

Mount St. Joseph University Lesson Planning Instructional Template

What other special features of my school or classroom will affect the teaching of this lesson?

Alaina is in an inclusionary classroom with co-teaching. Because of this, it allows minimal resource room instruction that is only provided once per week. This provides her with support so they can grow in their general education classroom. Other factors include, how quickly the students will finish the reading texts and comprehension questions. If she finishes early I have a couple more assignments she can do to further her knowledge on Area. I will be teaching a lesson before I work with Alaina, this could effect how quickly I am able to work with her if the other students take longer than I have anticipated.

INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS

Total students__3__			Males__2__			Females__1__		
Diverse Student Needs Category		Number of Students	Accommodations and/or pertinent IEP Objectives					
Students with IEPs		3	Aligning reading to fit Alaina’s learning needs and to fit the reading level she is currently at. This is the same thing for the math portion.The math will be alternated as well to fit her learning needs. Minimal resource room instruction is provided once a week. This helps support student growth in the general education classroom, not stand in place of it.					
English Language Learners								
Gifted								
504								
Other special needs								

PLANNING FOR INSTRUCTION AND ASSESSMENT

INSTRUCTION	
Central Focus: Reading Comprehension, Area in Geometric figures	

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College and Career-Ready Content Standards

7.G.B.5 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

RL.7.1 Key Ideas and Details

SL.7.2 Comprehension and Collaboration

Objectives

Alaina will be able to read and comprehend modified text (2nd grade) this will be shown by answering comprehension questions 80% independently and 90%-100% with one corrective prompt.

with modifications, Alaina will also be able to understand the Area of a geometric figure and also how to find the Area of a geometric figure.

Academic Language Objectives

RL.8.10 by the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently proficiently.

I'm assuming that objective stays the same? I'm not sure on the math standard yet, still working on it.

Prior Learning/Prior Thinking

Prior work with literal comprehension, character development, theme identification, and text citation to support a claim.

For math, the prior thinking would be to understand geometric figures in order to find the unknown measurement.???

"When Will We Have Flying Cars? ." *ReadWorks*, www.readworks.org/article/When-Will-We-Have-Flying-Cars/f3a39564-73e4-46be-a42e-5224d12427fd#!articleTab:content/.

Example math problems

ASSESSMENT

Before the lesson

Math- Oral question

Reading- Predict what the story is about

During the lesson

Math- example problems

Reading- comprehension questions

At the end of the lesson

Math- ixl Math progress

Reading- Retell of the reading text

LESSON IMPLEMENTATION

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Anticipatory Set/Elicit Prior Knowledge

Alaina has been doing different ReadWorks texts, I will continue pulling texts from that source for her to practice on the problem areas she struggles with.

For math, Alaina has recently learned Perimeter and the attributes of 2D figures. This math lesson is building off of that by introducing area.

Focus/Purpose Statement

The purpose of this lesson is to expand and improve Alaina's overall reading comprehension, phonic skill set and expand her vocabulary.

The main purpose for math is to build on her knowledge of perimeters and be able to find an area to increase her skill set to build up to more difficult problems.

Procedures

Alaina along with two other students (Alex and TJ), will be pulled out of the general education classroom. You will go to the next classroom, tap Alaina, Alex and TJ on the shoulder, ask them to grab a chrome book and come next door. Once the students come next door assign their seating. Alex and TJ will be at table 3 and Alaina will be at table 2. Once the students are seated, allow them to finish filling out their checklist before moving on. Then walk to Alaina and hand her a note card with ixl assignments to work on while you go and teach Alex and TJ. After you finish your lesson with Alex and TJ and they begin their independent work, walk over and begin to teach Alaina. Ask her to close her laptop and explain that it is time for the reading portion of her lesson. Hand her the reading text and explain that this is just going to be like every other reading lesson she has had with Mrs. Taylor. Read the title, "When Will We Have Flying Cars", out loud. Once you have read the title out loud, ask Alaina if she has any ideas on what the article is going to be about. Listen to her response and then respond to her accordingly. Then give her the instruction of reading the text out loud to you. As she is reading you are reading along with your own copy marking words she misses or has trouble reading. After Alaina has read the whole article out loud, you then are going to go through the comprehension questions. You will read each question and all the answer choices. Then Alaina will work on answering the comprehension questions independently as you go and check in on Alex and TJ. Once Alaina is finished go back over and review her answers, correct and review as you go. After you review all of the questions, have Alaina give a verbal retell of the reading passage. Then from there transition into the math lesson. Have her pull out a blank sheet of paper for notes. Once she is ready, ask her if she knows what "area" means. Wait for her response and proceed from there. Then define Area. Area is the space occupied by a surface or a flat-shape. Model this on the whiteboard so she can follow along with note taking. Once she has that written down explain how to find the area. Area is found by multiplying two dimensions, length and width. Also model this on the whiteboard so she can follow along with note taking. Ask her if that makes sense, then define in further detail according to her response. Then draw an example of a rectangle on the board with smaller boxes on the inside and ask her if she has any idea how to find the area. Then show her all you do is simply count the boxes on the inside to find the area. For example, if the rectangle is 6 boxes across and 3 boxes down. Show that she can solve this in two ways. Either counting the boxes in the rectangle or, simply doing 6×3 gives you the answer which would be 18. Then give a few more examples similar to this one so she can understand the concept. Then have her begin her ixl assignments which will be on a different note card you will hand to her at the end of the lesson. Have her keep working for the remainder of the block and encourage her to work on it at home if she does not finish. End the block 5-8 minutes early in order for the students have enough time to restore the classroom.

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Differentiation

All of Alaina's work is differentiated from the general education work. It is used as a scaffold to work along with the IEP goals and objectives to address remediation needs and to assist students in developing skills for better access in the general education curriculum.

Closure

To conclude, these two mini lessons are to help Alaina's reading and math skills to progress towards her grade level material.

Reflection on lesson

This lesson did not go as planned. I thought it took me too long to transition to Alaina but Alex and TJ were not really picking up on the concept. I only got through the reading portion with Alaina, if that continues she could fall more behind in math. If I were teaching the next day I would go over the lesson again with Alex and TJ. But I would move on to the math lesson Alaina and I did not get to. In the future I need to make sure I am fully prepared and I also need to work on managing my time more effectively.