

Common Core Learning Standard

Common Core Reading for Informational text Grades 9-10

Key Ideas and Details

9.RIT.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9.RIT.2- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Aim: How do we rotate through our classroom stations?

Do Now : Go to your locker and see what is next on your schedule.

Lesson Sequence/Methods:

Opening/Introduction: Teacher tells students we are going to begin rotation through our stations. Students are familiar with expectations and what this means. Teacher prepares students for checking their schedules and looking at what classroom station they will transition to..

Instruction:

One to one station:

Mrs. Cheng works one on one with one student on individual SANDI/IEP goals

Small Group:

Ms.Margarita works with two students on the classroom's vocational project- sharpening pencils for classroom's in the school.

Workstations:

Mr.Hana supervises and assists students at individual workstations with tasks the students have received previous instruction on and increasing independence on.

Students take symbol from their schedule and match it to the appropriate receptacle at the different stations (work station, small group, one to one), students work at each station for approximately 15 minutes, with a break after tasks are completed.

After 12 minutes- students are prepared for transition into the next station " In three minutes, we are going our schedules and go to the next station."

Students are assisted in transitioning to the next station as appropriate.

Guided Practice

One to one station:

Mrs. Cheng goes over task that the student has been working on during one to one with student prior to Beginning work.

Small Group:

Ms.Margarita models and assists students with task required as part of the classroom project.

Workstations:

Mr.Hana supervises and assists students at individual workstations with tasks the students are familiar with and increasing independence with.

Student Practice:

Students follow schedule, complete tasks, and transition between stations as Independently as possible.

Wrap up/Closure:

After three rotations, (three rotations has all students completing each station) teacher tells students that w getting ready for next period and it is time to stop. Asks where they are gong next (lunch) and tells students we need to clean up and get ready for lunch.

After clean up, teacher recaps skills practiced at stations with class and prepares class for transition to lunch,

<u>Group 3: Adrian and Alan</u>	<u>Group 2: Sasha and Nadiya</u>	<u>Group 1: Arturo and Gladys</u>
<p>Goal (Based on IEP/SANDI)</p> <p>One to One: Alan: Reading Comprehension (ABSENT) Adrian- Identifying numbers 1-5</p> <p>Method of Presentation: Alan- Reading comprehension worksheet Adrian- number identification foam board</p> <p>Method of response: Alan- written Adrian- verbal</p> <p>Group Tasks: One to One: N/A Small Group: Deliver pencils Workstation: N/A</p> <p>Assessment: Data taken by teacher, self assessment of workstation tasks along with assessment by staff at stations. Teacher circulates at the end of each rotation to assess students.</p>	<p>Goal (Based on IEP/SANDI)</p> <p>One to One: Sasha- Wh questions Nadiya- Connecting two dots, Following one step directions</p> <p>Method of Presentation: Sasha- Wh file folder Nadiya- teacher made materials And laminated SANDI appendix Sheet.</p> <p>Method of response: Sasha- verbal Nadiya- physical</p> <p>Group Tasks: One to One: N/A Small Group: Graph pencils sharpened Workstation: N/A</p> <p>Assessment: Data taken by teacher, self assessment of workstation tasks along with assessment by staff at stations. Teacher circulates at the end of each rotation to assess students.</p>	<p>Goal (Based on IEP/SANDI)</p> <p>Arturo- Making Eye contact, Holding objects Gladys- Saying “more”, verbally c to three, indicating knowledge of items.</p> <p>Method of Presentation: Arturo- using beanbags for holding Gladys- verbal questions with Gummy reinforcers</p> <p>Method of response: Arturo – Physical Gladys- Verbal</p> <p>Group Tasks: One to One: N/A Small Group: Sharpen pencils Workstation: N/A</p> <p>Assessment: Data taken by teacher, self assessment of workstation tasks along with assessment by staff at stations. Teacher circulates at the end of each rotation to assess students.</p>
<p><u>Homework/Extension: Homework is based on what is done in one to one activity. Alan, Sasha, and Adrian receive written homework. Gladys, Arturo receive functional homework.</u></p>		