

EMPOWERED LEARNING LESSON PLAN

•**Grade:** Special Education

•**Unit:** ELA/SS

Standard:

Identify familiar landmarks on a map after listening to a realistic text.

Ignite Curiosity:

Students will **identify a USA map**; teacher will take 5 (pre cut) states out of the map while telling students they will find out about the special landmarks in those states.

(Students will have a USA map highlighted with states to be focused on to use as an interactive communication board during this introduction)

Investigate

Teacher will read the story, *Travel Buddy* to the class. Students will be given **pictures** of landmarks referred to in the story to put on the state as it is referenced in the reading.

After the story is read, students will glue the landmarks of their choice to **create** a 'travel suitcase'.

Invite Connections

Students will **share** with peers by pointing to or naming the landmarks they chose to include on their 'travel suitcases' ,

indicating preferences and answer 'why did you choose to put (____) on your suitcase?

EMPOWERED LEARNING LESSON PLAN

•**Grade:** Special Education

•**Unit:** Force and Motion

Standard:

Reading and Level of Text Complexity: Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to students reading level.

Reading Standards for Foundational Skills: Fluency: Read appropriately leveled text with purpose and understanding.

Key Idea and Details: Retell a familiar story, including key details.

Ignite Curiosity

Display **book**, Places on a Map (Level D), and read the cover. Use the Standards Connection to review the features and content of the book. Encourage students to ask and answer questions about the details of the book.

Introduce the reading by asking a focus question such as, "What is something people made that goes over water-- a bridge or a lake?" Remind students that a bridge can be built over water, roads, or land. Say, "As I read today, I am going to leave some words out of our story. Your job is to fill in the missing words."

Review the learning goal with students: I will fill in missing words.

Investigate

Read along with fluency and expression until you come to the words you want students to fill in. In this story, students will fill in words on a **graphic organizer** that name the different places Collin sees on a map. Choose one word or phrase for students to fill in during each read aloud.

Continue to use the illustrations to define nouns related to features on a map. For example, on page 7, point to the illustrations and say, "A mountain is very tall. A mountain is part of nature. This mountain has snow on top."

Invite Connections

Revisit the learning goal. Provide feedback such as, "You did a great job filling in the missing words. Thank you for reading with me." Invite students to **share** learning.

Use Lesson 2 Activities 1, 2, and 3 to further develop comprehension.

EMPOWERED LEARNING LESSON PLAN

•**Grade:** Resource

•**Unit:** Solar System

Standard:

4.W.MCC.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

i. Use precise language and domain-specific vocabulary to inform or explain the topic.

Ignite Curiosity

Video Clip—Space Shuttle takeoff

Share **pictures** of solar system and Uranus

Investigate

1. Discuss how writing can link to the Science Unit in 4th grade standards—**Turn & Talk**
2. Discuss inter-planetary travel.
 1. How long does it take to travel to other planets?
YEARS! Mercury-6.5 yrs; Saturn-7 yrs; Uranus-9.5 yrs.
 2. **Small group**—students discuss discipline of astronauts and how 7 Habits could incorporate into training, preparation, and space travel.
 3. Students **share** examples
 4. Class synergy to create a jot list and word bank using domain specific vocabulary for writing.
 - i. Anchor chart of word bank
 - ii. Explanation of "domain-specific" vocabulary
(What vehicles do you use? Names of planets, star, gravity, et
 - iii. Jot list on Mimio panel

5. Begin writing on graphic organizer

Invite Connections

Students will **share** their habits and writing with a friend at the end of the period.

Closure-we will continue to work on this! We will write, edit, and revise to **share** on the bulletin board in the hall outside of the classroom!