

WEEK 9 10/26- 10/30	Meeting Time	Monday	Tuesday	Thursday	Friday
<b>SEL</b>	<b>8:50-9:25</b>	<b><u>Class Meeting</u></b>	<b><u>Class Meeting</u></b>	<b><u>Class Meeting</u></b>	<b><u>Class Meeting</u></b>
<b>Writing</b>	<b>9:30-10:30</b>	<p><b><u>Biography Lesson 5</u></b>  <b>Lesson:</b> Identify &amp; organize important information for childhood paragraph  <b>Assignment:</b> make outline for childhood paragraph in writing notebook</p> <p><b>Potential Barrier:</b>  Requires writing</p> <p><b>Tier 2:</b> instead of writing, star or mark important information from notes</p> <p><b>Tier 3:</b> write 1 sentence about childhood on Clicker</p>	<p><b><u>Biography Lesson 6</u></b>  <b>Lesson:</b> Drafting childhood paragraph, putting information into their own words  <b>Assignment:</b> write draft of childhood paragraph in writing notebook</p> <p><b>Potential Barrier:</b>  Requires writing, summarizing instead of copying</p> <p><b>Tier 2:</b> Speech to text full sentences about childhood</p> <p><b>Tier 3:</b> write 1 more sentence about childhood on Clicker</p>	<p><b><u>Biography Lesson 7</u></b>  <b>Lesson:</b> Revising/editing childhood paragraph  <b>Assignment:</b> Revise and edit childhood paragraph using checklist</p> <p><b>Potential Barrier:</b></p> <p><b>Tier 2:</b> Speech to text full sentences about childhood</p> <p><b>Tier 3:</b> write 1 more sentence about childhood on Clicker</p>	<p><b><u>Biography Lesson 8</u></b>  <b>Lesson:</b> Typing childhood paragraph  <b>Assignment:</b> Type childhood paragraph on OneDrive and share with teacher</p> <p><b>Potential Barrier:</b>  Typing is a new skill</p> <p><b>Tier 2:</b> Speech to text full sentences about childhood</p> <p><b>Tier 3:</b> write final sentence about childhood on Clicker</p>
<b>Math</b>	<b>11:15-12:00</b>	<p><b><u>4-5 Multiplication Patterns: Even and Odd Numbers</u></b>  <b>Lesson:</b> Teach concept  <b>Assignment:</b> pages 47-48 in math workbook  Quick Check</p>	<p><b><u>4-6 Division Involving 0 and 1</u></b>  <b>Lesson:</b> Teach concept  <b>Assignment:</b> pages 49-50 in math workbook  Quick Check</p> <p><b>Potential Barrier:</b>  division is a new</p>	<p><b><u>4-7 Practice Multiplication and Division Facts</u></b>  <b>Lesson:</b> Teach concept  <b>Assignment:</b> pages 51-52 in math workbook  Quick Check</p>	<p><b><u>4-8 Solve Multiplication and Division Equations</u></b>  <b>Lesson:</b> Teach concept  <b>Assignment:</b> pages 53-54 in math workbook  Quick Check</p>

		<p><b>Potential Barrier:</b> division is a new concept, different symbols, memorization of math facts, requires prior understanding of multiplication</p> <p><b>Tier 2:</b> drawing area models <b>Tier 3:</b> Using a whole number up to 30 show one big group and break down into smaller groups.</p> <p>Have students make small groups into a bigger number as repeated addition</p> <p>Calculator.</p>	<p>concept, different symbols, memorization of math facts, requires prior understanding of multiplication, properties for dividing with 0 and 1 can be confusing</p> <p><b>Tier 2:</b> counters, arrays, hundred chart, multiplication chart</p> <p><b>Tier 3:</b> Calculator, Reteach the 0 and 1 as a property.</p>	<p><b>Potential Barrier:</b> division is a new concept, different symbols, memorization of math facts, requires prior understanding of multiplication</p> <p><b>Tier 2:</b> counters, arrays, hundred chart, shorten assignment, multiplication chart</p> <p><b>Tier 3:</b> Calculator,</p> <p>Using a whole number up to 30 show one big group and break down into smaller groups doing the work book pages. Show how to divide using a calculator</p> <p>What does division mean? What does multiplication mean? Where is the sign on the calculator, what does each sign mean?</p>	<p><b>Potential Barrier:</b> division is a new concept, different symbols, memorization of math facts, requires prior understanding of multiplication</p> <p><b>Tier 2:</b> counters, arrays, hundred chart, multiplication chart, shorten assignment</p> <p><b>Tier 3:</b> Calculator,</p> <p>Using a whole number up to 30 show one big group and break down into smaller groups doing the work book pages. Show how to divide using a calculator</p> <p>What does division mean? What does multiplication mean? Where is the sign on the calculator, what does each sign mean?</p>
Reading	1:30-2:40	<p><b><u>U2W2 Lesson 1</u></b> <b>Lesson:</b> <u>Vocab, Sailing to America</u> <b>Assignment:</b> <u>Sailing to America</u> comprehension questions</p>	<p><b><u>U2W2 Lesson 2</u></b> <b>Lesson:</b> identifying theme with text evidence <b>Assignment:</b> <u>Sailing to America</u> theme with text evidence</p>	<p><b><u>U2W2 Lesson 3</u></b> <b>Lesson:</b> <u>Next Stop, America!</u> <b>Assignment:</b> Compare <u>Sailing to America</u> and <u>Next Stop, America!</u></p>	<p><b><u>U2W2 Lesson 4</u></b> <b>Lesson:</b> long /e/ <b>Assignment:</b> Wonders workbook page 68</p> <p><b>Potential Barrier:</b></p>

		<p><b>Potential Barrier:</b> independent access to text</p> <p><b>Tier 2:</b> Vocab word sort. Clicker 7 matching set vocab (Bridget emailed)</p> <p>Wonders can read to student</p> <p>Clicker 7: vocab sort, listen to word and find. (switch clicker to be listen to sound to find word)</p> <p><b>Tier 3:</b> Picture to picture match. (switch clicker to be picture to picture. For more ideas, look for first sound to find the word</p> <p>Wonders can read to student</p> <p>Talk about text features – hunt and find features by pointing</p>	<p><b>Potential Barrier:</b> independent access to text, theme is new comprehension skill</p> <p><b>Tier 2: Have story read aloud to student.</b> Graphic organizer</p> <p><b>Tier 3:</b> <b>Reread the story or have the story read to the student:</b></p> <p><b>Theme –</b> What does theme mean? Complete graphic organizer</p> <p>First, next, then, last</p> <p>You can ask comprehension questions, “where did they come from?” What were they riding on? More comprehension questions.</p>	<p><b>Potential Barrier:</b> independent access to text</p> <p><b>Tier 2:</b> Graphic Organizer, clicker set sent with word bank</p> <p><b>Tier 3:</b> Graphic Organizer</p>	<p><b>Tier 2:</b> Venn diagram organizer <b>Tier 3:</b> Venn diagram organizer Fill out with the student, give options and fill in to complete the organizer</p>
<b>Science</b>		<b><u>Balancing Forces Lesson 5</u></b>			