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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.4ELAGSE6.L.5ELAGSE7.L.4ELAGSE7.L.5ELAGSE8.L.4ELAGSE8.L.5ELAGSE6.RL.1,2,3,4,6,7,9ELAGSE6.RI.1,2,3,4,5,6,7,8,9ELAGSE6.SL.1,2,3,4,5,6ELAGSE7.RL.1,2,3,4,6,7,9ELAGSE7.RI.1,2,3,4,5,6,7,8,9ELAGSE7.SL.1,2,3,4,5,6ELAGSE8.RL.1,2,3,4,6,7,9ELAGSE8.RI.1,2,3,4,5,6,7,8,9ELAGSE8.SL.1,2,3,4,5,6ELAGSE6.L.4ELAGSE6.L.5ELAGSE7.L.4ELAGSE7.L.5ELAGSE8.L.4ELAGSE8.L.5ELAGSE.6.W.2ELAGSE.7.W.2ELAGSE.8.W.2ELAGSE.6.SL.1ELAGSE.7.SL.1ELAGSE.8.SL.1MGSE.6.EE.4MGSE.7.EE.4MGSE.8.EE.4ELAGSE6.W.5ELAGSE7.W.5ELAGSE8.W.5 | **GSE/GPS Standard(s)**:ELAGSE6.L.4ELAGSE6.L.5ELAGSE7.L.4ELAGSE7.L.5ELAGSE8.L.4ELAGSE8.L.5ELAGSE6.RL.1,2,3,4,6,7,9ELAGSE6.RI.1,2,3,4,5,6,7,8,9ELAGSE6.SL.1,2,3,4,5,6ELAGSE7.RL.1,2,3,4,6,7,9ELAGSE7.RI.1,2,3,4,5,6,7,8,9ELAGSE7.SL.1,2,3,4,5,6ELAGSE8.RL.1,2,3,4,6,7,9ELAGSE8.RI.1,2,3,4,5,6,7,8,9ELAGSE8.SL.1,2,3,4,5,6ELAGSE6.L.4ELAGSE6.L.5ELAGSE7.L.4ELAGSE7.L.5ELAGSE8.L.4ELAGSE8.L.5ELAGSE.6.W.2ELAGSE.7.W.2ELAGSE.8.W.2ELAGSE.6.SL.1ELAGSE.7.SL.1ELAGSE.8.SL.1MGSE.6.EE.4MGSE.7.EE.4MGSE.8.EE.4ELAGSE6.W.5ELAGSE7.W.5ELAGSE8.W.5 | **GSE/GPS Standard(s)**: ELAGSE6.L.4ELAGSE6.L.5ELAGSE7.L.4ELAGSE7.L.5ELAGSE8.L.4ELAGSE8.L.5ELAGSE6.RL.1,2,3,4,6,7,9ELAGSE6.RI.1,2,3,4,5,6,7,8,9ELAGSE6.SL.1,2,3,4,5,6ELAGSE7.RL.1,2,3,4,6,7,9ELAGSE7.RI.1,2,3,4,5,6,7,8,9ELAGSE7.SL.1,2,3,4,5,6ELAGSE8.RL.1,2,3,4,6,7,9ELAGSE8.RI.1,2,3,4,5,6,7,8,9ELAGSE8.SL.1,2,3,4,5,6ELAGSE6.L.4ELAGSE6.L.5ELAGSE7.L.4ELAGSE7.L.5ELAGSE8.L.4ELAGSE8.L.5ELAGSE.6.W.2ELAGSE.7.W.2ELAGSE.8.W.2ELAGSE.6.SL.1ELAGSE.7.SL.1ELAGSE.8.SL.1MGSE.6.EE.4MGSE.7.EE.4MGSE.8.EE.4ELAGSE6.W.5ELAGSE7.W.5ELAGSE8.W.5 | **GSE/GPS Standard(s)**: ELAGSE6.L.4ELAGSE6.L.5ELAGSE7.L.4ELAGSE7.L.5ELAGSE8.L.4ELAGSE8.L.5ELAGSE6.RL.1,2,3,4,6,7,9ELAGSE6.RI.1,2,3,4,5,6,7,8,9ELAGSE6.SL.1,2,3,4,5,6ELAGSE7.RL.1,2,3,4,6,7,9ELAGSE7.RI.1,2,3,4,5,6,7,8,9ELAGSE7.SL.1,2,3,4,5,6ELAGSE8.RL.1,2,3,4,6,7,9ELAGSE8.RI.1,2,3,4,5,6,7,8,9ELAGSE8.SL.1,2,3,4,5,6ELAGSE6.L.4ELAGSE6.L.5ELAGSE7.L.4ELAGSE7.L.5ELAGSE8.L.4ELAGSE8.L.5ELAGSE.6.W.2ELAGSE.7.W.2ELAGSE.8.W.2ELAGSE.6.SL.1ELAGSE.7.SL.1ELAGSE.8.SL.1MGSE.6.EE.4MGSE.7.EE.4MGSE.8.EE.4ELAGSE6.W.5ELAGSE7.W.5ELAGSE8.W.5 | **GSE/GPS Standard(s)**: ELAGSE6.L.4ELAGSE6.L.5ELAGSE7.L.4ELAGSE7.L.5ELAGSE8.L.4ELAGSE8.L.5ELAGSE6.RL.1,2,3,4,6,7,9ELAGSE6.RI.1,2,3,4,5,6,7,8,9ELAGSE6.SL.1,2,3,4,5,6ELAGSE7.RL.1,2,3,4,6,7,9ELAGSE7.RI.1,2,3,4,5,6,7,8,9ELAGSE7.SL.1,2,3,4,5,6ELAGSE8.RL.1,2,3,4,6,7,9ELAGSE8.RI.1,2,3,4,5,6,7,8,9ELAGSE8.SL.1,2,3,4,5,6ELAGSE6.L.4ELAGSE6.L.5ELAGSE7.L.4ELAGSE7.L.5ELAGSE8.L.4ELAGSE8.L.5ELAGSE.6.W.2ELAGSE.7.W.2ELAGSE.8.W.2ELAGSE.6.SL.1ELAGSE.7.SL.1ELAGSE.8.SL.1MGSE.6.EE.4MGSE.7.EE.4MGSE.8.EE.4ELAGSE6.W.5ELAGSE7.W.5ELAGSE8.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 tocomplete  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 tocomplete  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 tocomplete  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.4MGSE.7.EE.4MGSE.8.EE.4 | **GSE/GPS Standard(s)**:MGSE.6.EE.4MGSE.7.EE.4MGSE.8.EE.4 | **GSE/GPS Standard(s)**: MGSE.6.RP.2MGSE.7.RP.2 | **GSE/GPS Standard(s)**: MGSE.6.EE.4MGSE.7.EE.4MGSE.8.EE.4 | **GSE/GPS Standard(s)**: MGSE.6.EE.4MGSE.7.EE.4MGSE.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,cSS8E5 | **GSE/GPS Standard(s)**:SS8E4a,b,cSS8E5 | **GSE/GPS Standard(s)**:SS8E4a,b,cSS8E5 | **GSE/GPS Standard(s)**:SS8E4a,b,cSS8E5 | **Special Olympics****GSE/GPS Standard(s)**:SS8E4a,b,cSS8E5 |
| **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: