

CHESHIRE/HUMPHREY 2013-2014 LESSON PLANS "SPECIAL EDUCATION" ROOM 102

<p>Grade Levels 6th 7th 8th</p>	<p>Teacher/Room: Cheshire/Humphrey - 102 Week of: *01/27/14-01/31/14</p>	<p>Medication: 1:00 PM * L.L & D.S</p>	<p>Supply with nourishment: 9:30 AM * A.S 1:30 PM *A.S</p>	<p>Adaptive PE: Tue , Wed, Thur, Fri <u>OT:</u> Thursday</p>
<p>Supportive: 6th Science (Norton) JK/RL 6th Social Studies (Norton) JK/ RL</p>	<p>Supportive: 6th Science (Norton) JK/RL 6th Social Studies (Norton) JK/ RL</p>	<p>Supportive: 6th Science (Norton) JK/RL 6th Social Studies (Norton) JK/ RL</p>	<p>Supportive: 6th Science (Norton) JK/RL 6th Social Studies (Norton) JK/ RL</p>	<p>Supportive: 6th Science (Norton) JK/RL 6th Social Studies (Norton) JK/ RL</p>
<p>Instructional Strategies: *IEP Goals, Differential Instruction, Small group, Individual Instruction, GAA activities.</p>	<p>Instructional Strategies: *IEP Goals, Differential Instruction, Small group, Individual Instruction, GAA activities.</p>	<p>Instructional Strategies: *IEP Goals, Differential Instruction, Small group, Individual Instruction,GAA activities.</p>	<p>Instructional Strategies: *IEP Goals, Differential Instruction, Small group, Individual Instruction, GAA activities.</p>	<p>Instructional Strategies: *IEP Goals, Differential Instruction, Small group, Individual Instruction, GAA activities.</p>
<p align="center">Day 1</p>	<p align="center">Day 2</p>	<p align="center">Day 3</p>	<p align="center">Day 4</p>	<p align="center">Day 5</p>
<p>Common Core Standard(s): <ul style="list-style-type: none"> ● 6th MATH - MCC.6.G.2 ● 7th MATH - MCC.7.SP.2 ● 8th MATH - MCC.8.EE.5 ● 6th SCIENCE - S6E4 A ● 7th SCIENCE - S7L5 B ● 8th SCIENCE - S8P1 B </p>	<p>Common Core Standard(s): <ul style="list-style-type: none"> ● 6th MATH - MCC.6.G.2 ● 7th MATH - MCC.7.SP.2 ● 8th MATH - MCC.8.EE.5 ● 6th SCIENCE - S6E4 A ● 7th SCIENCE - S7L5 B ● 8th SCIENCE - S8P1 B </p>	<p>Common Core Standard(s): <ul style="list-style-type: none"> ● 6th MATH - MCC.6.G.2 ● 7th MATH - MCC.7.SP.2 ● 8th MATH - MCC.8.EE.5 ● 6th SCIENCE - S6E4 A ● 7th SCIENCE - S7L5 B ● 8th SCIENCE - S8P1 B </p>	<p>Common Core Standard(s): <ul style="list-style-type: none"> ● 6th MATH - MCC.6.G.2 ● 7th MATH - MCC.7.SP.2 ● 8th MATH - MCC.8.EE.5 ● 6th SCIENCE - S6E4 A ● 7th SCIENCE - S7L5 B ● 8th SCIENCE - S8P1 B </p>	<p>Common Core Standard(s): <ul style="list-style-type: none"> ● 6th MATH - MCC.6.G.2 ● 7th MATH - MCC.7.SP.2 ● 8th MATH - MCC.8.EE.5 ● 6th SCIENCE - S6E4 A ● 7th SCIENCE - S7L5 B ● 8th SCIENCE - S8P1 B </p>
<p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p align="center">Students will examine the scientific view of the nature of matter.</p>	<p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p align="center">Students will examine the scientific view of the nature of matter.</p>	<p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p align="center">Students will examine the scientific view of the nature of matter.</p>	<p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p align="center">Students will examine the scientific view of the nature of matter.</p>	<p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p align="center">Students will examine the scientific view of the nature of matter.</p>
<p>Lesson:</p> <ul style="list-style-type: none"> ● Graph proportional relationships, interpreting the unit rate as the slope of the graph. ● Describe the difference between pure substances (elements and compounds) and mixtures. 	<p>Lesson:</p> <ul style="list-style-type: none"> ● Graph proportional relationships, interpreting the unit rate as the slope of the graph. ● Describe the difference between pure substances (elements and compounds) and mixtures. 	<p>Lesson:</p> <ul style="list-style-type: none"> ● Graph proportional relationships, interpreting the unit rate as the slope of the graph. ● Describe the difference between pure substances (elements and compounds) and mixtures. 	<p>Lesson:</p> <ul style="list-style-type: none"> ● Graph proportional relationships, interpreting the unit rate as the slope of the graph. ● Describe the difference between pure substances (elements and compounds) and mixtures. 	<p>Lesson:</p> <ul style="list-style-type: none"> ● Graph proportional relationships, interpreting the unit rate as the slope of the graph. ● Describe the difference between pure substances (elements and compounds) and mixtures.

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<p>Resource/Materials:</p> <ul style="list-style-type: none"> ● *News 2 you ● *Menu Math ● *ILearn ● *IEP Goals ● *Teaching to Standards ● *BrainPop ● * Ipad 	<p>Resource/Materials:</p> <ul style="list-style-type: none"> ● *News 2 you ● *Menu Math ● *ILearn ● *IEP Goals ● *Teaching to Standards ● *BrainPop ● * Ipad 	<p>Resource/Materials:</p> <ul style="list-style-type: none"> ● *News 2 you ● *Menu Math ● *ILearn ● *IEP Goals ● *Teaching to Standards ● *BrainPop ● * Ipad 	<p>Resource/Materials:</p> <ul style="list-style-type: none"> ● *News 2 you ● *Menu Math ● *ILearn ● *IEP Goals ● *Teaching to Standards ● *BrainPop ● * Ipad 	<p>Resource/Materials:</p> <ul style="list-style-type: none"> ● *News 2 you ● *Menu Math ● *ILearn ● *IEP Goals ● *Teaching to Standards ● *BrainPop ● * Ipad
<p>Differentiation :</p> <p>- Classes are grouped at A,B, or C and readiness level; given small group instruction, one on one as needed, technology supported. Students may migrate among groups.</p>	<p>Differentiation :</p> <p>- Classes are grouped at A,B, or C and readiness level; given small group instruction, one on one as needed, technology supported. Students may migrate among groups.</p>	<p>Differentiation :</p> <p>- Classes are grouped at A,B, or C and readiness level; given small group instruction, one on one as needed, technology supported. Students may migrate among groups.</p>	<p>Differentiation :</p> <p>- Classes are grouped at A,B, or C and readiness level; given small group instruction, one on one as needed, technology supported. Students may migrate among groups.</p>	<p>Differentiation :</p> <p>- Classes are grouped at A,B, or C and readiness level; given small group instruction, one on one as needed, technology supported. Students may migrate among groups.</p>
<p>Assessment :</p> <ul style="list-style-type: none"> - Data Collection - Developmental assessments - Individual academic achievement test - Behavior rating scales - Curriculum-based assessment - Alternate Assessments 	<p>Assessment :</p> <ul style="list-style-type: none"> - Data Collection - Developmental assessments - Individual academic achievement test - Behavior rating scales - Curriculum-based assessment - Alternate Assessments 	<p>Assessment :</p> <ul style="list-style-type: none"> - Data Collection - Developmental assessments - Individual academic achievement test - Behavior rating scales - Curriculum-based assessment - Alternate Assessments 	<p>Assessment :</p> <ul style="list-style-type: none"> - Data Collection - Developmental assessments - Individual academic achievement test - Behavior rating scales - Curriculum-based assessment - Alternate Assessments 	<p>Assessment :</p> <ul style="list-style-type: none"> - Data Collection - Developmental assessments - Individual academic achievement test - Behavior rating scales - Curriculum-based assessment - Alternate Assessments
<p align="center">Bell Schedule</p> <p>8:30-930 9:30-9:40 ELA Snack</p>	<p align="center">Bell Schedule</p> <p>9:40-10:10 10:10-10:15 Math Break</p>	<p align="center">Bell Schedule</p> <p>10:15-11:20 11:20-12:00 Math Lunch</p>	<p align="center">Bell Schedule</p> <p>12:00-12:40 12:30-1:00 Science Lunch</p>	<p align="center">Bell Schedule</p> <p>1:00-2:10 2:10-3:00 SS Daily living skills</p>
<p align="center">Bus Schedule:</p> <p>Bus 01 - L..L T.S A.S</p>	<p align="center">Bus Schedule:</p> <p>Bus 20 - D.S A.S</p>	<p align="center">Bus Schedule:</p> <p>Bus 21 - R.L J.M F.P</p>	<p align="center">Bus Schedule:</p> <p>Bus 25 - B.M Bus s30 - H.M</p>	<p align="center">Car Riders: J.K</p>

Resources and Reflective Notes: