

www.ohextendedstandards.org

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Planning Wikispace

<http://ocalilowincidence.pbworks.com>

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National Center on Deafblindness

www.literacy.nationaldb.org

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Planning for Instruction

Level 1 – Planning for Units of Study

Level 2 – Tiered Planning for each Lesson

Level 3 – Planning the Daily Schedule

Collaborative Planning and Universal Design for Learning

S. Benson, 3/13

Selecting Standards for Units of Study

Step 1 Unit Theme: Animal Ecosystems			
Science Standards			
General Standard	Most	ONLSE-Complexity	Least
LS.3.3 Plants and animals have life cycles that are shaped from adaptations for survival in their ecosystems .	LS.3.3a Recognizes how a stage in the life cycle supports the survival of a plant or ecosystem .	LS.3.3b Sequence the stages of an animal or plant life cycle from egg to adult.	LS.3.3c Identify a stage in the life cycle of an animal or plant.
LS.4.1 Changes in an organism's environment are beneficial to its survival and ecosystems benefit.	LS.4.1a Compare two different animals and their migratory patterns.	LS.4.1b Determine reasons for migration of ecosystems .	LS.4.1c Identify season changes that ecosystems migrate to.
LS.S.1.2 Organisms perform a variety of roles in an ecosystem . All of the processes that take place within ecosystems require energy.	LS.S.1.2a Identify producers, consumers or ecosystems . LS.S.1.2b Trace energy flow in a food web.	LS.S.1.2c Identify predator/prey relationships as a food chain. LS.S.1.2d Recognize that plants use the sun's ecosystem .	LS.S.1.2e Match a food source for a given ecosystem . LS.S.1.2f Recognize that animals use ecosystem .
Social Studies Standards			
General Standard	Most	Complexity	Least
7.HIS.5. Multiple star timelines can be used to show ecosystems events and dates.	HIS.5.1 Create a timeline of local, state or ecosystems events within a given time period.	HIS.5.2 Sequence a series of events in Ohio history showing ecosystems .	HIS.5.3 Identify an event/locally ecosystems before or after another given ecosystems .
GEO.3.3 Evidence of human modification of the ecosystems can be observed in the local ecosystems .	GEO.3.3a Describe the positive and negative consequences of modifying the ecosystems .	GEO.3.3b Identify the results of using ecosystems to modify the environment (e.g., ecosystems , parking lots, water pipes, ecosystems , roads, ecosystems , dump trucks, ecosystems).	GEO.3.3c Identify tools that can be used to modify the environment (e.g., ecosystems , ecosystems , ecosystems).
GEO.4.4 People have modified the environment and ecosystems over time. There are both ecosystems and negative consequences for ecosystems the environment in Ohio and the United States.			
ECON.3.1 Line graphs are used to show changes in data over time.	ECON.3.1a Analyze information displayed on simple graphs and charts.	ECON.3.1b Create a simple graph or a chart that displays basic data (e.g., circle ecosystems , bar ecosystems , comparing how many books different ecosystems checked out from the library).	ECON.3.1c Identify a graph or a chart (e.g., bar graph, basic table).
ECON.4.1 Tables and charts help people ecosystems information and locate ecosystems information in articles and texts. Charts organize information in a variety of ecosystems (pictures, diagrams, graphs).			
ECON.5.1.2 Information displayed in circle graphs can be used to show relative proportions of ecosystems of data in an entire body of data. The choices people make have both ecosystems and future ecosystems .			
ECON.3.3 Individuals must make decisions between ecosystems the security of ecosystems involves an opportunity cost, the ecosystems at the next best alternative given up ecosystems an economic choice is made.	ECON.3.3a Analyze information displayed on simple graphs and charts.	ECON.3.3b Create a simple graph or a chart that displays basic data (e.g., circle ecosystems , bar ecosystems , comparing how many books different ecosystems checked out from the library).	ECON.3.3c Make a choice between two ecosystems you want.

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Stretch Complexity of Each Standard

Social Studies Standards			
General Standard	Most	Complexity	Least
<p>TOPIC: Economic Decision-Making and Skills</p> <ul style="list-style-type: none"> Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions. Reading financial reports (bank statements, stock market reports and mutual fund statements) enables individuals to make and analyze decisions about personal finances. 	<p>EFL.912.1a Evaluate positive and negative consequences of a financial decision based on current financial reports or information.</p>	<p>EFL.912.1b Compare the price of several items and determine which are affordable <u>within</u> a personal budget.</p>	<p>EFL.912.1c Make a purchase decision based on a set amount of money available.</p>

Selected Standards Should be Taught.

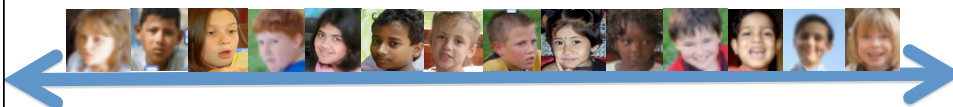
Include full standard statements or abbreviations below - Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose)

Grade Level Standard	ONLS-E Most Complex	ONLS-E Mid Complex	ONLS-E Least Complex
Grade Level: Standard (Subject): Strand/Domain: Standard/Content Statement #:			
Task Analysis/Learning Progressions/Unpacking the Standard			
Steps to the Lesson: <u>UDL</u> (Instruction that the whole group receives)			
1.			
The items below can be students specific or level specific	Least Support	(you can also add student initials or i.d. #'s here) Conditions for Success	Most Support
Pre/Post-Assessment			
<input type="checkbox"/> Work sample-with √ list, rubric or notes <input type="checkbox"/> Captioned photo(s) <input type="checkbox"/> Video tape – with data sheet <input type="checkbox"/> Audio recording – with data sheet <input type="checkbox"/> Text/Quiz <input type="checkbox"/> √ list <input type="checkbox"/> Rubric <input type="checkbox"/> Other			
Differentiated Materials/Technology (AT)			
IEP Goals <u>use students first name or initials</u>			



Learners on the Continuum

The range of physical and cognitive capabilities within the population varies by need and ability.



Therefore we need to vary our materials, instructional strategies and tools throughout our planning and implementation.

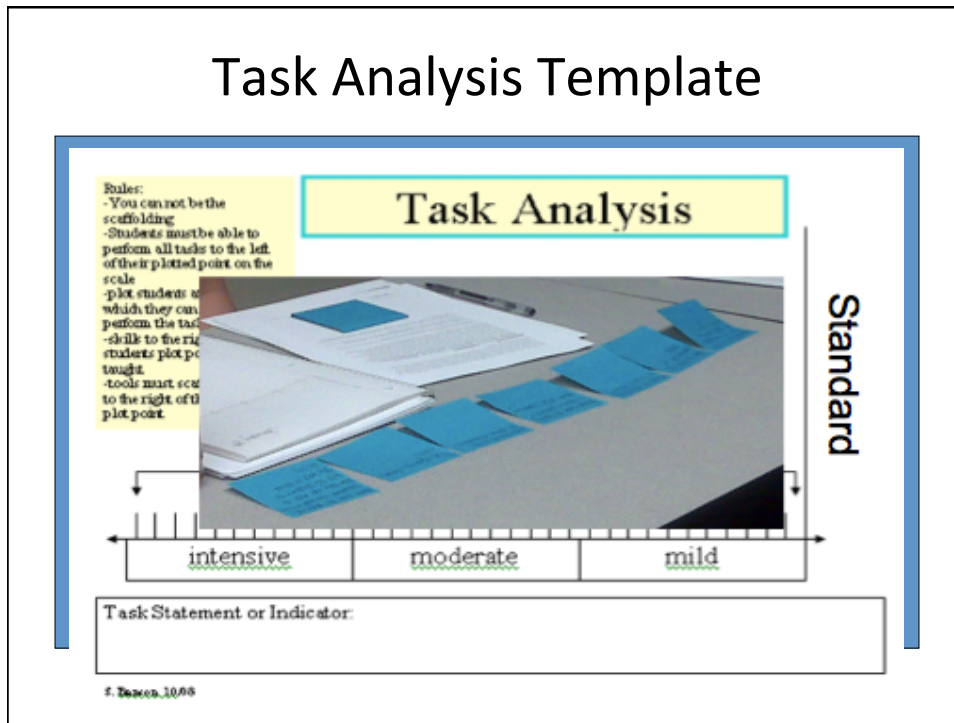
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Expanding Standards with Learning Progressions

+ *Include full standard statements or abbreviations below. Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose)*

General Standard	Most Complex	OACS-E	Least Complex
Grade Level: Standard (Subject): Strand/Domain: Standard/Content Statement #:			
Task Analysis/Learning Progressions of Standard (Can relate to functional and life skill applications of the standard)			
Steps to the Lesson: <u>UDL</u> (Instruction that the whole group receives)			
1.			
The items below can be students specific or level specific	Most Support	(you can also add student initials or i.d. #'s here)	Least Support
Pre/Post-Assessment <input type="checkbox"/> Work sample-with √ list, rubric or notes <input type="checkbox"/> Captioned photo(s) <input type="checkbox"/> Observation w/notes <input type="checkbox"/> Video tape -- with documentation <input type="checkbox"/> Audio tape -- with documentation <input type="checkbox"/> Test/Quiz <input type="checkbox"/> √ list <input type="checkbox"/> Rubric <input type="checkbox"/> Other			
Differentiated Materials/Technology			

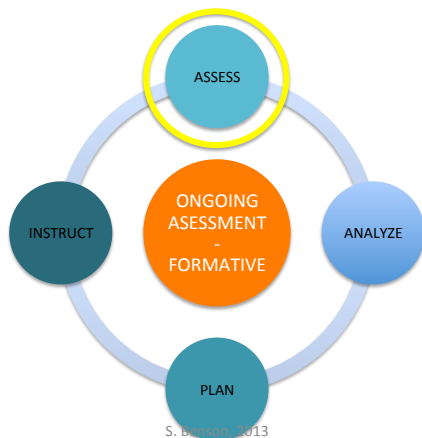
Task Analysis Template



Example

SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
SL.35.1a	Engage in discussions about grade level/ age-appropriate topics and text. • Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking) • Ask and answer questions for clarification; make comments. • Make topic-specific personal connections.	
SL.35.1b	Participate in discussions about grade-level/age-appropriate topics and text. • Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking) • Answer questions to contribute to the discussion.	
SL.35.1c	Actively participate in discussion about grade-level/age-appropriate topics or text. • Appropriately gain attention. • Sustain turn-taking interactions. • Listen to others	
LP1	Provide some form of expressive communication in response to a peer, group or teacher	
LP2	Respond in some way back and forth with a communication partner – demonstrate joint attention	
LP3	Demonstrate preferences in topics, likes, and mode of communication	
LP4	Show sign(s) of engagement when a speaker is talking	

Pre and Formative Assessment Opportunities



Content Standard(s)			
Grade Level:			
Standard (Subject):			
Strand/Domain:			
Standard/Content Statement #:			
<i>Full Standard - Highlighted, bolded, underlined or italicized if only part of the standard is targeted. (If using a modified standard or task analysis also include the target concept related to the grade level standard)</i>			
Task Analysis of Standard (Can relate to functional and life skills)			
Steps to the Lesson: <u>UDL</u> (Instruction that the whole group receives)			
1.			
The items below can be students specific or level specific	Most Support	←	Least Support
	←		
Pre/Post-Assessment			
<input type="checkbox"/> Work sample-with ✓ list, rubric or notes <input type="checkbox"/> Captioned photo(s) <input type="checkbox"/> Observation w/notes <input type="checkbox"/> Video tape – with documentation <input type="checkbox"/> Audio tape – with documentation <input type="checkbox"/> Test/Quiz <input type="checkbox"/> ✓ list <input type="checkbox"/> Rubric <input type="checkbox"/> Other			
Differentiated Materials/			

S. Benson, 3/13

AA formatted questions and answers

ELA 1: Reading Standards for Literature (RL.35.2c)

What is the theme of this reading passage?



Playing video games is the best!



Playing soccer is the best!



Relaxing at the beach is the best!

The Beach

Jessica rubbed sunscreen on her arms. The hot summer sun beat down on her skin. The sand felt warm under her toes. Jessica loved the summer. It felt great to be outside.

She leaned back in her beach chair. The blue ocean stretched out in front of her. It seemed to go on and on forever. The waves made a soothing sound as they lapped against the shore. Jessica opened her cooler bag. She took out a peanut butter sandwich and a bottle of water. As soon as she unwrapped the sandwich, a seagull flew in. It stared at her sandwich. Jessica laughed. "Sorry, it's all mine," she said. A cool breeze floated off of the ocean. Jessica closed her eyes. She felt so peaceful, like she could fall asleep any minute.

Then she felt a tap on her shoulder. "Hey Jess." It was her cousin Brandon. "Let's go the arcade." "Okay," Jessica said. She pulled on shorts and a t-shirt over her bathing suit. She followed Brandon across the sand. The arcade sat on the boardwalk above the beach.

A blast of ice-cold air conditioning hit her face as they walked inside. It was very dark in the arcade. The only light came from the flashing video screens. The loud noise from the machines made Jessica's ears hurt. "Sorry, Brandon," Jessica said. "I'm going back to the beach."

Adapted from www.readworks.org

S. Benson, OCALICON 11/14

Standards Linkage

Standards Addressed in Assessment:

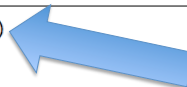
Reading Standards for Literature: (RL)

<p>Grade 3</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Grade 4</p> <p>RL.4.2. Determine the theme of story, drama, or poem from details in the text; summarize the text.</p> <p>Grade 5</p> <p>RL.5.2. Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to the challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>RL.35.2a Summarize text and identify theme.</p>	<p>RL.35.2b Retell a story including theme and key details.</p>	<p>RL.35.2c Identify the central message or theme in a story.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------	-----------------------------------------------------------------	-------------------------------------------------------------------

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Standard Citation for Each Question

ELA 1:Reading Standards for Literature (RL.35.2c)



What is the theme of this reading passage?



Playing video games is the best!



Playing soccer is the best!



Relaxing at the beach is the best!

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Flexible Response Choice Cards

ELA 1:Reading Standards for Literature (RL.35.2c)

What is the theme of this reading passage?



Playing video games is the best!



Playing soccer is the best!



Relaxing at the beach is the best!



S. Benson, OCALICON 11/14

Video

S. Benson, OCALICON 11/14

Progress Monitoring Questions

Mathematics Standards: Grades K – 2
Domain: Numbers and Operations in Base Ten

Grade K	Grade 1	Grade 2
<p>Work with numbers 11–19 to gain foundations for place value.</p> <p>1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>Extend the counting sequence.</p> <p>1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>Understand place value.</p> <p>1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>
<p>Extended Standards: Most Complex</p> <p>NBT.K2.1a Compose (put together) and decompose (break apart) a three-digit number (e.g., $328 = 3$ hundreds, 2 tens and 8 ones).</p>	<p>NBT.K2.1B Compose (put together) and/or decompose (break apart) a two-digit number</p>	<p>Least Complex</p> <p>NBT.K2.1c Identify a model or object representation for a two-digit number up to 20.</p>

3

2

1

E

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Engagement Questions

Mathematics Standard

Domain: Counting and Cardinality

Standard 1

Extended Standards

MD.K2.6a Add or subtract using a number line.

MD.K2.6b Demonstrate that moving forward is addition and moving backwards is subtraction on a number line.

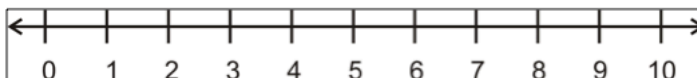
MD.K2.6c Identify numbers on a number line

Test Question 1: MD.K2.6c

Script: Hold up a number line. Say: "This is a number line." Say: "We are going to be using a number line to count and solve problems."

"Would you like to look at or touch the number line?" Offer number line to student.

1. This item is worth **1** point.
2. If the student shows engagement with the number line score of **1**.
3. Score of **0** if student shows no response.



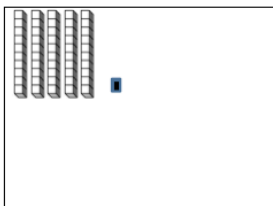
S. Benson, OCALICON 11/14

NBT.K2.1c Identify a model or object representation for a two-digit number

Test Question 13: NBT.K2.1c

Script: Point to the model. Say: "This number is 16." What number model represents 16? Point to each answer box. Say: "Does this one show 16 (box 1), or does this one represent 16(box 2), or does this one represent 16 (box 3)."

16



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NBT.K2.1b Compose (put together) and/or decompose (break apart) a two-digit number

Test Question 14: NBT.K2.1b

Script: Point to the number in the box. Say: "This is the number sixty-four. Show me how many tens and how many one's are in the number forty six?"

Point to the each box. Say: "8 tens and 2 ones, or 4 tens and 6 ones, or 6 tens and 4 ones?"

64

8 tens
2 ones

4 tens
6 ones

6 tens
4 ones

NBT.K2.1a Compose (put together) and decompose (break apart) a three-digit number (e.g., $328 = 3$ hundreds, 2 tens and 8 ones).

Test Question 15: NBT.K2.1a

Script: Point to question. Say: "If we put 3 hundred, two tens, and 8 ones together, what number would it make?" Point to each answer box. Say: "Would it make 238, or 845, or 328?"

3 hundred
2 tens
8 ones

238

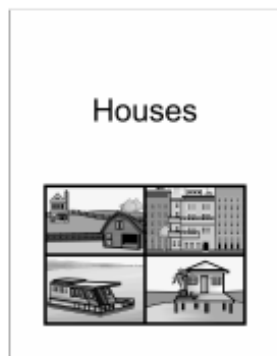
845

328

Data used for TBT, SLO and Grades

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Other Sample Assessments

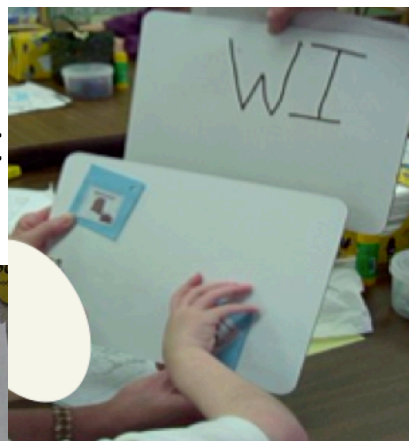


Say: *Show (tell) me, what is next to Cora's house: a barn (indicate the barn card) or a lake (indicate the lake card)?*

2-Choice Assessment



Jessie Moreau, 7/12



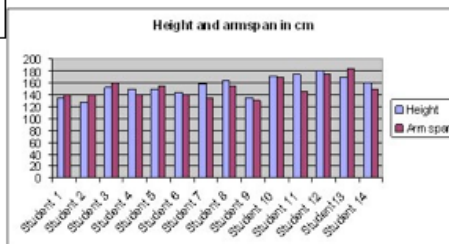
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Two
choices
for
assessm
ents
bivariate

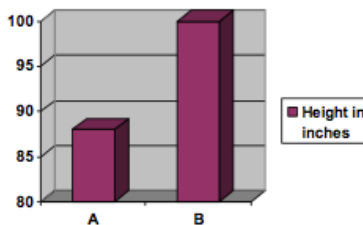
Point to the graph that shows bivariate data:



A.



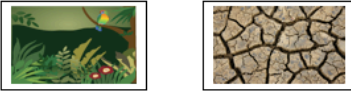



B.

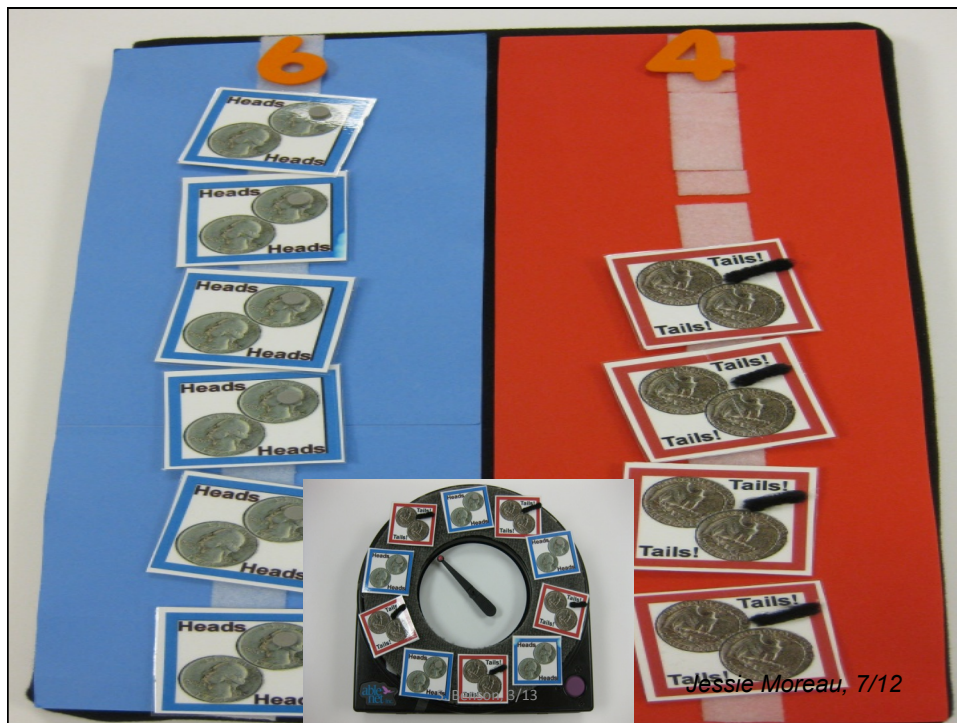


S. Benson, 3/13

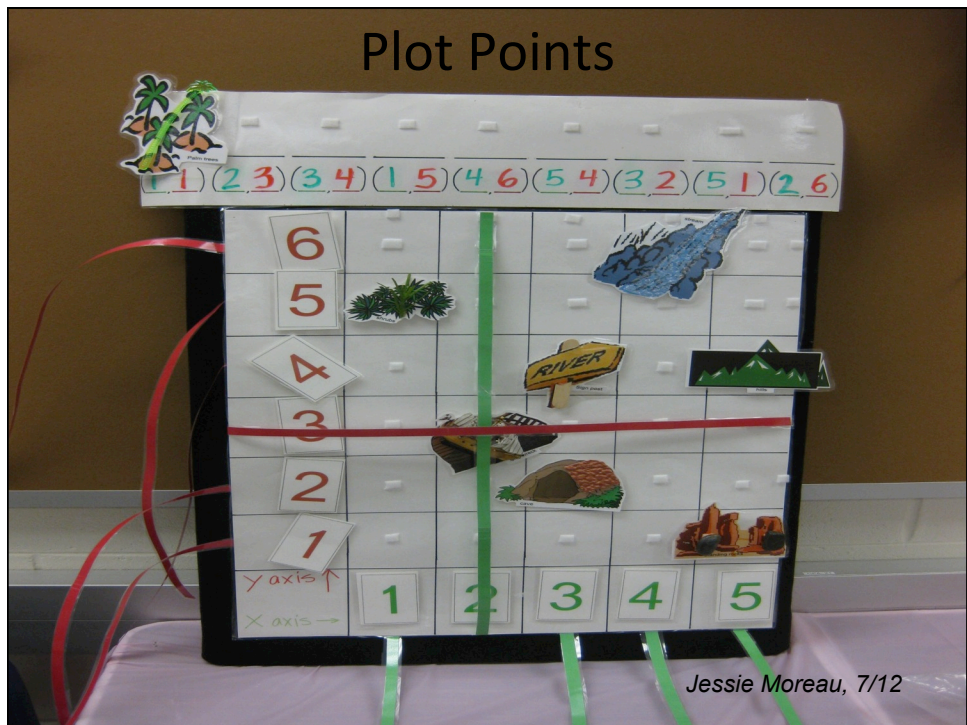
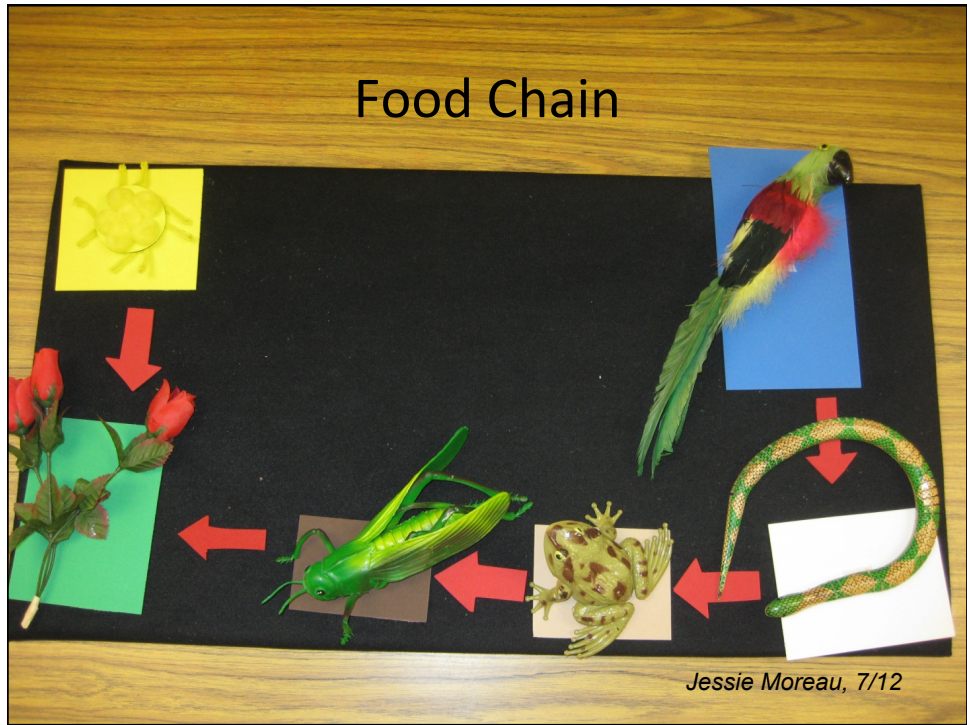
Intensive pre-assessment

<p>Which is a Tundra?</p>  <p>Draw a picture of what you would do there.</p>	<p>Which is a mountain?</p>  <p>Draw a picture of what you would do there.</p>
<p>Which is a desert?</p>  <p>Draw a picture of what you would do there.</p>	<p>Which is a rainforest?</p>  <p>Draw a picture of what you would do there.</p>

S. Benson, 3/13



Jessie Moreau, 7/12





Jessie Moreau, 7/12

onomatopoeic
(words that make noise)

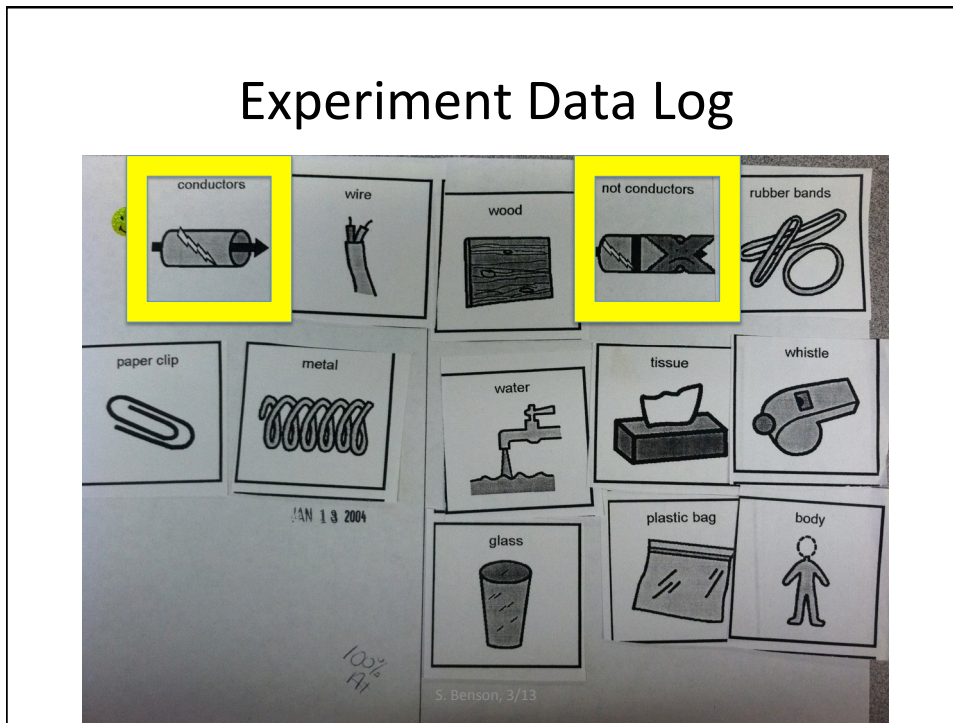
oink
rip
pop

Plot Sequence

old man old woman cow goose hen cat pig bird mouse pot turnip popped out



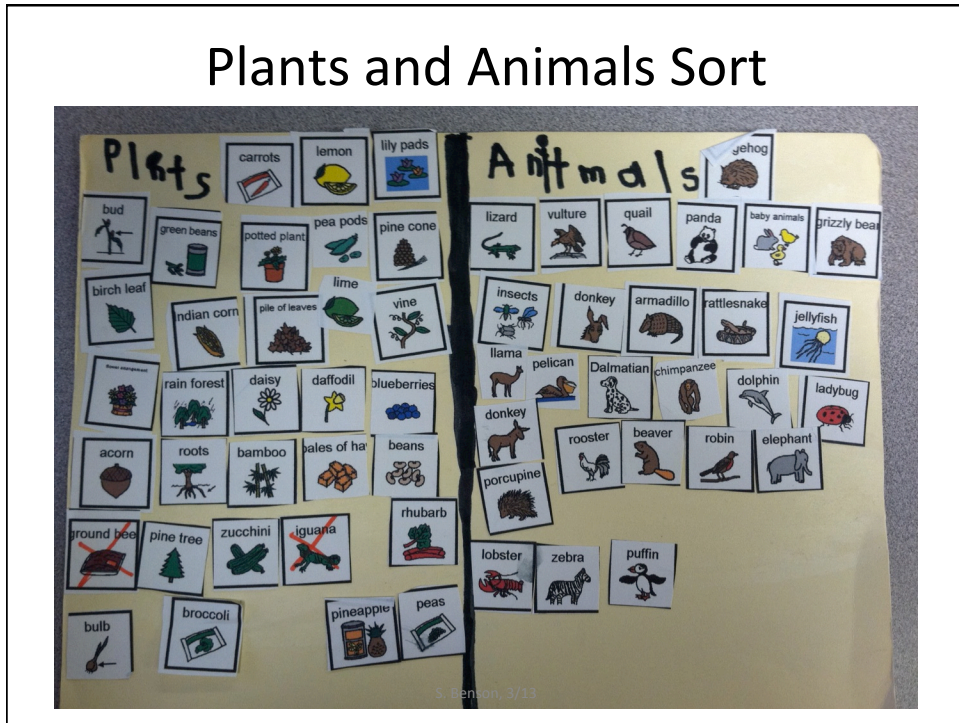
Experiment Data Log



Checklists - recording student choices

States	Abbreviation	Map	Capitol	Date	St. Name	Sa	St	Lo	R	E	M	B
ALABAMA												
ALASKA												
ARIZONA												
ARKANSAS												
CALIFORNIA												
COLORADO												
CONNECTICUT												
DELAWARE												
FLORIDA												
GEORGIA												
HAWAII												
IDAHO												
ILLINOIS												
INDIANA												
IOWA												
KANSAS												
KENTUCKY												
LOUISIANA												
MAINE												
MARYLAND												
MASSACHUSETTS												
MICHIGAN												
MINNESOTA												
MISSISSIPPI												
MISSOURI												
MONTANA												
NEBRASKA												
NEVADA												
NEW HAMPSHIRE												
NEW JERSEY												
NEW MEXICO												
NEW YORK												
NORTH CAROLINA												
NORTH DAKOTA												
OHIO												
OKLAHOMA												
OREGON												
PENNSYLVANIA												
RHODE ISLAND												
SOUTH CAROLINA												
SOUTH DAKOTA												
TENNESSEE												

Plants and Animals Sort



Matching - Famous Women

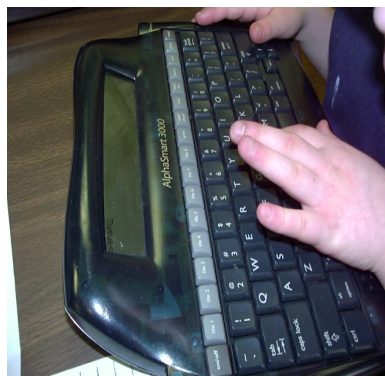
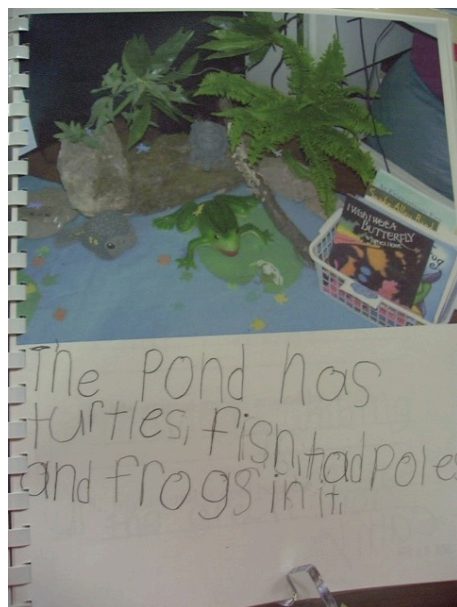


- Mathilda Joslyn Gage
- Lucy Stone
- Alice Paul
- Carrie Chapman Catt
- Susan B. Anthony
- Elizabeth Cady Stanton
- Anna Howard Shaw
- Lucretia Mott

- Matching
- 2-Choice
- Vocabulary

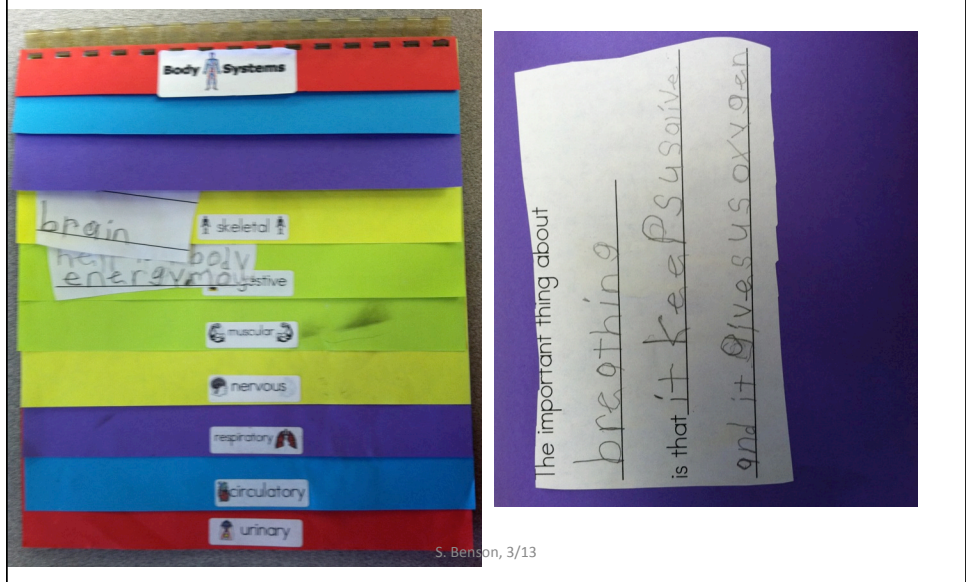
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Captioned Photos

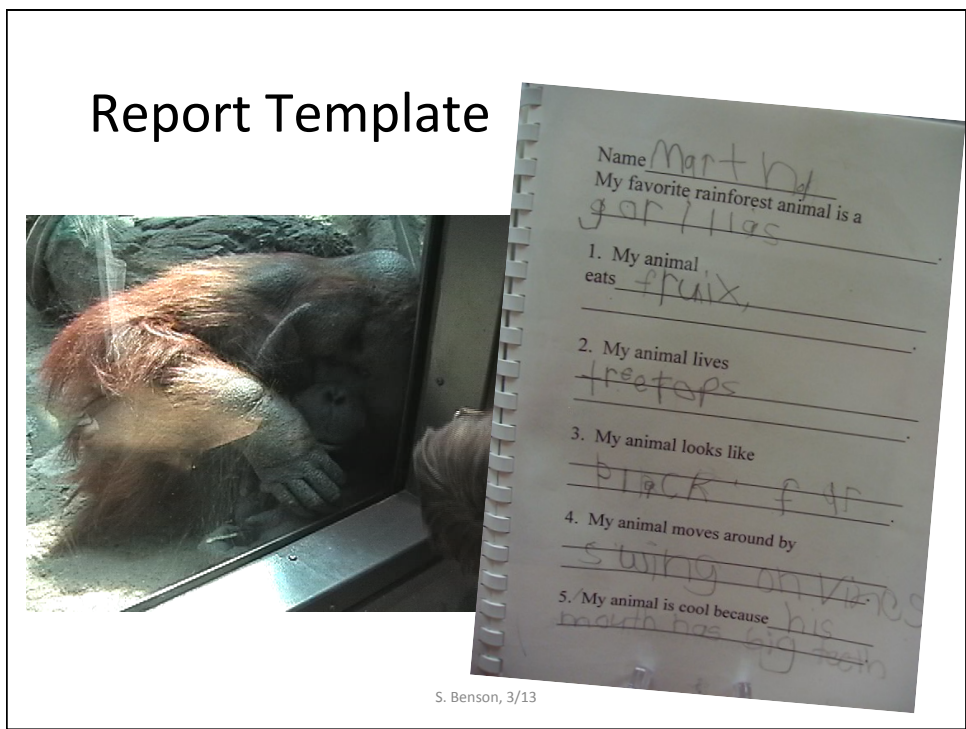


S. Benson, 3/13

Step Book



Report Template



Journaling



S. Benson, 3/13

Planning for Age Appropriate Materials


Pre-K-3	4-9	10-Adult
<u>Technology</u> •Starfall •Raffi music •Enchanted learning	•YouTube •iTunes •WebQuests •Online magazines •Wii •Texting	•Search engines •Email •Mapquest •Cell phone •ABC Online TV •iTunes
<u>Tools/Materials</u> •Counting bears •Sand/water table •Toys •Cartoon characters	•Locker organizers •Calculator •Document editing – computer •Planners	•Office/desk/supplies •Work related •Checkbook/banking •Hobbies
<u>Instructional Strategies</u> •Play/discovery centers •Tracing •Centers	•Role play •Presentations •Social stories •Video modeling	•Debate •Independent living •Interview practice •Cooking/Home Ec.

Assessment without AT

S. Benson, 3/13

Assessment with AT

S. Benson, 3/13

Content Standard(s) Grade Level: Standard (Subject): Standard Area: Indicator #: Full Indicator – Highlighted, bolded, underlined or italicized if only part of the indicator is targeted. <i>(if using a modified indicator or task analysis also include the target concept related to the grade level indicator)</i>			
All (Instruction that the whole group receives)			
The items below can be <u>students specific</u> or <u>level specific</u>	Intensive Modification	Some Scaffolds	Least Accommodation
Pre-Assessment <input type="checkbox"/> Work sample-with ✓ list, rubric or notes <input type="checkbox"/> Captioned photo(s) <input type="checkbox"/> Observation w/notes <input type="checkbox"/> Video tape – with documentation <input type="checkbox"/> Audio tape – with documentation <input type="checkbox"/> Test/Quiz <input type="checkbox"/> ✓ list <input type="checkbox"/> Rubric <input type="checkbox"/> Other			
Differentiated Materials/ Technology 			
Instructional Strategies/ Learning Styles			
Post-Assessment			

Shawna Benson, M.Ed.Urbana University, 2009

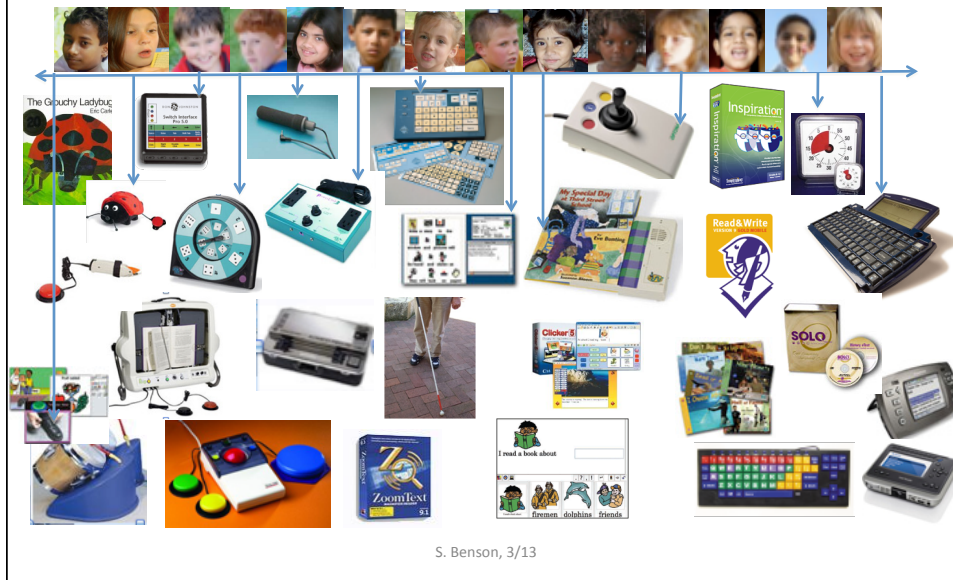
Overview of Assistive Technology

It is helpful to classify AT according to the task it enables the student to perform. Here are some examples (not all-inclusive):

- Seating and Positioning
- Augmentative Communication
- Mobility
- Computer Access
- Reading
- Writing
- Learning/Studying
- Listening
- Visual Aids
- Activities of Daily Living (ADL's)
- Environmental Control
- Physical Fitness/Sports, Leisure, and Play

"Computer Resources for People With Disabilities." The Alliance for Technology Access. Petaluma, CA. <http://www.ataccess.org>
 "Closing the Gap: Resource Directory." Closing the Gap, Inc. Henderson, MN. <http://www.closingthegap.com>.

AT Tools for Learners on the LI Continuum



Difference between AT and IT/ET

Assistive Technology

- Specific to a **child with a disability**.
- Is used to impact the child's **functional performance** and as a result assist them to gain access to the general education curriculum.
- It is used to **compensate** for a skill deficit or to provide a **scaffold** for skill development.
- Is **necessary** for the student to function and access the curriculum
- Part of a student's IEP process

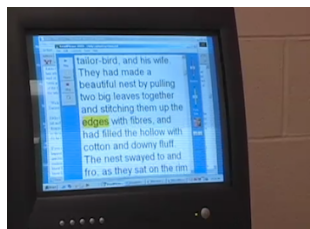
Instructional/ Educational Technology

- Intended to **benefit all students**.
- Used to teach **general educational ideas and concepts**
- Provides **optional methods and modes** of learning
- Generally **not** required or necessary by the student for task completion

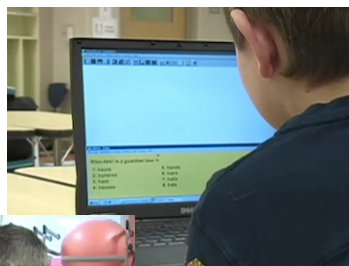
So..... is it AT or IT?



AT becomes UDL



ReadPlease



Co:Writer Word Prediction



S. Benson, 2013

UDL, DI or AT?

S. Benson, 2013

Differences between UDL and AT

UDL	AT
Provide access for <u>all individuals</u>	Provide access for <u>individuals with disabilities</u>
Proactively setting up environment with a focus on curriculum, instruction, and assessment	Reactively providing technology to increase or maintain functional capabilities
Access and betterment of the environment's design	Access and betterment of an individual's capabilities
Targets the larger system	Targets the individual need

Adapted from "A Working Understanding of Universal Design for Learning (UDL) and Assistive Technology: Similarities and Differences" by Dr. James Basham

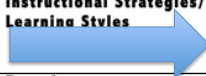
S. Benson, 2013

AT helps to bridge or scaffold a skill deficit or difficulty







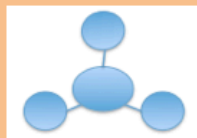


AT may contribute to remediation but that is not the primary purpose



Content Standard(s) Grade Level: Standard (Subject): Standard Area: Indicator #: Full Indicator <i>(if using a model)</i>						
Pre-Assess <input type="checkbox"/> Work sample notes <input type="checkbox"/> Captioned photo <input type="checkbox"/> Observation <input type="checkbox"/> Video tape <input type="checkbox"/> Audio tape <input type="checkbox"/> Test/Quiz <input type="checkbox"/> List <input type="checkbox"/> Rubric <input type="checkbox"/> Other	Sample Teaching Strategies:					
	Small Group	Whole Class	Cooperative Learning Groups	Discussion	Lecture	Demonstration
	Interest Group	Cues, Questions and Advanced Organizers	Centers	Game	Mini Lesson	Workbook
	Provide Feedback	Field Trip	Guided Instruction	Music	Chant/Rhyme	Word Work
	Student Demo	Set Objective/Goal	Generate/Test Hypothesis	Physical Movement	Independent Practice/Homework	Interviews
	Distance Learning	Role Play	Note Taking	Sort and/or Classify	Images and Audio	Reinforce Student Effort
Differentiated Technology (List All)						
Instructional Strategies/ Learning Styles 						
Post-Assessment						











Shawna Benson, M.Ed. Urbana University, 2009

Example

Differentiated Materials/ Technology (List All)	 <p>-choice board -eye gaze technology (high or low tech) -individualized switch access for choice making -tactile representations</p>   <p>Cookies</p> <p>-icons or objects for answer choices to the 2 questions: Who is the main character?</p>	 	Digital/Audio text graphic organizers to choose from (webs, story map, table)  
-----------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


Shawna Benson, M.Ed. Urbana University, Revised 2013

Types of AAC devices


Step-by Step	Talkables	Cheap Talk 8	Tech/Talk 8 with Tactile Supports	GoTalk Express 32
				
iPod Touch w/Proloquo2Go	Vantage Lite	TuffTalker	Allora	EyeMax
				

Types of AAC access


Eye gaze




Alternate Access Point



Icon Choice




Switch Scanning




[Switch Scanning SIMULATION](#)

Tactile Supports



Direct Select – Isolated Finger



Software

The screenshot shows the Clicker 5 software interface. At the top, there is a menu bar with options: Clicker 5, File, Edit, View, Insert, Format, Grid, Options, Window, Help. Below the menu bar is a toolbar with various icons for file operations and editing. The main workspace is empty, with a cursor in the center. Below the workspace is a word bank with the following items:

- At school (pink box)
- I (blue box)
- read (green box)
- write (green box)
- my (yellow box)
- a (yellow box)
- make (green box)
- book (with book icon)
- picture (with picture icon)
- model (with frog icon)
- story (with story icon)
- ,
- .
- and

At the bottom of the software window, it says "Run mode | File: School Sentences | Done" and "S. Benson, 3/13".

Visual/Tactile Supports

The collage consists of four images illustrating visual and tactile supports:

- Top Left:** A book cover for "Win Dixie Opal" featuring a woman and a dog.
- Top Right:** A book cover for "The Lion King" featuring a lion.
- Bottom Left:** A book cover for "at Dixie" featuring a person in a blue shirt.
- Bottom Right:** A graph template with a grid and a legend. The legend includes:

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32

 The graph has a legend with colored boxes: yellow, red, orange, green, blue, purple, pink.

At the bottom of the collage, it says "S. Benson, 3/13" and "Jessie Moreau, 7/12".

Manipulatives

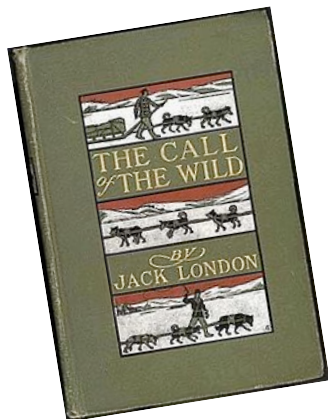


Jessie Moreau, 7/12


















Content Rich Vocabulary Picture/Object/Experience Supported



Adapted version of The Call of the Wild



Chapter 1

 Buck is a  large  dog. He lives in  large  home and is  owned by the  wealthy  Judge Miller. Buck is  loved by  everyone.  Buck  thinks  he is the boss of his  home  Buck  loved  his home.

Creating Instruction: Using the Extended Content Standards and Functional Curricula, Claire Greer, Department of Public Instruction Exceptional Children Division, 2007

Leveled Text



A monarch caterpillar in a J.



A monarch caterpillar stops eating. It makes a J and molts its old skin.

Once it has eaten and grown a monarch caterpillar hangs upside down in a J as it gets ready to molt. It will soon become a chrysalis.



S. Benson, 3/13

Planning for Instruction

Level 1 – Planning for Units of Study

Level 2 – Tiered Planning for each Lesson

Level 3 – Planning the Daily Schedule

Collaborative Planning and Universal Design for Learning

S. Benson, 3/13

Daily/Weekly Plans

Weekly Notes	<ul style="list-style-type: none"> -Begin Monday: New Energy Unit -Meeting Tuesday: Bring Dessert and Read Article -IEP Meeting Wednesday -Home Instruction Thursday -Progress Reports Go Home Friday -Shawna Visits on Friday
---------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

NOVEMBER 1 - MONDAY: SPEECH		
TIME	OBJECTIVE	LESSON PLAN
Daily Readiness 9:10-9:40	Review vocabulary Check time schedule	Students will listen to announcements and then participate in Smartboard presentation: greetings, hygiene, share and tell, days, months, date, weather, sight words, and school/homework calendar.
Unit Lesson 1 9:40-10:10	Explore how energy makes things work. Recognize the use of electricity.	See Energy: Week 1 – Day 1
Self-Selected Reading/Guided Reading 11:10-11:40	Literacy Standards and Goals	Each student will work on individualized IEP goals. Documentation will be kept on number of trials, accuracy, and length of time given to objectives. See student IEP documentation.
Vocabulary 11:40-12:20	Demonstrate a growing number of sight words.	Students will read "Gail the Snail". Students will make a list of all "al" words listed in the story. Students will have to follow along as the other students read and answer comprehension questions about story.
Unit Lesson 2 11:40-12:20	Access print for a purpose. Read stories with predictable lines. Re-enact story that has been heard.	See Energy – Report Lesson: Week 1 – Day 1
Writing 12:20-12:50	Print letters with appropriate form and spacing.	Students will write sentences using the words on the "Word Wall". Students will practice correct formation of letters and words, using the method of "roof, ceiling, floor, and basement".
Unit Lesson 3 2:00-2:40	Identify units for measuring volume.	See Energy – Measurement Experiment: Week 1 – Day 1
Unit Lesson 4 2:00-2:40	Generalize functional math skill - Recognize and count numbers 1-20.	Students will have to match the objects to the written number on order form. They will then have to count the objects and match to corresponding number. Place items in a bag. Distribute orders.

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Tiered Plans Become Daily Lessons

Teacher Name: Amy Vincent Subject Area: Language Arts-Sentences Week : 2

	Day 1	Day 2	Day 3	Day 4	Day 5
Objective	To review verbs.	Basic Sentence construction and writing	Basic Sentence construction and writing	Basic Sentence construction and writing whole group setting or in groups at the computers	Basic Sentence construction and writing
Student Grouping	Whole group setting and 2 ability groups	Individual and Whole Group setting	2 ability groups		Individual and whole group setting
Activities	Act out a few verbs from the cards again to review. Break into 2 ability groups and complete page 31. Lower: act out, give 2 choices to pick from to complete the sentence. Higher: Take turns reading the sentences and correctly fill in the blanks.	Go over the basic sentence structure (who, did what, where). Practice simple sentence writing on the board as a group. Pick a note card from each pile (who, did what, where) and write on the board. You could have them practice on paper or individual dry erase boards as well. Complete page 81.	Higher: sight word match game (rolling dice and then putting words in sentences) Lower: build a word cards (put cards together to make words and then act out or put in an oral sentence if able) AAC users: find the word in your device.	Use a smart board or computer hooked to TV for whole group or place students in small groups at computer with an adult. Go on: Gamequarium.com Click games and activities Click language arts box Click sentence structure Good games: p.1 penguins on ice p. 2 silly sentences does it make sense p. 3 make a sentence p. 4 the sentences 1 Homework: page 87	Higher: Unscramble sentences on note cards. Each paper clipped set of cards in the envelope makes a sentence). Write sentences on paper. Page 43 worksheet Lower: Use the sentence colored magnets in the container to make sentences on a magnetic surface. Practice saying the sentence or using your AAC device to make the sentence.
Materials	Verb note cards Page 31 Scissors glue	Board Note cards with who, did what, where Page 81	Sight word match game Build a word cards	Computer with internet	Page 43 Note cards with sentences Sentence magnets/magnetic surface
Evaluation	Teacher observation	Teacher observation	Teacher observation	Teacher observation	Teacher observation

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Lesson Plans

Wednesday 2/11

Speech: 12:00-E, S 1:10-K 10:30-Sa, B
 8:50-9:15 Students Arrive - All students need to hang up coats and bags in lockers, turn in homework & papers from home. Students are to go to recess once finished.
 9:15-9:30 Recess - All students with Paraprofessionals.
 9:30-11:15 Guided Reading -groups co-taught w/1st *20 minutes each group then rotate
 10:10 (Sa, B, S, M) w/Mrs. Stutzman for phonics in the computer lab Content: K, 4-8 1, 1-9 2, 3-8 3, 2-5 Phonics, Wd. Recog. and Vocab. Phonemic Awareness & Wd. Recognition (Gr. 3-4)
 Group 1: 9:30 Text: level D. Content: Txt. patterns, picture cues, new vocab. Gr.1 Strand 2-G 1-F
 Group 2: 9:50 Text: level G Content: Txt patterns. New vocab. Gr.1-Strand 1-E
 Group 3: 10:10 Text: level I Content: Word Endings, text patterns, new vocab. Gr.1 Strand 2-G A
 During Guided Reading Ms. Ott leads morning meeting.
 9:30-10:30 Meeting/Student Calendars - Content: Geography (Gr 5 #2b) Review states and capitals. Learn/sing one US song. schedule/time, weather/temp., menu, calendar, money, daily shared literature, state map. Students update personal calendars using MJ pics. to document coming events.
 11:15-11:30 Recess - All students with Paraprofessionals.
 11:30-12:00 Lunch - (S, M, L, E, B, Sa) with Mrs. Stutzman. Restroom, wash hands/glasses.
 K-Eats in the cafeteria w/Mrs. Ott
 12:00-12:30 Silent Reading - 15 mins. then re-select books Students use check charts to cover a variety of texts. (magazines, newspapers, catalogs, student written books, taped text)
 12:30-1:10 Music w/1A - All students with Paraprofessionals
 1:00-2:00 Reading/Social Studies Workshop - Content: History Gr.6(1.2) People Gr.6(1) Geography Gr.6(8) Economics Gr.6(2) Government Gr. 6(1,3,4) Citizen Gr.6(1,2) Skills Gr. 6(all) Working together w/3rd grade introduce, read aloud and discuss a small section of text in THE BIG LIE. Write poetry in response to reading. Students complete range of emotion graph for chapters read.
 2:00-2:15 Recess w/third grade - All students w/Paraprofessionals. K - goes in stander
 2:15-2:45 Math - Direct instruction/Guided Practice w/1st grade - Content: Number Sense and Operations (Gr.3 B, D, Gr.4 B, G, C and Gr.5 C) Money: Begin guided math groups.
 3:05 Dismissal - K - Leaves for the bus 3:10-(S, B) Leave for early shuttle bus 3:15-(E, M, L)

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Lessons Learned

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Advice for Beginners

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Is Staff Development Needed in Your District/Building?

- Environmental Supports
- Curriculum Access
- Assistive Technology
- Related Services
- Assessment Types
- Co-Teaching
- Team Planning
- Differentiating Instruction
- Tiered Planning
- Instructional Materials

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Please feel free to contact me:



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S. Benson, OCALICON 11/14