**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

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| **Instructor’s name:**  **Shain, Gotcher, Bryant** | **Course/Grade:**  **Assistive Reading/Math** |
| **Week of:**  **Aug. 17 - 21** | **Unit Name:**  **Introduction to course, expectations, assessment/placement; intro to Freak the Mighty, Multiplication tables mastery chart** |

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| ***(1A)\**Essential Question(s):**  **What are the goals of this class?** | ***(1A/1B)* Connections (prior/future learning):**  **Build upon prior knowledge and create new foundational skills in areas of reading, language arts, and basic math skills** |
| ***(1A)* Common Core/State Standards:**  [CCSS.ELA-LITERACY.RL.8.4](http://www.corestandards.org/ELA-Literacy/RL/8/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  [CCSS.ELA-LITERACY.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/2/) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  [CCSS.ELA-LITERACY.CCRA.L.1](http://www.corestandards.org/ELA-Literacy/CCRA/L/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL and math.**  **All accommodations and modifications indicated in student IEPs will be followed. Any needs of ELL and math students (modification of assignment length, modification of assignment complexity, modification of source reading, etc.) will be implemented. Each student will be placed in appropriately modified groups.** | ***(1D)* Resources/Materials:**  IEP’s, Accommodations, Assessment materials (Wilson, Jerry Johns, writing samples), flashcards, Freak the Mighty novel |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand? Individual work, peer-tutoring, reteaching, whole and small group instruction**  **Daily: Cold call, peer-interview for understanding, student journals, whole group share-outs, vocabulary words**  **This Week: Assessment, expectations, procedures, team building, vocabulary word wall for FTM** | |

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| MONDAY  ***(1C)* Learning Target: I will formulate my understanding of two vocabulary words in the form of one of the Activity Choices: flashcards, charades, 4-square, word wall cards**  ***(1C)* Do Now: Expectations questions on whiteboard – record in Do Now book.** | (***1F)*Embedded Formative Assessment: Share-out peer interview responses; Team-building participation**  ***(1B)*Closing Activity: Use a vocab word in an oral sentence with a peer** |
| TUESDAY  ***(1C)* Learning Target: I will formulate my understanding of two vocabulary words in the form of one of the Activity Choices: flashcards, charades, 4-square, word wall cards**  **I will make my own flashcards that will help me master the multiplication tables through 12.**  **ASSESSMENT**  ***(1C)* Do Now: Timed times-tables quiz: over 2’s – 12’s** | (***1F)*Embedded Formative Assessment: Student multiplication flashcards.**  ***(1B)*Closing Activity: Cold call math facts. Play “Queen/King for the Day”** |
| WEDNESDAY  ***(1C)* Learning Target: I will formulate my understanding of two vocabulary words in the form of one of the Activity Choices: flashcards, charades, 4-square, word wall cards**  **ASSESSMENT**  ***(1C)* Do Now: Why do I need good critical thinking skills?** | (***1F)*Embedded Formative Assessment: I understand the critical thinking article. I will complete the questions over it and share answers with my tablemates.**  ***(1B)*Closing Activity: I will orally use a vocabulary word in a sentence and share it with a peer.** |
| THURSDAY  ***(1C)* Learning Target: I will formulate my understanding of two vocabulary words in the form of one of the Activity Choices: flashcards, charades, 4-square, word wall cards**  **I understand two digit multiplication. I will solve given problems.**  **ASSESSMENT**  ***(1C)* Do Now: Timed: 3’s** | (***1F)*Embedded Formative Assessment: On dry erase boards, hold up answers to random 2’s facts.**  ***(1B)*Closing Activity: I will orally use a vocabulary word in a sentence and share it with a peer.** |
| FRIDAY  ***(1C)* Learning Target: I will formulate my understanding of two vocabulary words in the form of one of the Activity Choices: flashcards, charades, 4-square**  ***(1C)* Do Now: Describe your feelings about this week.** | (***1F)*Embedded Formative Assessment: Body paragraph about Organization.**  ***(1B)*Closing Activity: I will orally use a vocabulary word in a sentence and share it with a peer.** |

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| \*Refers to NMTEACH Rubric:  1A-Demonstrating knowledge of content  1B-Designing coherent instruction  1C-Setting Instructional outcomes  1D-Demonstrating knowledge of resources  1E-Demonstrating knowledge of students  1F-Designing student assessment | Formative Assessment includes, but is not limited to:  Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment. |