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FREC - Remote Learning
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"Developing Vocabulary, Reading Skills, and Structured Writing with Special Needs Students"

7th Grade special education: Reading Resource Room

Time Allocation: One week

Learning Goal: Students will understand the different text features, sequencing of the text, interpret information from the text features, and answer open-response comprehension questions.

Pre-Assessment: Students will take a pre-quiz on text features and sequencing.

Final Assessment: Students will make a vocabulary Powerpoint with a partner, answer comprehension questions on text features, and complete an open-response question.

Engagement: Students will begin this lesson in a teacher-led Zoom meeting. This group will be divided up into 2 smaller groups for the reading of the story. This article has 2 levels for students. The teacher and paraprofessional will each have a group to read to and ask questions. Students will need to complete the IXL standard (Text features) and then post their recorded answers in Google Classroom. Students will complete a Form on the video that goes with the article. Students will also complete projects on vocabulary definitions using Google Slides. They will have the word, definition, sentences, and a picture of each word for their final assessment. The teacher will later use the results of this to group the students in their academic support class according to who needs more instruction. Communications will also be done through GoGuardian and email for follow up and any concerns.

Tools: Email, post online, Google Classroom, GoGuardian, IXL, Kahoot, Flipgrid, posted articles, and videos.

Stepping Stones:

I. Students will have a discussion with the teacher about what text features are and the sequencing of a story. Students will also discuss how to interpret information for my text feature and how to answer an open response question. Students will complete fill in the blank notes using a Google Doc. They will have to just fill in the missing information. Students will be able to be provided a recording of the Zoom Meet so that way if they need help when class is over they are able to access it.

II. Students in a whole group Zoom meeting will review the new vocabulary words that are in the article. Students will listen to the word being spoken, listen to the word in a sentence, and listen

to the definition, along with seeing a picture of the word. Partners will then create their own Google Slides by putting the vocabulary words on each slide, come up with their own sentence of the word, and add a picture example of the word. Along with putting the definition, students will use Google Meets to complete this activity together. Students can also review these words all week using Kahoot and Google Slides.

III. Students will watch a video on the main article. This video is only five minutes long to help students get background knowledge on this topic. Students will then be split into two groups, the teacher will have a group, and the paraprofessional has a group. They are split up by their reading level; this article has two levels. Students will be guided and asked questions through the reading.

VI. When the students read the article, they will take turns reading aloud. The teacher/paraprofessional will discuss the sequence of the text structure. They will take a quiz on the article:

https://docs.google.com/forms/d/e/1FAIpQLScUP970o9Y4jjwSdcYgyrnrYWE-Y8IG948OBfxP_YPEMHkkfA/viewform. At the end of this article, students will answer close reading questions.

The questions will be answered by the students using a Flipgrid. They will record their answers for the teacher. Flipgrid offers students a different way to answer these questions.

V. Students will then complete a writing piece on the article by using the graphic organizer RACE. They will need to restate the questions, answer, cite evidence, and explain. They will need to go back to the article to answer the question. This will be done in a Google Doc.

https://docs.google.com/document/d/1RNGw5_CW3FI0MTILCk-NpwKyvwYWc1cevezYGtGHXlvE/edit

If students need to relisten to the story they may do so by hitting the text-to-speech audio feature. They are able to share it with me so that way I can review it with them and put comments regarding what they need to add.

VI. Once the questions are reviewed and the open response has been assessed, students will review the information from the article and complete IXL and text features. IXL is an online platform that allows students on all grade levels to practice skills relating to phonics and reading comprehension to writing strategies and all other subjects. IXL also has real-time diagnostic and has guidance for the students on what skills they need and should be working on. This also allows students to work on skills that may be at a lower grade level.

Students will then need to log into IXL

- A. Click on Learning
- B. Click on 7 grade Standards
- C. Scroll down to Reading **strategies**
- D. Complete (80 SmartScore) - D. Text structure
 4. Identify text structures.
- E. Once SmartScore has been met, students will need to fill in their IXL tracking sheet.

VII. Once the questions are reviewed and the open-response has been assessed by teachers, the teacher will review the discussions and notes that were given. Students will work together

with a partner and review the articles/vocabulary words through Google Meet to make sure their Slides are completed and that they have all the components using the rubric.

https://docs.google.com/document/d/1JoQrW_UFFG0QvMFAA_EJODfm7I_anbr5fvelAcgxn34/edit. They then will play Kahoot as a team. Students will turn in their final project on the vocabulary slides and present them in a Google Meet.

Assessment:

Comprehension check- ins will be done using Flipgrid. The teacher will evaluate the students' work using a discussion rubric to see if each student understands the text structures and comprehension questions. Students will be taking a vocabulary quiz at the end of the unit. Students will also take a Google Form quiz on the article.

Performance Assessment: Students will be completing a final open response writing piece on text structures using the graphic organizer RACE. The teacher will use a rubric to assess the writing.

https://docs.google.com/document/d/11Bzyot-14v4uKxxMq7sMGwJt7_uYwlu8NUrUi0vCH90/edit