|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher : Cathleen Lanik, Allie Slucter, Brittany Brown, Rebekah Brown, John Ruch** | | | **Date: 09.4.17-09.29.17** | | **Grade:**  **9-12** | | **Content Area: Language Arts**  **Grammar** | | | |
| **Objective/Essential Question:**  -Students will use language to achieve desired meaning when writing or communication**.**  -Students will demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.  -Students will demonstrate understanding of capitalization, end punctuation, and spelling when writing.  -Students will demonstrate understandings ofStandard English grammar and usage when communication.   * **Physical Skills:**Fine Motor, Large Motor * **Cognitive Skills:** Recalling basic information from the story and answering WH questions. Sequencing events. Locating the nouns, verbs, and various, punctuation marks. Identifying vocabulary from the lesson. Hypothesizing what the lesson might be about by looking at pictures and listening to the title. Writing journal entries using pictures to assist. * **Social Skills (learning teams):** Collaborating in teams during small group activities built into the lesson. Completing group projects/ worksheets. Turn taking. Listening. | | | | | | | | | **Plan for Differentiation:**  **Using Bloom’s Revised Taxonomy**  http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg | |
| **Curriculum Standard**  L.1-Understand conventions of Standard English  L.2- Understand knowledge of language  L.3-Understand vocabulary acquisition and use | | **Technology**  Smart board  AAC devices  Boardmaker symbols | | | | | | | **21st Century Skills**  Students will actively participate in the lesson by using the Smartboard and utilizing their AAC devices. | |
| **Materials**  Worksheets  Smartboard lessons  AAC devices  Data Sheets  Picture cards | | **Vocabulary (Literacy)**  Noun, person, place, thing, verb, action verb, punctuation, period, comma, exclamation mark, question mark | | | | | | |
| **Lesson Procedures** | | | | | | | | | | |
| **Review**(Links to Prior Knowledge, Anticipatory Set)**:**  Students will listen to a couple different clips of songs that pertain to nouns, verbs, and punctuation. The students will review what a noun and verb is and will review how punctuation pertains to sentences. The students will review how we already use grammar and punctuation without realizing. | | | | | | | | | | |
| **What the teacher will do:**  The teacher will show a video from another country and then they will compare and contrast differences of nouns, verbs, and uses of punctuation in other countries for the diversity piece. Students will have the opportunity to *Understand Connections*. Students will determine the purpose for reading, by making a choice, teacher will record choices within the SMARTboard lesson, and will return to the recorded page when wrapping up the lesson. Students will read over the *Steps to Testing an Idea*. Teacher will explain the topic for the week and show short video clips. Teacher will explain the topic for the week in detail and have students interact with the topic. The class will work together (whole group) on the topic for the week before breaking into small groups (teams). Prior to breaking into teams the teacher will explain the *Steps to Critical Problem Solving Skills* and how to use them in the lesson. Teacher will review the *Steps to Synthesizing Knowledge* with the students. Teacher will review what an opinion is and then give each student the opportunity to give their opinion about the lesson. Teacher will review the *Steps to Synthesizing Knowledge* with the students. Teacher will have students break into groups and allow students to fill out their graphic organizer about the current topic.  Week 1: Students will learn about **nouns**.    Week 2: Students will learn about **verbs**.  Week 3: Students will learn about **punctuation**.  Week 4: Students will learn about **sentences**.  **What the teacher assistants will do:**  Teacher assistants will assist students in assessing the materials used in the lesson and be attentive to any behavioral or disruptive concerns. They will also take data when needed. | | | | | | | | | | |
| **Guided/Independent Practice**  Teacher will give each student the opportunity to answer comprehension questions. Teacher will have students break into groups and allow students to fill out their graphic organizer about the current topic. | | | | | | | | | | |
| **Assessment/Check for Understanding**  The students will be assessed on individual IEP goals and objectives and/or on their ability to correctly identify comprehension questions and complete activities. | | | | | | | | | | |
| **Closure/Summary**  Teacher will review what an opinion is and then give each student the opportunity to give their opinion about the lesson. Teacher will also review the recorded reading for a purpose page (tally marks) to see if student predictions were correct. | | | | | | | | | | |
|  | | | | | | | | | | |
| **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?** | | | | | | | | | |
|  |  | | | | | | | | | |