

ONLINE LESSON PLAN

Inclusive Best Practices Project Educating Students with Complex Support Needs 2008-2010

Respondents: **Tammy Amacher**
Pamela Mertel

Ridgway Area School District
Francis S. Grandinetti Elementary School

Date of lesson to be observed/taped: **May 20, 2010**

SURVEY RESPONSES

1. Lesson Title: "The Man Who Went to the Far Side of the Moon" / Fact & Opinion

2. Teacher(s) Name(s):

Teacher 1: Mrs. Tammy Amacher, Language Arts Teacher

Teacher 2: Ms. Pamela Mertel, Learning Support Teacher

3. Grade Level(s): Grade 5

4. Content Area: Reading/Language Arts

5. Description/Abstract of Lesson

This lesson is a review of the story that was previously read. The focus skill is fact and opinion. The students will review vocabulary words from the story. Students in small groups will develop an Acrostic Poem and design a space ship.

6. Primary Lesson Objectives:

(1): Identify vocabulary definitions

(2): Distinguish between fact and opinion

(3): Identify facts from the current story

(4): Work with a group to develop an Acrostic poem and illustration

7. Cognitive Level: (Check all that apply.)

Knowledge

Comprehension

Application

8. Standards and Anchors Addressed:

- 1.4 Types of writing
- 1.5 Quality of writing
- 1.6 Speaking and listening

9. Guiding questions for this lesson:

- (1): What is the difference between fact and opinion?
- (2): Can you identify the vocabulary word when given the definition?
- (3): What are some of the facts from the story?

10. Assessment Tools: (Check all that apply.)

- Graffiti Wall (post assessment of story comprehension)
- Flip Cards
- One child uses assistive technology
- Cooperative writing of poem and illustration of space ship
- Performance Task with Rubric
- Project with Rubric

11. Learning Connections:

Throughout the year, the students have been developing pre and post assessment "Graffiti Walls". This one will demonstrate what they learned while reading the story. A formative assessment that has also been utilized is the "flip cards". This allows us to see what the students know without the use of pencil and paper. Cooperative groupings allow the students to participate without as much pressure. They can discuss the content and information together before reporting to the whole class.

12. Instructional strategies used in this lesson: (Check all that apply.)

- Brainstorming
- Cooperative Learning
- Demonstration
- Guided Practice
- Presentation/Exhibition

13. Learning Activities or Tasks:

- Students and teachers will review the objectives and activities for the lesson today.
- Students will get focused for the lesson by completing simple body movements called "Brain Gym".
- Students will review vocabulary words from the current story "*The Man Who Went to the Far Side of the Moon*". We will place vocabulary words on the board with corresponding numbers. The definition will be read aloud and the students will have time to think about the answer before responding with the correct number of fingers. The student with assistive technology will find the number on his communication board.

- The students will review the focus skill for the story (Fact and Opinion). In the previous lesson, the students wrote statements containing a fact or an opinion. Today they will listen to the statement read aloud and will use "flip cards" to show their answers.
- The students will review the story by completing a small group "Graffiti Wall". This will serve as a post assessment to see what is recalled from the story. They will use this information in the next activity.
- In the same small groups, the students will cooperatively develop an Acrostic poem for a word that was selected by the instructors. They will write a rough and good copy. (The teachers will edit).
- The small groups will design a space ship to display with their poem.
- The groups will present their poem and space ship to the class if there is time.

14. Classroom Organization and Learning Environment:

Our classroom is set up in small groups based on the students' learning styles, needs, and behaviors. Our students with special needs are incorporated into the groups with general education students. This allows us to meet with each of the groups and make sure everyone is on task. Our student with assistive technology will use his communication board to participate in the lesson. The students will work in the group in which they are seated.

15. How and where will your students work?

Cooperative learning groups

16. Materials and Resources: (Check all that apply.)

Flip Cards

Blank white paper

Markers, pencils, crayons, colored pencils

Text Books

17. Lesson Evaluation/Teacher Reflection: To be completed following the lesson.