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| **Grade Level** Reading/ ELA / S. Studies 6th, 7th, 8th | | **Teacher/Room:** Gulledge  **Week of:** 05-08-17 to 05-12-17 | | | |
| **Unit Vocabulary: Word Recognition Lists/ high-frequency words within Unit reading material** | | | | | |
| **Instructional Strategies Used:** Use short and simple sentences to ensure understanding, repeat instructions or directions frequently, Ask student if further clarification is necessary. ([**http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability\_Strategies.html**](http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Strategies.html) | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **GSE/GPS Standard(s)**:  ELAGSE6.L.4 ELAGSE6.L.5 ELAGSE7.L.4 ELAGSE7.L.5 ELAGSE8.L.4 ELAGSE8.L.5 ELAGSE6.RL.1,2,3,4,6,7,9 ELAGSE6.RI.1,2,3,4,5,6,7,8,9 ELAGSE6.SL.1,2,3,4,5,6 ELAGSE7.RL.1,2,3,4,6,7,9 ELAGSE7.RI.1,2,3,4,5,6,7,8,9 ELAGSE7.SL.1,2,3,4,5,6 ELAGSE8.RL.1,2,3,4,6,7,9 ELAGSE8.RI.1,2,3,4,5,6,7,8,9 ELAGSE8.SL.1,2,3,4,5,6 ELAGSE6.L.4 ELAGSE6.L.5 ELAGSE7.L.4 ELAGSE7.L.5 ELAGSE8.L.4 ELAGSE8.L.5 ELAGSE.6.W.2 ELAGSE.7.W.2 ELAGSE.8.W.2 ELAGSE.6.SL.1 ELAGSE.7.SL.1 ELAGSE.8.SL.1 MGSE.6.EE.4 MGSE.7.EE.4 MGSE.8.EE.4 ELAGSE6.W.5 ELAGSE7.W.5 ELAGSE8.W.5 | **GSE/GPS Standard(s)**:  ELAGSE6.L.4 ELAGSE6.L.5 ELAGSE7.L.4 ELAGSE7.L.5 ELAGSE8.L.4 ELAGSE8.L.5 ELAGSE6.RL.1,2,3,4,6,7,9 ELAGSE6.RI.1,2,3,4,5,6,7,8,9 ELAGSE6.SL.1,2,3,4,5,6 ELAGSE7.RL.1,2,3,4,6,7,9 ELAGSE7.RI.1,2,3,4,5,6,7,8,9 ELAGSE7.SL.1,2,3,4,5,6 ELAGSE8.RL.1,2,3,4,6,7,9 ELAGSE8.RI.1,2,3,4,5,6,7,8,9 ELAGSE8.SL.1,2,3,4,5,6 ELAGSE6.L.4 ELAGSE6.L.5 ELAGSE7.L.4 ELAGSE7.L.5 ELAGSE8.L.4 ELAGSE8.L.5 ELAGSE.6.W.2 ELAGSE.7.W.2 ELAGSE.8.W.2 ELAGSE.6.SL.1 ELAGSE.7.SL.1 ELAGSE.8.SL.1 MGSE.6.EE.4 MGSE.7.EE.4 MGSE.8.EE.4 ELAGSE6.W.5 ELAGSE7.W.5 ELAGSE8.W.5 | | **GSE/GPS Standard(s)**:  ELAGSE6.L.4 ELAGSE6.L.5 ELAGSE7.L.4 ELAGSE7.L.5 ELAGSE8.L.4 ELAGSE8.L.5 ELAGSE6.RL.1,2,3,4,6,7,9 ELAGSE6.RI.1,2,3,4,5,6,7,8,9 ELAGSE6.SL.1,2,3,4,5,6 ELAGSE7.RL.1,2,3,4,6,7,9 ELAGSE7.RI.1,2,3,4,5,6,7,8,9 ELAGSE7.SL.1,2,3,4,5,6 ELAGSE8.RL.1,2,3,4,6,7,9 ELAGSE8.RI.1,2,3,4,5,6,7,8,9 ELAGSE8.SL.1,2,3,4,5,6 ELAGSE6.L.4 ELAGSE6.L.5 ELAGSE7.L.4 ELAGSE7.L.5 ELAGSE8.L.4 ELAGSE8.L.5 ELAGSE.6.W.2 ELAGSE.7.W.2 ELAGSE.8.W.2 ELAGSE.6.SL.1 ELAGSE.7.SL.1 ELAGSE.8.SL.1 MGSE.6.EE.4 MGSE.7.EE.4 MGSE.8.EE.4 ELAGSE6.W.5 ELAGSE7.W.5 ELAGSE8.W.5 | **GSE/GPS Standard(s)**:  ELAGSE6.L.4 ELAGSE6.L.5 ELAGSE7.L.4 ELAGSE7.L.5 ELAGSE8.L.4 ELAGSE8.L.5 ELAGSE6.RL.1,2,3,4,6,7,9 ELAGSE6.RI.1,2,3,4,5,6,7,8,9 ELAGSE6.SL.1,2,3,4,5,6 ELAGSE7.RL.1,2,3,4,6,7,9 ELAGSE7.RI.1,2,3,4,5,6,7,8,9 ELAGSE7.SL.1,2,3,4,5,6 ELAGSE8.RL.1,2,3,4,6,7,9 ELAGSE8.RI.1,2,3,4,5,6,7,8,9 ELAGSE8.SL.1,2,3,4,5,6 ELAGSE6.L.4 ELAGSE6.L.5 ELAGSE7.L.4 ELAGSE7.L.5 ELAGSE8.L.4 ELAGSE8.L.5 ELAGSE.6.W.2 ELAGSE.7.W.2 ELAGSE.8.W.2 ELAGSE.6.SL.1 ELAGSE.7.SL.1 ELAGSE.8.SL.1 MGSE.6.EE.4 MGSE.7.EE.4 MGSE.8.EE.4 ELAGSE6.W.5 ELAGSE7.W.5 ELAGSE8.W.5 | **GSE/GPS Standard(s)**:  ELAGSE6.L.4 ELAGSE6.L.5 ELAGSE7.L.4 ELAGSE7.L.5 ELAGSE8.L.4 ELAGSE8.L.5 ELAGSE6.RL.1,2,3,4,6,7,9 ELAGSE6.RI.1,2,3,4,5,6,7,8,9 ELAGSE6.SL.1,2,3,4,5,6 ELAGSE7.RL.1,2,3,4,6,7,9 ELAGSE7.RI.1,2,3,4,5,6,7,8,9 ELAGSE7.SL.1,2,3,4,5,6 ELAGSE8.RL.1,2,3,4,6,7,9 ELAGSE8.RI.1,2,3,4,5,6,7,8,9 ELAGSE8.SL.1,2,3,4,5,6 ELAGSE6.L.4 ELAGSE6.L.5 ELAGSE7.L.4 ELAGSE7.L.5 ELAGSE8.L.4 ELAGSE8.L.5 ELAGSE.6.W.2 ELAGSE.7.W.2 ELAGSE.8.W.2 ELAGSE.6.SL.1 ELAGSE.7.SL.1 ELAGSE.8.SL.1 MGSE.6.EE.4 MGSE.7.EE.4 MGSE.8.EE.4 ELAGSE6.W.5 ELAGSE7.W.5 ELAGSE8.W.5 |
| **EQ Question:**  I will remember a problem Julie has. | **EQ Question:**  I will remember a problem Julie has. | | **EQ Question:**  I will remember what Julie does to help her start saving money. | **EQ Question:**  I will remember what Julie does to help her start saving money. | **EQ Question:**  I will remember what Julie fixes. |
| **Mini Lesson:**  Afternoon Meeting   Job completion, money  calculation, review of  Math/ELA/Journal writing/ Editing/ Book Report (Lesson 16, 17, 18, 19 & 30)and/or hands-on activities to for students to complete  Lesson 13, Activity : Read Aloud  Lesson 14, Activity 1: Answer Questions  **Activating Strategies:**  **Resource/Materials:**  Leveled Book: ULS – April – I can Earn Money - Instructional Guides: Word Study | **Mini Lesson:**  Afternoon Meeting   Job completion, money  calculation, review of  Math/ELA/Journal writing/ Editing/ Book Report (Lesson 16, 17, 18, 19 & 30)and/or hands-on activities to for students to complete   Complete Weekly Data Collection  Vocabulary Review  Unit Review  **Activating Strategies:**  **Resource/Materials:**  Leveled Book: ULS – April – I can Earn Money - Instructional Guides: Word Study | | **Mini Lesson:**  Afternoon Meeting   Job completion, money  calculation, review of   Math/ELA/Journal writing/ Editing/ Topic Paragraph/ Book Report (Lesson 16, 17, 18, 19 & 30) and/or hands-on  activities to for students to complete  Vocabulary Assessment - April  Post-Assessment - April  **Activating Strategies:**  **Resource/Materials:**  Leveled Book: ULS – April – I can Earn Money - Instructional Guides: Word Study | **Mini Lesson:**  Afternoon Meeting   Job completion, money  calculation, review of   Math/ELA/Journal writing/ Editing/ Topic Paragraph/ Book Report (Lesson 16, 17, 18, 19 & 30) and/or hands-on  activities to for students to complete  Post-Assessment - April  Pre-Assessment - May  **Activating Strategies:**  **Resource/Materials:** Leveled Book: ULS – April – I can Earn Money - Instructional Guides: Word Study | **Mini Lesson:**  Afternoon Meeting   Job completion, money  calculation, review of   Math/ELA/Journal writing/ Editing/ Topic Paragraph/ Book Report (Lesson 16, 17, 18, 19 & 30) and/or hands-on  activities to for students to complete  Pre-Assessment - May  Harry Potter – Author – J. K. Rowling  **Activating Strategies:**  **Resource/Materials**:  Leveled Book: ULS – April – I can Earn Money - Instructional Guides: Word Study |
| **Differentiation:**  *Content/Process/Product: Leveled materials, scaffolding, visual cue, read aloud*  *Grouping Strategy: Small Group, One-to-one as needed*  *Assessment: Leveled reading material as needed* | **Differentiation:**  *Content/Process/Product: Leveled materials, scaffolding, visual cue, read aloud*  *Grouping Strategy: Small Group, One-to-one as needed*  *Assessment: Leveled reading material as needed* | | **Differentiation:**  *Content/Process/Product: Leveled materials, scaffolding, visual cue, read aloud*  *Grouping Strategy: Small Group, One-to-one as needed*  *Assessment: Leveled reading material as needed* | **Differentiation:**  *Content/Process/Product: Leveled materials, scaffolding, visual cue, read aloud*  *Grouping Strategy: Small Group, One-to-one as needed*  *Assessment: Leveled reading material as needed* | **Differentiation:**  *Content/Process/Product: Leveled materials, scaffolding, visual cue, read aloud*  *Grouping Strategy: Small Group, One-to-one as needed*  *Assessment: Leveled reading material as needed* |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative: Observation, Oral Question/Answer, Discussion, Choral Response*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Observation, Oral Question/Answer, Discussion, Choral Response*  *Summative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Observation, Oral Question/Answer, Discussion, Choral Response*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Observation, Oral Question/Answer, Discussion, Choral Response*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |

Resources and Reflective Notes:

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| **Grade Level** Math – 6th, 7th, 8th | | **Teacher/Room**: Gulledge Week of: 05-08-17 to 05-12-17 | | | |
| **Unit Vocabulary: Word Recognition Lists/ high-frequency words within Unit math material** | | | | | |
| **Instructional Strategies Used:** Use short and simple sentences to ensure understanding, repeat instructions or directions frequently, Ask student if further clarification is necessary. ([**http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability\_Strategies.html**](http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Strategies.html) | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **GSE/GPS Standard(s)**:  MGSE.6.EE.4 MGSE.7.EE.4 MGSE.8.EE.4 | **GSE/GPS Standard(s)**:  MGSE.6.EE.4 MGSE.7.EE.4 MGSE.8.EE.4 | | **GSE/GPS Standard(s)**:  MGSE.6.RP.2 MGSE.7.RP.2 | **GSE/GPS Standard(s)**:  MGSE.6.EE.4 MGSE.7.EE.4 MGSE.8.EE.4 | **GSE/GPS Standard(s)**:  MGSE.6.EE.4 MGSE.7.EE.4 MGSE.8.EE.4 |
| **EQ Question:**  I will solve math problems. | **EQ Question:**  I will solve math problems. | | **EQ Question:**  I will tell time. | **EQ Question:**  I will solve math problems. | **EQ Question:**  I will solve math problems. |
| **Mini Lesson:**   Numbers and Computation, Lesson 19  Math Centers Rotation (IXL)  **Activating Strategies:**  **Resource/Materials:**  UL Program | **Mini Lesson:**   Lesson 20 – Measure It! - Chocolate Chip Pancakes  Math Centers Rotation (IXL)   Complete Weekly Data Collection  **Activating Strategies:**  **Resource/Materials:**  UL Program | | **Mini Lesson:**   Schedules and Times, Lesson 23  Math Centers Rotation (IXL)  **Activating Strategies:**  **Resource/Materials:**  UL Program | **Mini Lesson:**  Post-Assessment - April  Pre-Assessment - May  Classroom Store: Money  Math Centers Rotation (IXL)  **Activating Strategies:**  **Resource/Materials:**  UL Program | **Mini Lesson:**  Post-Assessment - April  Pre-Assessment - May   Numbers and Computation, Lesson 19  Math Centers Rotation (IXL)  **Activating Strategies:**  **Resource/Materials:**  UL Program |
| **Differentiation:**  *Content/Process/Product: Use leveled readers to refer to story*  *Grouping Strategy: Small group*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: Small group/Whole Group*  *Assessment:* | | **Differentiation:**  *Content/Process/Product: Use leveled readers to refer to story*  *Grouping Strategy: Small group*  *Assessment:* | **Differentiation:**  *Content/Process/Product: Use leveled readers to refer to story*  *Grouping Strategy: Small group/whole group*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative: Observation, Oral Question/Answer, Discussion, Choral Response*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Observation, Oral Question/Answer, Discussion, Choral Response*  *Summative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Observation, Oral Question/Answer, Discussion, Choral Response*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Observation, Oral Question/Answer, Discussion, Choral Response*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |

Resources and Reflective Notes:

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| **Grade Level** Science – 6th, 7th, 8th | | **Teacher/Room**: Gulledge Week of: 05-08-17 to 05-23-17 | | | |
| **Unit Vocabulary:** *High-frequency words within Unit/Lesson material* | | | | | |
| **Instructional Strategies Used:** *Model, visual aids, provide immediate feedback, “hands-on”, provide manipulatives,*  *(*[*http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability\_Strategies.html*](http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Strategies.html)*)* | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **GSE/GPS Standard(s)**:  SS8E4a,b,c  SS8E5 | **GSE/GPS Standard(s)**:  SS8E4a,b,c  SS8E5 | | **GSE/GPS Standard(s)**:  SS8E4a,b,c  SS8E5 | **GSE/GPS Standard(s)**:  SS8E4a,b,c  SS8E5 | **Special Olympics**  **GSE/GPS Standard(s)**:  SS8E4a,b,c  SS8E5 |
| **EQ Question:** I will tell one thing about why a budget is important. | **EQ Question:**  I will tell one thing about why I need a budget. | | **EQ Question:**  I will make a budget. | **EQ Question:**  I will make a budget. | **EQ Question:**  I will compare my budget with others. |
| **Mini Lesson:**  Class Discussion – Why people make and use budgets. Introduce class activity of making a budget.  **Activating Strategies:**  **Resource/Materials:**  UL Program | **Mini Lesson:**  Class Discussion – Why Do I Need a Budget?  Weekly Data Collection  **Activating Strategies:**  **Resource/Materials:**  UL Program | | **Mini Lesson:**  Class Activity – Making a household budget.  **Activating Strategies:**  **Resource/Materials:**  UL Program | **Mini Lesson:**   Class Activity – Making a household budget.  **Activating Strategies:**  **Resource/Materials:**  UL Program | **Mini Lesson:**  Class Activity – Comparing a budget with others and discuss why it may be different.  **Activating Strategies:**  **Resource/Materials:**  UL Program |
| **Differentiation:**  *Content/Process/Product:*  *Leveled Reading Material: Unique Learning, Scaffolding, Visual Cues, Read Aloud*  *Grouping Strategy: Whole Group and Individual*  *Assessment: Observation, Oral Question/Answer, Discussion, Choral Response* | **Differentiation:**  *Content/Process/Product:*  *Leveled Reading Material: Unique Learning, Scaffolding, Visual Cues, Read Aloud*  *Grouping Strategy: Whole Group and Individual*  *Assessment: Observation, Oral Question/Answer, Discussion, Choral Response* | | **Differentiation:**  *Content/Process/Product:*  *Leveled Reading Material: Unique Learning, Scaffolding, Visual Cues, Read Aloud*  *Grouping Strategy: Whole Group and Individual*  *Assessment: Observation, Oral Question/Answer, Discussion, Choral Response* | **Differentiation:**  *Content/Process/Product:*  *Leveled Reading Material: Unique Learning, Scaffolding, Visual Cues, Read Aloud*  *Grouping Strategy: Whole Group and Individual*  *Assessment: Observation, Oral Question/Answer, Discussion, Choral Response* | **Differentiation:**  *Content/Process/Product:*  *Leveled Reading Material: Unique Learning, Scaffolding, Visual Cues, Read Aloud*  *Grouping Strategy: Whole Group and Individual*  *Assessment: Observation, Oral Question/Answer, Discussion, Choral Response* |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |

Resources and Reflective Notes: