

Nonfiction Unit Plan
English I - Ninth Grade

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Special Education Adapted Curriculum
SPED 5279 Content Area Instruction for Students with Special Needs
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Introductory Information

General Information

1. Unit Title

i. Non-fiction Literature

2. Subject/Unit Topic

i. Survival Stories of the Holocaust

3. Course Content

i. English/Language Arts

4. Grade Level

i. Ninth grade

5. Length of Class Time

i. 90 minute class

6. Length of Time to Complete Unit Plan

i. The unit on Non-fiction began on March 8th and was completed on March 30th. The class had instruction on the topic everyday of the week.

Student population

Contextual/Environmental Factors	Source	Implications for Instruction and Assessment
Rural School; primarily Lower Socioeconomic Status community; 650 students; large African American and Hispanic population; High percentage of gang activity and drop outs	Classroom Teacher and Assistant Principle	Many of the students may not be aware of the events that we are going to read about because of their age and lack of exposure to prior materials. It is important to consider that the students may have a different dialect or communicate differently from what they have previously been exposed to. With the high percentage of dropouts and gang activities, some students might not appreciate the importance of education and need extra motivation to complete work.
Two students in Special	Classroom Teacher	Differentiate materials to

Education-both have learning disabilities		appropriately fit the student's needs. One of the students especially struggles more with reading and writing, so extra supports in those areas will be necessary. It is important to still challenge the students academically but make sure they understand the materials in a way that does not overwhelm. Appropriate behavior supports within the classroom with clearly stated rules will ensure learning takes place.
Four students who are struggling or considered at-risk	Classroom Teacher	These students need encouragement that they can succeed. It is important to provide these students with extra supports and check for their comprehension before and during assignments and readings.
The class overall is disruptive, defiant, non-compliant and disrespectful to classroom teacher but love working with computers.	Classroom Observations and Teacher	The assignments and materials need to be interesting and fun. Make sure to hook the students into the materials before the assignments are given. Give incentives and focus on why it is important to learn information. Use positive behavior support and reinforcements to help with classroom management. Incorporate independent work time with computers. This generation of students works well with technology and seem to be more interested when they get to be hands on with technology. Free computer

		time can be used for reinforcement if they finish assignments before class is over.
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Broad Goals, Objectives and Rationale

Summary and Narrative Statement

The enduring and overarching understanding for the unit on non-fiction is for the students to be able to read this type of literature and explore different literary concepts within the topic of non-fiction while comprehending the readings. By the end of this unit the students should be able to identify vocabulary terms associated with the non-fiction subject and identify those ideas within their non-fiction readings.

To help guide the unit, essential questions will help focus the students and enhance understanding. These questions are:

1. What is nonfiction? Compare and contrast fiction and nonfiction.
2. How do biographies and autobiographies differ?
3. Name and be able to label different parts of a newspaper.
4. How are diaries and memoirs similar and different? Compare and contrast these with autobiographies.
5. How are documentaries made? Why are documentaries used?
6. Be able to pick describe the tone, audience and point of view from readings.

The learner objectives for this unit are:

1. Students will be able to identify key vocabulary related to nonfiction print and pick out examples of those terms in readings.
2. Students will be able to demonstrate comprehension to texts in a variety of ways including answering multiple choice questions, short answer, and essay format responses.
3. Students will be able to analyze a reading and determine the tone, audience, point of view, and influence of bias.
4. Students will be able to reflect on the nonfiction readings using personal feelings and show an awareness of how they might respond differently than another person.
5. Students will be able to create their own nonfiction writing.

Materials

Materials made for this unit are presented in Appendix A which can be found on page 46. These materials include guided notes and other relevant handouts.

Rationale Statement

This unit is being taught because it is topic that is contained in the North Carolina Standard Course of Study (NCSCOC) for English I. The NCSCOS curriculum for English I has a variety of competency goals that can be accomplished through exploring non-fiction readings and materials. English I students are expected to be able to read and analyze a variety of literature genres including nonfiction. This unit is designed to accomplish this part of the curriculum. The students need to focus on nonfiction by identifying key vocabulary and picking out examples of these literary terms within their readings. This skill will help students be able to analyze their readings and be able to read different genres of literature. The purpose of this unit is to expose students to a variety of nonfiction literature. The students will be able to explore different mediums of nonfiction. Through their exploration of nonfiction the students will be able to determine the source of information, analyze the reading for tone, audience and any bias and how those affect the writing.

SMARTER Planning Summary

Lenz, Deshler and Kissam (2004) describe the steps of the SMARTER Planning routine as:

S- Shape the Critical Questions

M- Map the Critical Content

A- Analyze the Learning Difficulties

R- Reach Enhancement Decisions

T- Teach Strategically

E- Evaluate Mastery

R- Revisit Outcomes

SMARTER is a planning process intended to help teachers highlight the significant material by organizing it in a graphic way and examining the learner difficulties that may be present. This plan suggests the critical content that is essential for all students to be taught. The critical content takes the sporadic and vast information from courses and

prioritizes the most important information, or critical content. There are three levels of learners and knowledge presented in the SMARTER plan. First, there is the critical content that everyone will learn. With the critical content the students can understand the big idea of the unit. This content is a small set of information represented in an enormous set of information that a topic can cover. The next level is content that most students will learn. This level adds to the critical content but it is not necessary for every student to learn. The last level of content is a portion that the smallest amount of student will learn. This level has the most content but it is not considered to be important for every student to learn. Each level builds on the amount of content (Lenz et al, 2004).

The Unit Organizer Routine

The Unit Organizer

④ BIGGER PICTURE

NAME _____
DATE _____

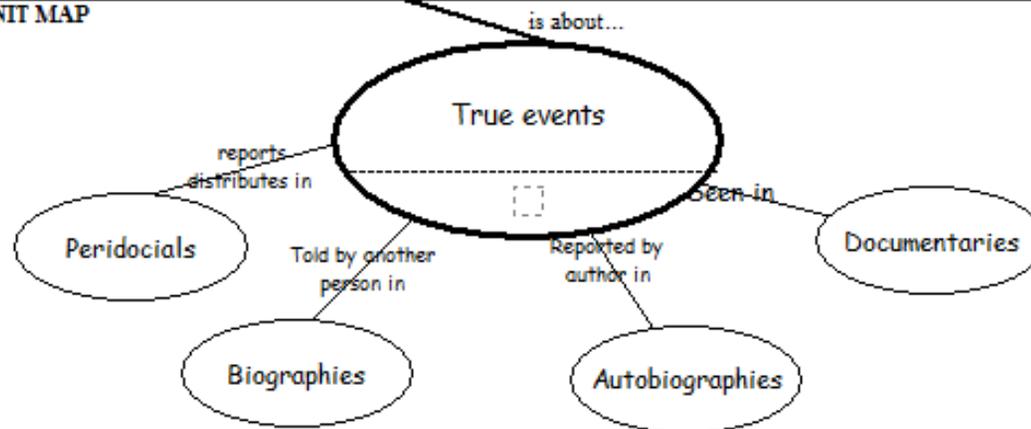
English I

② LAST UNIT/Experience Epic Hero Path	① CURRENT UNIT Non-fiction (focus on Survival Stories)	③ NEXT UNIT/Experience Drama
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⑧ UNIT SCHEDULE

3/12	Intro to Nonfiction	<input type="checkbox"/>
3/12	Background of Holocaust	<input type="checkbox"/>
3/12	KWLH Chart	<input type="checkbox"/>
3/13	Exploring News Paper Articles	<input type="checkbox"/>
3/13	Propaganda	<input type="checkbox"/>
3/14	Biographies V Autobiographies	<input type="checkbox"/>
3/14	Ann Frank and Elie Wiesel	<input type="checkbox"/>
3/14	Computer Lab activity	<input type="checkbox"/>
3/15	Diaries and Memoirs	<input type="checkbox"/>
3/15	Writing activity	<input type="checkbox"/>
3/16	Documentary (video)	<input type="checkbox"/>
3/16	Computer lab activity	<input type="checkbox"/>
3/19	Test	<input type="checkbox"/>

⑤ UNIT MAP



⑦ UNIT SELF-TEST QUESTIONS

1. What is nonfiction? Compare and contrast fiction and nonfiction.
2. How do biographies and autobiographies differ?
3. Name and be able to label different parts of a newspaper.
4. How are diaries and memoirs similar and different? Compare and contrast these with autobiographies.
5. How are documentaries made? Why are documentaries used?
6. Be able to pick describe the tone, audience and point of view from readings.

⑥ UNIT RELATIONSHIPS

Compare and contrast
Characteristics/
descriptions
Explanations

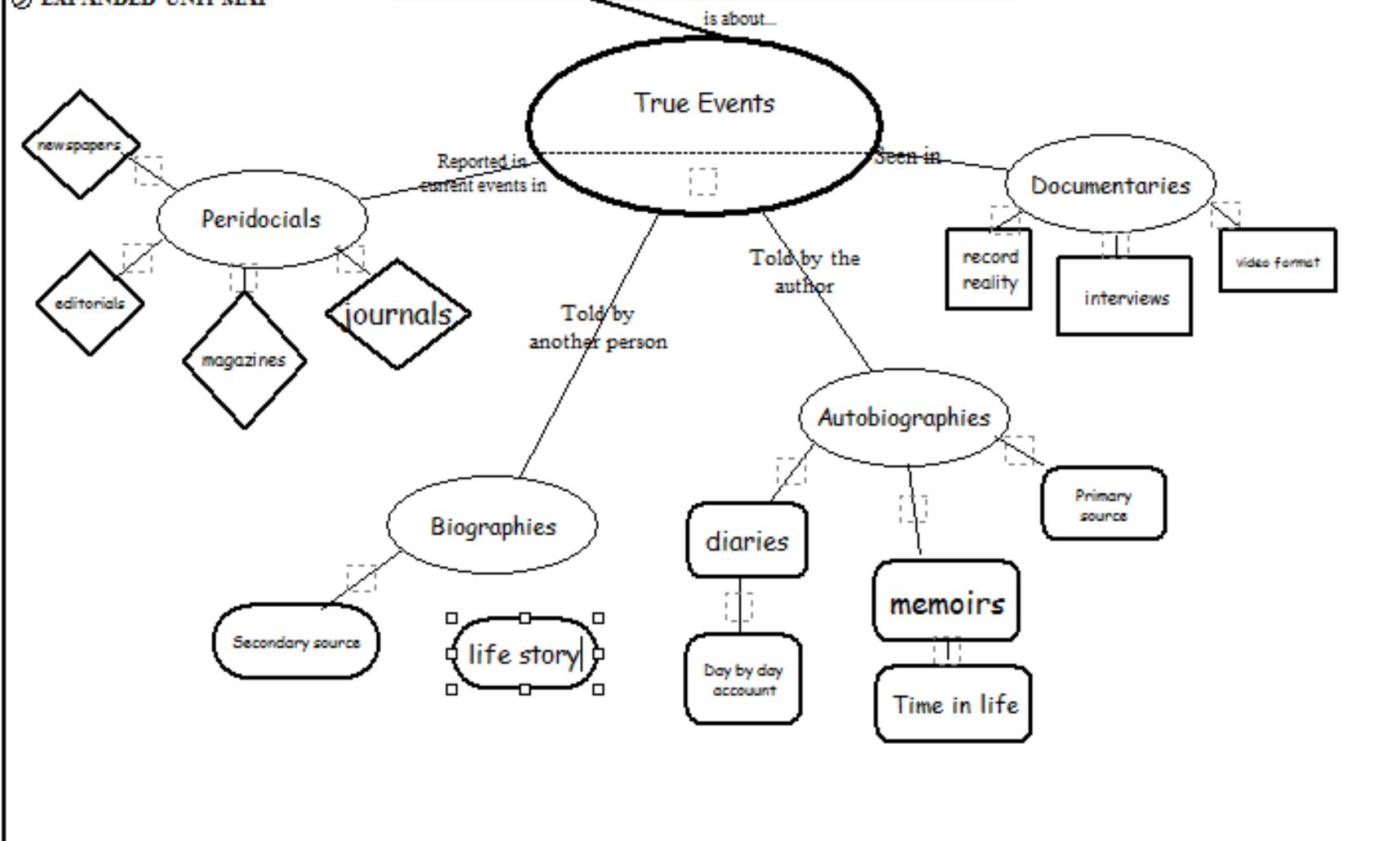
Adapted from The Unit Organizer Routine. Copyrights for the template are held by the authors of The Unit Organizer Routine.

The Unit Organizer

Nonfiction (focusing on survival stories)

NAME _____
DATE _____

⑨ EXPANDED UNIT MAP



⑩ NEW UNIT SELF-TEST QUESTIONS

1. How do you think true events may guide fiction writings?

Content Analysis

Learning Goals and Content Standard Table

Unit Learning Goals	NCSCOS Competency Goals and Objectives
<p>Students will be able to identify key vocabulary related to nonfiction print and pick out examples of those terms in readings.</p>	<p>NCSCOS English I Competency Goal 2: The learner will explain meaning, describe processes and answer research questions to inform an audience</p> <p>2.02 Explain commonly used terms and concepts by:</p> <ul style="list-style-type: none"> -clearly stating the subject to be defined. -classifying the terms and identifying distinguishing characteristics. -organizing ideas and details effectively. -using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas. -demonstrating a clear sense of audience and purpose. <p>NCSCOS English I Competency Goal 5 The learner will demonstrate understanding of various literary genres, concepts, and terms.</p> <p>5.01</p> <ul style="list-style-type: none"> -Read and analyze various literary works by using effective reading strategies for preparation, engagement, and reflection. - recognizing and analyzing the characteristics of literary genres including fiction, nonfiction (e.g., essays, biographies, autobiographies, historical documents), poetry, and drama. -interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery. -Understand the importance of tone, mood diction, and style. - explaining how point of view is developed and its effect on literary texts. -making thematic connections among literary texts and media and contemporary issues. -producing creative responses that follow

	the conventions of a specific genre and using appropriate literary devices from that genre.
Students will be able to demonstrate comprehension to texts in a variety of ways including answering multiple choice questions, short answer, and essay format responses.	<p>NCSCOS English I Competency Goal 2: The learner will explain meaning, describe processes and answer research questions to inform an audience</p> <p>2.02 Explain commonly used terms and concepts by:</p> <ul style="list-style-type: none"> -clearly stating the subject to be defined. -classifying the terms and identifying distinguishing characteristics. -organizing ideas and details effectively. -using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas. -demonstrating a clear sense of audience and purpose. <p>2.04 Form and refine a question for investigation, using a topic of personal choice, and answer that question by:</p> <ul style="list-style-type: none"> -deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media. -prioritizing and organizing the information. -incorporating effective media and technology to inform or explain. -reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.
Students will be able to analyze a reading and determine the tone, audience, point of view, and the influence of bias.	<p>NCSCOS English I Competency Goal 1: the learner will express reflections and reactions to print and non-print texts and personal experiences.</p> <p>1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> -selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. -identifying and analyzing text components (such as organizational structures, story

	<p>elements, organizational features) and evaluating their impact on the text.</p> <ul style="list-style-type: none"> -providing textual evidence to support understanding of and reader's response to text. <p>demonstrating comprehension of main idea and supporting details.</p> <ul style="list-style-type: none"> -summarizing key events and/or points from text. -making inferences, predicting, and drawing conclusions based on text. -identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. -making connections between works, self and related topics. -analyzing and evaluating the effects of author's craft and style. -analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. -identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.
<p>Students will be able to reflect on the nonfiction readings using personal feelings and show an awareness of how they might respond differently than another person</p>	<p>NCSCOS English I Competency Goal 1: the learner will express reflections and reactions to print and non-print texts and personal experiences.</p> <p>1.01 Narrate personal experiences that offer an audience:</p> <ul style="list-style-type: none"> - scenes and incidents located effectively in time and place. - vivid impression of being in a setting and a sense of engagement in the events occurring. - appreciation for the significance of the account -a sense of the narrators personal voice. <p>1.02 Respond reflectively (individually and in groups) to a variety of expressive texts in a way that offers an audience</p> <ul style="list-style-type: none"> - and understanding of the student's personal reaction -a sense of how the reaction results from a careful consideration of the text.

	<ul style="list-style-type: none"> - an awareness of how personal and cultural influences affect the response.
<p>Students will be able to create their own nonfiction writing.</p>	<p>NCSCOS English I Competency Goal 1: the learner will express reflections and reactions to print and non-print texts and personal experiences.</p> <p>1.01 Narrate personal experiences that offer an audience:</p> <ul style="list-style-type: none"> - scenes and incidents located effectively in time and place. - vivid impression of being in a setting and a sense of engagement in the events occurring. - appreciation for the significance of the account -a sense of the narrators personal voice.. <p>NCSCOS English I Competency Goal 6 The learner will apply conventions of grammar and language usage.</p> <p>6.01 Demonstrate and understanding of conventional written and spoken expression that:</p> <ul style="list-style-type: none"> - uses varying sentence types purposefully, correctly and for specific effect. - selects verb tenses to show and appropriate sense of time. -applies parts of speech to clarify and edit language. -addresses clarity and style through such strategies as parallelism; appropriately coordination and subordination; variety and details; appropriate and exact words; and conciseness. - analyzes the place and role of dialects and standard/nonstandard English. - uses vocabulary strategies such as roots and affixes. Word maps and context clues to discern meaning of words. <p>6.02 discern and correct errors in spoken and written English.</p>

Summary of the Scope of the Unit Plan

Nonfiction is the topic that will be examined during this unit. The content accompanying nonfiction will be different forms of nonfiction such as: biographies,

newspapers, magazines, journals, autobiographies, memoirs, diaries, and documentaries. These will be presented from historical documents and more current text forms. Through each form of nonfiction there will be vocabulary and literary terms that students will learn and identify throughout each of the various texts. The students will be expected to comprehend the variety of sources. Nonfiction relates to the broader goals of English I because it examines different forms of literature, checks for comprehension and build on vocabulary and literary terms. The students will have assignments which allow them to demonstrate their writing skills using standard conventions. This unit will introduce new literary terms and a genre of literature to the students while building on their repertoire of knowledge of English Language Arts.

Cultural Responsiveness

The classroom for this unit is an inclusion classroom. There are students at a variety of academic levels. Because the unit of nonfiction is focusing on survival stories, mainly from the holocaust, it is important for students to understand the effects of World War II on cultures, especially in relation to the Jewish and German cultures. The classroom that this unit took place in consisted of 13 students, of which 8 were of African American descent, one of Hispanic descent and the rest were Caucasian. The students will learn about the impact that World War II and the Holocaust had on Europeans through various nonfiction literature. We will discuss how the events of the Holocaust and the war had long term effects of each society; some of which can still be seen today. Students will explore stories from women, children, men, survivors, refugees, protectors, and the aggressors.

Content Integration

Unit Content	Content Integration
English/Language Arts	Social Studies
English/Language Arts	Information and Technology Skills
English/ Language Arts	Mathematics

The unit subject of nonfiction within English and Language Arts fits very well into many other content areas. In this unit, I incorporated aspects of Social Studies,

Information and Technology, and Mathematics. The use of these other content areas will help make the unit more interesting for the students. The incorporation of nonfiction into Social Studies seemed to be expected. The focus on the nonfiction literature was from Holocaust survivors. To begin the unit and to gain student interest, I gave a background of the Holocaust, which many of the students had heard of but did not know much about. The students are exposed to many different aspects of Social Studies through exploring this topic. They learn about World History, World Geography, Politics and Sociology through the exploration of the nonfiction literature. World Geography will be touched on by exploring the counties and locations that the literature was written in and about. Politics will be discussed through the readings of news papers articles about the Hitler Regime and Propaganda that was used. Sociology will be discussed through the personal experiences read in diaries and memoirs. The history aspect of these readings will be present in nearly every lesson plan for this part of the unit that is presented in this project. I used the Holocaust for the theme of the nonfiction, but it is important to note that almost any theme of nonfiction can be connected to History and Social Studies.

Information and Technology will be incorporated into the project by having students research Holocaust survivors and writing a biography based on their research. The students will also use a website, wordle.com. For this assignment the students will be assigned a memoir or diary and after reading it use 20 words to describe the character of the reading. The words are then put into the website, which will create a design with all the words. The student can pick the design. The information and technology skills that will be targeted are researching using the internet and typing.

Mathematics will be used to help the students calculate totals of victims from the Holocaust. The students will also calculate the percentage of victims from each country. This exercise will be done as a class but each student will be expected to participate. The mathematics portion connected to the unit will be used to hook the student's interest in learning about the subject.

Assessment Methods

Learning Goal	Assessments	Assessment Format	Assessment Adaptations
Students will be able	Pre-Assessment	Multiple choice	Modify the

	<p>Post Test</p>	<p>that the class will be reading. The students will be asked to identify the tone, audience, point of view, and bias.</p> <p>Unit test addressing questions from the readings from unit in multiple choice, short answer and essay format. The test will have students analyze readings to determine the literary terms within. Students will also be given the same paragraph to paraphrase.</p>	<p>be read aloud.</p> <p>Modify instructions, and verbally go over directions one-on-one with selected students. Give prompts and provide examples as needed. Reading excerpt will be read aloud. Any other test accommodations that are listed on student's IEP.</p>
<p>Students will be able to reflect on the nonfiction readings using personal feelings and show an awareness of how they might respond differently than another person.</p>	<p>In-Progress Assessment</p>	<p>Informal observation: Class Discussion Numbered Heads Together Discussions Student Work Samples: Compare and contrast a person they read about with themselves.</p>	<p>Modify instructions, provide prompts as needed, read aloud selections,</p>
<p>Students will be able to create their own nonfiction writing.</p>	<p>In-Progress Assessment</p>	<p>Student Work Samples: students will be writing their own biography of a person they have researched.</p>	<p>Modify instructions, provide prompts, provide list of websites that contain information for the writing, shorten writing length requirement, Key information that</p>

			<p>will be used in writing will be printed out for student. Student will have a set of guiding questions to use with the assignment.</p>
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Instructional Strategies and Activities

Overview of Instructional Strategies and Routines

Instructional strategies and routines help the classroom and material become more manageable for the students. For the nonfiction unit, the instructional strategies and routines that were used include Active Student Responding, Content Enhancements, and Learning Strategies. The combination of these strategies and routines helped the students in many different ways become successful in learning the content.

Active Student Responding (ASR) is a technique that allows students to actively engage in the content that is being taught. Typically, a high school content teacher lectures a class and asks students to respond by raising their hands to answer. This strategy only involves having one active responder at a time (Armendariz & Umbreit, 1999). In this unit plan there are a couple forms of ASR used: response cards and guided notes. ASR is reported to give students more frequent opportunities to respond and has been reported to decrease disruptive behaviors within a classroom, helping create a well-managed classroom (Armendariz & Umbreit, 1999). Guided notes will help students focus on the content by anticipating the blanks in their notes that are provided. The students will need to engage in the lecture in order to figure out the missing information. Response Cards will be used to review information. The response cards are used as whole group review sessions on vocabulary and other facts, we used both pre-printed response cards and write on response cards. Additionally, Numbered Heads Together was also used to increase ASR. The students formed groups of 4, and each student was given a number 1 through 4. Open ended questions were presented to the groups and they had to talk through each answer. A selected number from each group reported the answer and how they arrived at that conclusion. Each form of ASR helped students stay engaged in the curriculum by increasing

individual participation.

Content Enhancements are used to help teach material to diverse groups of students (Boudah, Lenz, Bulgren, Schumaker, & Dressler, 2000). In this unit, two different forms of graphic organizers are used: unit organizer and lesson organizer. The Unit Organizer Routine helps a teacher organize a unit, introduce it and build on topics from the content in the unit. This tool can help students understand the critical content and questions while associating relationships within the content (Boudah et al., 2000). The lesson organizer applies the same concept but at a smaller ratio, focusing on a single part of the unit.

Learning Strategies are used to target skills and enhance learning in students. In this unit two learning strategies were used, SLANT and RAP. The SLANT strategy was taught to the whole class as it can enhance the learning and engagement of all students. Each student took a pretest for both the SLANT and RAP strategies. Based on their pretest, certain students were selected to work on the RAP strategy. RAP is a strategy used in paraphrasing. This strategy helped students comprehend readings by having the students use their own words to convey what they read. Both of these learning strategies used mnemonics to teach a skill. These are considered to be letter strategy mnemonics, which help with memory and recall (Fontana, Scruggs, & Mastropieri, 2007).

Universal Design for Learning

Universal Design for Learning applies three qualities to the learning environment to increase access to the curriculum, so that it may be presented to a diverse group of students. The first quality is to use multiple means of representation. In this quality a teacher should use different materials to support different learning styles such as through the use of audio, visual, and kinesthetically or a combination of presenting. The second quality of UDL is to allow students to express their knowledge in multiple ways. This could be allowing students to write, draw, orally describe or type what they know. The last quality of UDL is to offer multiple means of engagements such as through lecturing, games and peer-mediated instruction (Lenz et al, 2004). UDL guided the instructional strategies to be more accessible to all students. The instructional strategies and routines became tools to enhance the learning in the classroom. UDL helped in the selection of presentation modes. Through the use of instructional strategies and routines, many of the components of UDL

can be accomplished.

To reinforce UDL, students worked in groups to facilitate learning through the Numbered Heads Together in conjunction with think-pair-share strategy. While working in groups, the students were able to openly discuss and work through problems sharing information thus helping to ensure that everyone understood the material. This helped to incorporate students at the inclusive level. Each student can benefit from working in a group, whether it is academically or socially. Some students learn best by explaining to others the answer, while others learn better by being on the reciprocal end of that. Together each student can contribute to conversations, thus helping the group arrive at an answer. Numbered Heads Together actively engages all students in learning. In this activity, every group member, regardless whether they are high or low achievers, will be engaged and likely to respond with correct answers, given that the group discusses achieves an answer together (Maheady, Mallette, Harper, & Sacca, 1991: Maheady, Michielli-Pendl, Mallette, & Harper, 2002;). This cooperative learning strategy promotes student learning through collaboration and it gives students the opportunity to be a leader within the group. Each group member will know the answer and how they arrived at the answer and gain confidence in answering question in front of a group of people.

Technological enhancements to instruction were made available in this unit. Each day, a presentation was made through the use of powerpoint and a smartboard. Both of these technologies helped the information be presented in a organized and logical manner. Multimedia components including videos and pictures were presented. Students had access twice during the week of instruction to the computers in the computer lab. These computers had large screens available with a zoom option to better accommodate students. Through these computers students gained access to the World Wide Web in order to research, and look up additional background information. All of these technological enhancements also promote 21st century skills of technology.

Content enhancements used in the nonfiction unit such as the unit organizer and lesson organizer apply concepts of UDL. These organizers vary the representation of materials to include a graphic organizer for students. This organizer will enhance learning by allowing student to make connections of the content as it is taught. This will help the students master the content.

Additionally, learning strategies taught during this unit include the RAP and SLANT strategies. The RAP strategy focuses on paraphrasing, which can help with reading comprehension. The SLANT strategy helps promote student learning by seeking to have students engage and be ready to learn. The SLANT strategy was embedded in whole class instruction to enhance each students learning. The RAP strategy was taught to a small group of students who needed more intensive instruction and supports in regards to paraphrasing and reading comprehension. These strategies fit into the content of this unit.

Collaborative Instruction

Collaboration between a general education teacher and a special educator is vital to the success of an inclusive classroom. This unit is taught through the collaboration of a general education teacher and me, who will serve as a special education supporter. The purpose of the collaboration and co-teaching is that each teacher brings different expertise to the classroom, one in content and the other in enhancing the learning environment, especially in diverse classrooms. The general education teacher is responsible for content area involvement, such as creating the daily lessons relevant to the content area, assignment and assessments. The special educator provides additional supports to special education students and those who are struggling with course content. The special educator is responsible for implementing learning strategies and content enhancements.

Dieker (2009) explains the importance of a co-teaching lesson plan. Collaboration and communication are essential to co-teaching success. The co-teaching lesson plan book provides opportunities for the general education teacher and special education teacher to plan together, addressing the needs of each teacher (Dieker, 2009). The co-teaching lesson plan book was used by the general education teacher and I in creation of this unit. This lesson plan format help distinguish responsibilities within the lesson.

Throughout the lessons, the alternative teaching method of co-teaching is used. The general education teacher leads the instructional content part of the lesson while I supported. During the individual practice, I took on a group of students and provided extra supports, taught learning strategies, and reviewed the critical content from the lesson. The general education teacher monitored and helped with the activity of the rest of the class.

Co-Teaching Lesson Plans

General Education Co-Teaching Lesson Plan

Subject: English I

Class Time: 7:30a.m.-9:05a.m.

Day	Goal/Big Idea	Activities	Assessment
Monday	Students will be able to identify key vocabulary related to non-fiction print and pick out examples of the terms in selected readings.	<ul style="list-style-type: none"> -Introduce Unit Organizer -KWL Chart -Guided Notes -Response Cards -VocabWorksheet -Introduction of SLANT and RAP 	<ul style="list-style-type: none"> -Pretest on vocabulary and paraphrasing -Paragraph about what they learned -Vocabulary worksheet
Tuesday	<p>Students will be able to identify key vocabulary related to nonfiction print and pick out examples of those terms in readings.</p> <p>Students will be able to demonstrate comprehension to texts in a variety of ways including answering multiple choice questions, short answer, and essay format responses.</p> <p>Students will be able to analyze a reading and determine the tone, audience, point of view, and influence of bias.</p> <p>Students will be able to reflect on the nonfiction readings using personal feelings and show an</p>	<ul style="list-style-type: none"> -Review vocab from Monday -Review SLANT and RAP strategies/practice paraphrasing -Unit Organizer and Lesson Organizer -Response Cards -Read Newspaper articles -Numbered Heads Together group discussion questions -Newspaper activity 	<p>Newspaper activity will be graded. Class discussions, Numbered Heads Together discussions</p> <p>Review /completion of Unit and Lesson Organizer</p>

	<p>awareness of how they might respond differently than another person.</p> <p>Students will be able to create their own nonfiction writing.</p>		
Wednesday	<p>Students will be able to identify key vocabulary related to nonfiction print and pick out examples of those terms in readings.</p> <p>Students will be able to demonstrate comprehension to texts in a variety of ways including answering multiple choice questions, short answer, and essay format responses.</p> <p>Students will be able to analyze a reading and determine the tone, audience, point of view, and influence of bias.</p> <p>Students will be able to reflect on the nonfiction readings using personal feelings and show an awareness of how they might respond differently than another person.</p> <p>Students will be able to create their own nonfiction writing.</p>	<p>-Review vocab and Tuesday's critical content.</p> <p>-Wordle-Computer Activity(in groups)</p> <p>-Comparison Poster of diaries and memoirs</p> <p>-reading diary/memoir</p> <p>-Numbered Heads Together questions about readings</p> <p>-Write an editorial based on a reading from a diary or memoir.</p> <p>-Paraphrasing practice</p>	<p>-Group discussions-comparison activity and reading discussions</p> <p>-Wordle Activity checked</p> <p>-Completion of Unit Organizer</p> <p>-completed editorial assignment</p>
Thursday	<p>Students will be able to identify key vocabulary related to nonfiction print and pick out examples of those terms in readings.</p> <p>Students will be able to</p>	<p>-Review Vocab and Wednesday's lesson</p> <p>-Unit organizer completion</p> <p>-autobiography and</p>	<p>-Group Discussions</p> <p>-completed writing assignment.</p>

	<p>demonstrate comprehension to texts in a variety of ways including answering multiple choice questions, short answer, and essay format responses.</p> <p>Students will be able to analyze a reading and determine the tone, audience, point of view, and influence of bias.</p> <p>Students will be able to reflect on the nonfiction readings using personal feelings and show an awareness of how they might respond differently than another person.</p> <p>Students will be able to create their own nonfiction writing.</p>	<p>biography readings and discussion</p> <p>-creating a short biography</p>	
<p>Friday</p>	<p>Students will be able to demonstrate comprehension to texts in a variety of ways including answering multiple choice questions, short answer, and essay format responses.</p> <p>Students will be able to reflect on the nonfiction readings using personal feelings and show an awareness of how they might respond differently than another person.</p> <p>Students will be able to create their own nonfiction writing.</p>	<p>-Watch documentary</p> <p>-Group Discussions</p> <p>-Comprehension questions from video</p> <p>-Unit Review</p>	<p>Discussions and class participation</p> <p>- Completion and accuracy of comprehension questions</p>

Special Educator Co-Teaching Lesson Plan**Subject: English I****Class time: 7:30a.m.-9:05 a.m.**

Co-Teaching Structure	Behavioral & Academic Adaptations	Materials/Supports Needed	Team Notes
Alternative Teaching Lesson 1	<p>Modify Instructions</p> <p>Repeat instructions</p> <p>Redirect and prompt students 1,2,3 and 4 to stay on task, answer questions.</p> <p>Provide student 1 and 2 with breaks as needed.</p> <p>Review classroom expectations and rules as needed.</p>	<p>Small group instruction focusing on working on the learning strategies and review the big idea from lessons</p> <p>Pretest and matching activity adapted to include fewer choices</p> <p>Modified guided notes with less blanks, word bank.</p>	<p>Student 1 is displaying a lot of attention seeking behaviors, and refuses to do work even with extra supports, encouragement and use of reinforcers.</p>
Alternative Teaching Lesson 2	<p>Modify Instructions</p> <p>Repeat instructions</p> <p>Redirect and prompt students 1,2,3 and 4 to stay on task, answer questions.</p> <p>Provide student 1 and 2 with breaks as needed.</p> <p>Review classroom expectations and rules as needed.</p>	<p>Small group instruction focusing on working on the learning strategies and review the big ideas from lesson.</p> <p>Print directions for assignments.</p>	<p>Student 2 fell asleep during part of the lesson and would not wake up. Same behaviors from Student 1 as previously noted.</p>
Alternative Teaching Lesson 3	<p>Modify Instructions</p> <p>Repeat Instructions</p>	<p>Small group instruction focusing on working on the learning strategies</p>	<p>Student 3 and 4 are working hard on assignments and seem to enjoy it!</p>

	<p>Redirect and prompt students 1,2, 3 and 4 to stay on task, answer questions.</p> <p>Provide student 1 and 2 with breaks as needed.</p> <p>Review classroom expectations and rules as needed.</p>	<p>and review the big idea from lessons.</p> <p>Printed directions for assignments</p>	<p>They are also improving their paraphrasing using the RAP strategy.</p>
Alternative Teaching Lesson 4	<p>Modify Instructions</p> <p>Repeat instructions</p> <p>Redirect and prompt students 1,2,3 and 4 to stay on task, answer questions.</p> <p>Provide student 1 and 2 with breaks as needed.</p> <p>Review classroom expectations and rules as needed.</p>	<p>Small group instruction focusing on working on the learning strategies and review the big idea for lessons.</p> <p>Printed directions for assignments</p>	<p>Student 1 engaged in class today. He asked questions and followed along. Using SLANT strategy appropriately.</p>
Alternative Teaching Lesson 5	<p>Modify Instructions</p> <p>Repeat instructions</p> <p>Redirect and prompt students 1,2,3 and 4 to stay on task, answer questions.</p> <p>Provide student 1 and 2 with breaks as needed.</p> <p>Review classroom expectations and rules as needed.</p>	<p>Small group instruction focusing on working on the learning strategies and review the big idea for lessons.</p> <p>Printed directions for assignments</p> <p>Comprehension questions for videos as multiple choice. Provide time that answer to comprehension question occurs in</p>	<p>Student 2 and 3 did not seem to be interested in watching the documentary, they rather just had their own conversations. Prompting did not work.</p>

		movie.	
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Technology Integration

Technology integration is important for students in this day and age. Students are constantly being exposed to new technologies and live in a world where technologies are becoming more and more important. In this unit there are various forms of technology presented. The teacher uses powerpoint, and a smart board to display lecture material. Students are also exposed to videos and other resources from the World Wide Web including pictures and maps.

Assistive technology will be used and available to all students in the class, promoting a Universal Design for Learning manner. Each student will be provided the opportunity to use a MAC computer in the lab. These provide various technologies that will assist students with or without disabilities, including large screens. Students who have difficulties with spelling when writing and typing can be assisted by spell check. Additional technologies that will be used such as videos and images will help all students gain access to the unit content.

Students will be using technology to promote 21st century skills by going to the computer lab twice during the unit. While in the lab, students will be asked to research and type for assignments. This will enhance the student's computer literacy and navigation skills. The students will have to find and appropriately use research from the World Wide Web.

Lesson Plans**Daily Lesson Plans****Lesson 1**

Subject: 9th Grade English **Topic:** Nonfiction- stories of survivors, The Holocaust

Rationale: It is important to learn about non-fiction because it connects reading and literacy to history and events or people from the past. It shows a personal perspective. Comprehension of a variety of sources is important for students to learn. They need to be able to depict the difference in fiction and non-fiction. Students will also need to know how to paraphrase what they have learned. Paraphrasing allows students to show their comprehension by using their own words.

Objective: Students will examine different themes in non-fiction by looking at a variety of forms of expression. The students will be able to reflect and gain comprehension from the readings. The students will be expected to paraphrase after reading an article and summarize what they learned.

NCSCOS objective:

English I

1.01 Narrate personal experiences that offer an audience

1.02 Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience:

- an understanding of the student's personal reaction to the text.
- a sense of how the reaction results from a careful consideration of the text.
- an awareness of how personal and cultural influences affect the response.

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus

2.02 Explain commonly used terms and concepts

Materials/Technology:

Powerpoint, paper, pencil, smartboard, worksheets-guided notes, KWL chart, RAP Prompts,

response cards, markers, preprinted response cards.

Focus/review: The teacher will show a picture on the powerpoint from the Holocaust and ask the students what they think it is. After the students have a short discussion about the picture, the teacher will introduce the unit. The teacher will state that it is important to be able to pick out the crucial information when reading. Some important things to look for when reading are the 5 W's,; who, what, when, where and why. Next, the teacher will hand out the unit organizer. Students will look over the organizer. The teacher will explain what the unit organizer is and how it can be used as a tool. The teacher will also go over what will be studied and when.

Objective in student terms: "We are going to be studying stories of survival. This week we are going to focus on the Holocaust. We are going to look at a variety of readings, in diaries, newspapers, memoirs and we will watch a documentary. These are considered to be nonfiction sources because all of them are about events that really happened. Today we are going to learn new vocabulary words, the history of the holocaust, and use paraphrasing skills to demonstrate what we have learned."

Teacher input: We will start instruction by handing out a pretest for vocabulary and paraphrasing. The paraphrasing pretest will be used as data for those being taught the RAP technique. After the pretest is done, students will be given guided notes. The teacher will briefly explain the guided notes. In the guided notes there will be a KWL chart. The students will then fill out what they know and what they want to know about the Holocaust. We will go through the guided notes learning key vocabulary dealing with nonfiction. Examples and non examples of the vocabulary words will be provided. The powerpoint will include a background history of the holocaust. The co-teacher will support the class during instruction, providing prompts for filling out the guided notes. The SLANT strategy will be introduced to the students.

Guided practice: The student will be given response cards. They will be asked a variety of questions about the vocabulary and history of the holocaust. The teacher will show 1 questions first and answer it. Then the teacher and students will together answer a question on response cards. Finally the students will answer the subsequent questions. The co-teacher will float in the class and support students helping with the response cards. Some students will be given preprinted response cards. The co-teacher will help

demonstrate how to use these cards.

Independent practice: The students will finish the KWL chart and fill in the final column of what they learned. They will be instructed to write a paragraph explaining what they learned and how they feel about the topic. The students will also be given a matching worksheet with the vocabulary words. *At this time, the teacher will work with a small group of students(2-3). She will help with the assignment and present the RAP strategy. The teacher will also introduce the SLANT strategy to the every students and explain why both are important and how they can help.*

Closure: “Today we learned new vocabulary words and practiced summarizing and paraphrasing. We learned all about the history of the holocaust. Does anyone have and questions from today or need anything explained again? Next class we will be exploring readings from the holocaust. We will look at newspaper articles.”

Evaluation: The KWL chart and paragraph will be collected and read by teacher to give feedback on the writing. The vocabulary worksheet will be graded for accuracy. The pre-test will be used to compare to post tests.

UDL: Guided notes will be used for all students. Verbal prompting will be used to cue some students when to fill in the notes. Students will be allowed to type, write or record their paragraph. There will be audio, visual, visual audio representations through the powerpoint and use of response cards. In the assignment, some students will be given an alternative assignment with fewer choices for matching.

Lesson 2**Subject:** 9th Grade English**Topic:** Nonfiction- stories of survivors, The Holocaust

Rationale: It is important for students to read a variety of sources from past and present. Students will read historical news paper articles. It is important for the student to know the different parts of a newspaper article (title, caption, story, author, etc.). It is essential for students to be able to pick out the important pieces of information presented. Students will benefit from reading a variety of newspaper articles (news, editorials) related to the holocaust, from differing newspaper sources (German, US, Jewish) and analyze the stories and the differences in point of view and bias. The students will need to be able to comprehend the readings

Objective: Students will be able to identify and define different parts of a newspaper which are listed as vocabulary and literary terms. Students will be able to comprehend passages by paraphrasing the information.

NCSCOS objective:

English I

1.01 Narrate personal experiences that offer an audience

1.02 Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience:

- an understanding of the student's personal reaction to the text.
- a sense of how the reaction results from a careful consideration of the text.
- an awareness of how personal and cultural influences affect the response.

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus

2.02 Explain commonly used terms and concepts**3.01** Study argument by:

- examining relevant reasons and evidence.
- noting the progression of ideas that substantiate the proposal.
- analyzing style, tone, and use of language for a particular effect.
- identifying and analyzing personal, social, historical, or cultural influences contexts, or biases.
- identifying and analyzing rhetorical strategies that support proposals.

5.01 Read and analyze various literary works by:

- using effective reading strategies for preparation, engagement, reflection.
- recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), nonfiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy).
- interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery.

Materials/Technology:

Powerpoint, paper, pencil, smartboard, worksheets-guided notes and unit organizer, Newspaper articles, Pictures, Propaganda Ads, Posterboard, Markers

Focus/review: Students will be shown a newspaper. Together the class will discuss what is interesting about newspapers and what you can find in it. Using response cards, students will review vocabulary from previous lesson focusing on vocab associated with newspapers. Students will review RAP and SLANT strategies as appropriate. Students will also be instructed to get out the unit organizer to look over what they will be doing today.

Objective in student terms: “Today we will be looking at newspaper articles from a variety of sources. You will be asked in the end to create your own newspaper article pertaining to the Holocaust. We will also look at tactics used in newspapers during this era.

Teach input: We will start out by looking through the powerpoint. In the powerpoint,

there will be pictures and articles from newspapers, editorials that will be read aloud, propaganda. We will discuss each part of an article and newspaper. Students will be provided with example and non-examples of various newspaper related items.

Guided practice: On the powerpoint, the students will be shown a newspaper and articles. They will be asked to identify the parts by using response cards. The teacher will read 3 different articles; students will take notes on each. After students will discuss and analyze the similarities and differences. We will use the my turn, together, your turn strategy to practice the independent practice. The teacher will show an example of a newspaper article with headline and caption that she created. Next the class will do an example together; the class will come up with a caption of the photo, a title and create a paragraph long article.

Independent practice: Each student will be given a picture. They will be asked to come up with a caption for the photo, a title(headline) and write a short article pertaining to the picture. Students will also be given a propaganda picture and be asked to explain what they think it means. Students will also be given a newspaper article and be asked to paraphrase it. After each is finished, they will share each part. They will be given posterboards and markers to use if they wish.

Closure: We will review the vocabulary in which pertains to newspaper. The class will review different holocaust newspaper articles that were read. The teacher will check for understanding by asking if they have any questions.

Evaluation: The newspaper writings and paraphrasing activity will be evaluated to check for understanding of lesson.

UDL: Students will be allowed to type, write, or draw their independent practice assignment. There will be visual input in the powerpoint and handed out to each student. Students will be engaged with choral responding. There will be modified directions for a few students who need extra support.

Lesson 3**Subject:** 9th Grade English**Topic:** Nonfiction- stories of survivors, The Holocaust**Rationale:** Students need to be able to distinguish between different nonfiction readings.

Students can tell if the reading is written in the present tense, with firsthand experience or past tense, of a recalling of what happened.

Objective: Students will be able to reflect on nonfiction readings using personal feelings and show an awareness of how others might respond differently. The students will also be able to describe the difference between diaries and memoirs. In addition students will be able to identify whether they are reading a diary or memoir.

NCSCOS objective:

English I

1.01 Narrate personal experiences that offer an audience

1.02 Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience:

- an understanding of the student's personal reaction to the text.
- a sense of how the reaction results from a careful consideration of the text.
- an awareness of how personal and cultural influences affect the response.

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus

2.02 Explain commonly used terms and concepts**3.01** Study argument by:

- examining relevant reasons and evidence.
- noting the progression of ideas that substantiate the proposal.
- analyzing style, tone, and use of language for a particular effect.

- identifying and analyzing personal, social, historical, or cultural influences contexts, or biases.
- identifying and analyzing rhetorical strategies that support proposals.

5.01 Read and analyze various literary works by:

- using effective reading strategies for preparation, engagement, reflection.
- recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), nonfiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy).
- interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery.

6.01 Demonstrate and understanding of conventional written and spoken expression that:

- uses varying sentence types purposefully, correctly and for specific effect.
- selects verb tenses to show and appropriate sense of time.
- -applies parts of speech to clarify and edit language.
- addresses clarity and style through such strategies as parallelism; appropriately coordination and subordination; variety and details; appropriate and exact words; and conciseness.
- analyzes the place and role of dialects and standard/nonstandard English.

6.02 discern and correct errors in spoken and written English.

Materials/Technology:

Powerpoint, paper, pencil, smartboard, worksheets-guided notes, lesson organizer diary and memoir readings, posters, markers

Focus/review: Students will be asked to write down a memory from something that happened in the past (a few years ago). Then they will be asked to write a diary of their day so far. The students will be asked differences. Students will then review vocabulary, newspapers, RAP and SLANT strategies. Students will have a “warm-up” activity to practice paraphrasing. *The selected students working on the RAP strategy will work with the co-teacher, while the general education teacher works and monitors the rest of the class.*

Objective in student terms: “Today we will be looking at diaries and memoirs. We will see how they are similar and different. Once we read some examples, we will practice writing an editorial.”

Teach input: The teacher will go over diaries and memoirs. The class will read an example of a diary and memoir and discuss it. Powerpoint will be used. Selections from *The Diary of Ann Frank* and *Night* will be read. Numbered Heads Together will be used after reading to discuss and answer comprehension questions.

Guided practice: In groups, students will be given an excerpt from a diary/ memoir to read. The group will construct a wordle of words that describe the person who wrote it. Think of how they are similar/different from the author and present to class.

The class will return to their seats, they will then be given handout a passage from a diary or memoir to each student and each will read it. They will then go to the side of the room dedicated for memoirs or diaries. When in the group, they will make a poster of the characteristics of a diary or memoir. The two groups will compare and contrast.

Independent practice: Using the diary/memoir from previous activity students will then use it to write an editorial article in a US newspaper describing to the US public exposing what they read, including a headline, newspaper name and author

Closure: Students will review the difference in memoir and diary. The teacher will check for understanding and make sure no student is confused. Students will be told that they will be discussing documentaries tomorrow.

Evaluation: The teacher will check the group work for understanding. The teacher will also grade the editorial written during independent practice. The teacher will grade the writing for grammar and spelling errors and also for comprehension of the article.

UDL: Students will be able to type, write or record the written assignment. Some students will be given a template for the editorial and an example to help. Students will be shown a powerpoint, handed examples printed from internet and books.

Lesson 4

Subject: 9th Grade English **Topic:** Nonfiction- stories of survivors, The Holocaust

Rationale: Reading a variety of nonfiction material is important for students to understand the differing viewpoints represented of real life events and stories. Creative and critical writing and thinking will help students in challenging situations.

Objective: Students will examine biographies and autobiographies. They will write a short biography and create a book cover. Students will be able to distinguish between biographies and autobiographies.

NCSCOS objective:

English I

1.01 Narrate personal experiences that offer an audience**1.02** Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience:

- an understanding of the student's personal reaction to the text.
- a sense of how the reaction results from a careful consideration of the text.
- an awareness of how personal and cultural influences affect the response.

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus**2.02** Explain commonly used terms and concepts**3.01** Study argument by:

- examining relevant reasons and evidence.
- noting the progression of ideas that substantiate the proposal.
- analyzing style, tone, and use of language for a particular effect.
- identifying and analyzing personal, social, historical, or cultural influences contexts, or biases.

- identifying and analyzing rhetorical strategies that support proposals.

5.01 Read and analyze various literary works by:

- using effective reading strategies for preparation, engagement, reflection.
- recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), nonfiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy).
- interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery.

6.01 Demonstrate and understanding of conventional written and spoken expression that:

- uses varying sentence types purposefully, correctly and for specific effect.
- selects verb tenses to show and appropriate sense of time.
- -applies parts of speech to clarify and edit language.
- addresses clarity and style through such strategies as parallelism; appropriately coordination and subordination; variety and details; appropriate and exact words; and conciseness.
- analyzes the place and role of dialects and standard/nonstandard English.

6.02 discern and correct errors in spoken and written English.

Materials/Technology:

Powerpoint, paper, pencil, smartboard, worksheets-guided notes, picture, markers,
Computer

Focus/review: Students will be asked what they would name a book about themselves. They will then share the title and why they chose it. After this activity students will be reminded of the previous lesson on diary and memoirs. Students will review vocabulary.

Objective in student terms: “Today we are going to look at biographies and autobiographies. We will look at examples of both. You will use your creative abilities to create a title for a biography of a holocaust survivor and write a short biography of that person.”

Teacher input: Teacher will introduce biographies and autobiographies and explain their differences. Examples of each will be explored. Students will look at examples by reading parts of a biography and autobiography aloud in class.

Guided practice: Teacher will display titles and authors of biographies and autobiographies. Students will respond using response cards to indicate which it is. Teacher will lead first example. Teacher and students will together do second example. Students follow for remaining examples.

Independent practice: Students will research a person from the holocaust and create a cover for a biography. They will then use their research to write a short biography of the person highlighting the important accomplishments in his/her life. Each student will share why they created.

Closure: We will review biography and autobiography. Teacher will ask if there are any question or comment about the materials.

Evaluation: Students will be evaluated on their short biography. It will be graded for their ability to paraphrase and use correct grammar.

UDL: Students will be able to type, write or record the written assignment. Some students will be given a template for the biography and an example to help. Students will be shown a powerpoint, handed examples printed from internet and books. Students needing more supports will receive a list of sources to use to gain the information for the biography.

Lesson 5**Subject:** 9th Grade English**topic:** Nonfiction- stories of survivors, The Holocaust**rationale:** Students will address comprehension through a variety of mediums. Being able to pull pertinent information from a video will help student understand what is important and they can apply this skill when they read.**Objective:** Students will be able to follow along with a documentary video. They will be able to summarize the vital pieces presented and answer comprehension questions.**NCSCOS objective:**

English I

1.02 Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience:

- an understanding of the student's personal reaction to the text.
- a sense of how the reaction results from a careful consideration of the text.
- an awareness of how personal and cultural influences affect the response.

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus**2.02** Explain commonly used terms and concepts**2.04** Form and refine a question for investigation, using a topic of personal choice, and answer that question by:

- deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media.
- prioritizing and organizing the information.
- incorporating effective media and technology to inform or explain.
- -reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.

5.01 Read and analyze various literary works by:

- using effective reading strategies for preparation, engagement, reflection.
- recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), nonfiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy).
- interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery.

Materials/Technology:

Computer, Video, Paper, Pencil, speakers, projector, Worksheet

Focus/review: Students are going to review vocabulary words. A discussion about what it was like to experience the Holocaust will be started.

Objective in student terms: “Today we are going to watch a documentary. We will look for the key details of the events. We will also answer comprehension questions about the video.

Teach input: Teacher will explain what the students will be watching. Teacher will tell students to take note of important information.

Guided practice: Teacher and students will discuss the comprehension questions.

Independent practice: Students will write a reflection of the video.

Closure: Today we watched a documentary on the holocaust. Lets discuss what you felt when you saw the video.

Evaluation: The student’s reflection will be graded along with the comprehension questions from the video.

UDL: The documentary will be closed captioned to help some of the students who do better with reading. There will be an outline of the video passed out to help students follow along.

Unit Reflection and Evaluation

For the co-teaching clinical, I spent over a week in an English I class at a high school. The lessons I worked with started out the unit on non-fiction. The general education teacher and I co-taught the class using the alternative teaching model. We took turns leading and supporting based on the area of knowledge. During the support part, I implemented strategies to help the students learn how to paraphrase. I took data on that skill, while monitoring for other circumstances in which students needed extra support. In the class I worked, there were mainly 5 students the needed extra support. I focused my time as a supporter in the classroom making sure these students had the skills, materials, and knowledge to succeed in the lecture and subsequent activities.

The first day of the lesson, I introduced the topic. The students received a packet of handouts for the week, which they were responsible to bring to class every day. This packet included the KWL chart, guided notes, RAP and SLANT strategy overview, lesson organizer, and unit organizer. The students were asked to review the unit organizer at the beginning of each class. I taught the students how to use this tool during the first lesson, while going over their packet of information. Throughout the week I made sure the students understood how to use the unit organizer and subsequently the lesson organizer as a tool. I checked for their understanding, making sure they filled in the blanks and we had discussions on the possibilities that could be filled in the empty spots of the organizers. I started the lesson with a pretest, which contained the vocabulary words and a paragraph for the students to paraphrase. At first, the students were defiant; they had never had a pre-test! Most decided it was okay to proceed with the assessment, they thought it would be interesting to see how much they can learn. After the pre-test, I introduced the SLANT strategy, something that would be beneficial to every student in the class. Next, I taught each vocabulary term, using a powerpoint and the guided notes. The students filled in each blank with corresponding information. We then did a quick review using response cards. I displayed definitions through the powerpoint and there were multiple choice answers. The general education teacher supported the students who needed additional help. The students loved using this interactive form of answering questions.

We gathered back to start the next part of the lesson. From then, I took the supporter role, while the teacher led the lesson with the background information of the

Holocaust. We started with the KWL chart to have students fill out and discuss what they knew and wanted to know about the Holocaust. They were very interested in learning about the Holocaust, so I knew the nonfiction readings they would explore during the week would be a success. The teacher and I worked wonderfully together; everything flowed very easily on the first day. We shared responsibilities and I got to introduce new instructional strategies to the class that seemed to be helping gain and maintain their attention, something that is not easy to do with ninth graders at 7:30 in the morning.

The second day arrived. The general education teacher reviewed the unit organizer with the students and we introduced the lesson organizer for the day. After looking over these handouts, we reviewed the literary terms and vocabulary for the nonfiction unit. The lesson for day two focused on newspapers. The teacher emphasized the vocabulary dealing with newspapers, and specifically the parts of a news paper. WE shared images of newspapers from the Holocaust and even read two different stories. The students examined propaganda used in newspapers. As an activity, students were given a picture from the Holocaust and they had to come up with a caption and headline, creating their own mini newspaper article. The students then were read or given an article to read and were asked to paraphrase it. After reading the selection, I worked with a group of students and taught the RAP strategy. Together we practiced paraphrasing. I was the supporter during this lesson and the general education teacher was the lead.

Generally, I felt that the instructional strategies I used within my lesson plans helped in various ways ranging from student engagement to organization. The guided notes helped the students stay engaged in the lesson and actually take notes. The response cards were a fun way to check for student comprehension. The unit and lesson organizers helped with organization and for us to stay on track with the lessons and unit. The RAP and SLANT strategies really helped the students. Every student was taught the SLANT strategy and their progress was amazing! From the time I observed the class to the end of the project their attention to the lesson expanded immensely. The hardest part of the lessons was not losing the students focus while transitioning to some of these activities. I realized it was important to have everything ready because if the students have to wait much they do not want to start the lesson back again.

Appendix A**Other Handouts and Materials**

KWL Chart was given to students in the beginning of the unit to fill out the first two columns. The chart was then revisited at the end so students could share all of what they learned.

What do you know about the holocaust?	What do you want to know?	What did you learn?

Lesson Organizer contains blanks for the students to fill in as they go along.

Lesson Organizer		
<div style="display: flex; justify-content: space-between;"> ④ UNIT or BACKGROUND DATE: [] [] [] [] NAME: [] [] </div>		
<div style="text-align: center;"> <p>Current events told through</p> <p>○</p> </div>	<div style="text-align: center;"> <p>The Holocaust readings nonfiction</p> <p>written by other</p> <p>○ biographies</p> <p>written by self</p> <p>○ Autobiography</p> </div>	<div style="text-align: center;"> <p>events watched in</p> <p>○ Documentaries</p> </div>
② Relationships compare and contrast	① LESSON TOPIC periodicals	③ Task-Related Strategies reading comprehension, writing
⑤ Lesson Map		
<pre> graph TD A([current events in scheduled editions]) --- is_about -- is about --> B([Journals]) A --- is_about -- is about --> C([magazines]) B --- have -- have --> D[] C --- have -- have --> D D --- themes -- themes --> E[themes] E --- might_have -- might have --> F([opinion/bias]) E --- which_includes -- which includes --> G[] E --- can_be -- can be --> H([written for specific audience]) </pre>		
⑥ Challenge Question: How are newspapers, journals and magazine?		
⑦ Self-Test Questions: <ol style="list-style-type: none"> 1. What are the different parts of a newspaper? 2. Name an example of an opinion article. 3. How can the themes affect the tone, audience and bias of an article? 	⑧ Tasks: <ol style="list-style-type: none"> 1. identify the parts of a newspaper and associated vocabulary 2. take a picture that is provided write a headline, caption and brief story 3. identify the tone, audience, any bias and other theme presented in article 	
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Guided Notes were given to the students to increase active student responding. These notes consisted of all the vocabulary words from the unit. This handout was given on the first day of class.

Vocabulary

- Nonfiction- writing based on _____
- Biography- A type of writing in which the author writes about _____
- _____-author writes about his/her own personal life experiences.
- Diary-a _____account of a person’s life

- ⊙ Memoir- a book a person writes about a _____ in their life.
- ⊙ Primary source-document which was written or created _____ under study and offer an inside view of an event. First hand.
- ⊙ _____ - interprets and analyzes primary sources. These sources are one or more steps removed from the event
- ⊙ Subjective-influenced by _____, biased
- ⊙ Objective-_____ personal opinion, based on facts
- ⊙ Point of view-The _____ from which a story is told
- ⊙ Cause and effect-A relationship where an event leads to an outcome.
- ⊙ Tone- writer's attitude toward subject and audience
- ⊙ Audience- _____for whom the author writes
- ⊙ Biased-favoring one viewpoint over another, influence and prejudice against someone or something
- ⊙ _____-reference to a famous person, place, object, previous work of art, or historical event as a comparison
Ex. He had Herculean strength
- ⊙ Figure of Speech- not meant to be taken _____. This is symbolic language. Many times, authors use similes and metaphors to create figurative language.
Ex. He ran as fast as lightning
It was raining cats and dogs
- ⊙ Summarize- restate in a _____
- ⊙ _____-restating another person's idea in your own words.
- ⊙ Documentary-a _____that provides a factual record or report
- ⊙ Interview-questioning of a person to gain information
- ⊙ Narrative essay-tells a _____
- ⊙ Persuasive essay-A type of writing with the main objective of trying to affect the way the reader _____about a particular subject.

- ⊙ Expository essay-Any type of writing that has the primary purpose of providing_____to the reader
- ⊙ Descriptive essay- a writing that describes something.
- ⊙ Newspaper- a scheduled publication of current events and informative articles.
- ⊙ Headline- title of article usually in larger print to catch attention
- ⊙ Editorial- article that expresses the _____of the editor
- ⊙ Caption-describes a photograph.
- ⊙ _____ - Information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution or nation.

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