# Freedom Elementary School

# Library Media // Lupton

Month: October (Unit 3)

#### Kindergarten

		<u> </u>				
ELA Standards 21st Century  ELA Standards Learner Learning To  Standards					Vocabulary	Instruction /Activity
	Monday			DAY- Class check out time	9	
	Tuesday	CCSS.ELA- LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	1.1.2 Use prior and background knowledge as context for new learning.	I will be able to identify the author and illustrator and explain their job in creating the story.	<ul><li>Author</li><li>Illustrator</li></ul>	- Story - Class discussion of the roles of author and illustrator *Tie in with Art unit on Shape - Review over Check Out procedures - CHECK OUT
Day	Wednesday	CCSS.ELA- LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	4.1.1 Read, view, and listen for pleasure and personal growth.	I will be able to identify characters, setting, and major events in a story.	<ul><li>Story Elements: Character</li></ul>	-Story - Discussion of Character - Character Activity
	Thursday	CCSS.ELA- LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	4.1.1 Read, view, and listen for pleasure and personal growth.	I will be able to identify characters, setting, and major events in a story.	<ul> <li>Story Elements:         <ul> <li>Character</li> <li>Problem</li> <li>Solution</li> <li>Setting</li> <li>Lesson/Theme</li> <li>Events</li> </ul> </li> </ul>	- Story - Story Map Activity
	Friday	CCSS.ELA- LITERACY.RL.K.5 Recognize common	1.1.2 Use prior and background knowledge as context for new	I will be able to compare fiction and nonfiction texts.	<ul><li>Fiction</li><li>Nonfiction</li></ul>	- Story and Nonfiction Text readings

types of texts (e.g.,	learning.		<ul> <li>Compare/Contrast</li> </ul>
storybooks, poems).			activity

	Monday	Tuesday	Wednesday	Thursday	Friday
	Delivery Method:	Delivery Method:	Delivery Method:	Delivery Method:	Delivery Method:
	Discussion	Discussion	Discussion Discussion	Discussion Discussion	Discussion Discussion
	Reading	Reading	Reading	Reading	Reading
	Audio visual	Audio visual	Audio visual	Audio visual	Audio visual
	Demo/Model	Demo/Model	Demo/Model	Demo/Model	Demo/Model
\$	Hands-on	Hands-on	Hands-on	Hands-on	Hands-on
u	Small Group	Small Group	Small Group	Small Group	Small Group
Ĕ	Partners	Partners '	Partners	Partners	Partners
SS	<u>Independent</u>	Independent	Independent	Independent	Independent
ssessments	Whole Group	Whole Group	Whole Group	Whole Group	Whole Group
Method/A	Formative &	Formative &	Formative &	Formative &	Formative &
은	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>
<u>∓</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>
	Flashbacks	Flashbacks	Flashbacks	Flashbacks	Flashbacks
<u> </u>	Exit Slip	Exit Slip	Exit Slip	Exit Slip	Exit Slip
elivery	Oral Questions	Oral Questions	Oral Questions	Oral Questions	Oral Questions
<u>≔</u>	Teacher	Teacher	Teacher	Teacher	Teacher
۵	Observation	Observation	Observation	Observation	Observation
	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz
	Short Answer	Short Answer	Short Answer	Short Answer	Short Answer
	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
	Presentation	Presentation	Presentation	Presentation	Presentation
	Work Sample	Work Sample	Work Sample	Work Sample	Work Sample

<sup>\*\*\*\*\*</sup>See Spec. Ed. Related Arts Folder in room for accommodations.

#### 1<sup>st</sup> Grade

ELA Standards    Standards		Instruction /Activity				
	Monday		FLI	X DAY- Class check out t		
	Tuesday	CCSS.ELA- LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.	4.1.1 Read, view, and listen for pleasure and personal growth.	I will be able to describe characters, settings, and major events in a story.	<ul> <li>5 Finger Test</li> <li>Story</li> <li>Elements:</li> <li>Character</li> <li>Setting</li> <li>Events/Plot</li> <li>Problem</li> <li>Solution</li> <li>Theme/Lesson</li> </ul>	- Story - Class discussion on Story Elements - Story Map activity - CHECK OUT
Бау	Wednesday	CCSS.ELA- LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	I will be able to describe characters, settings, and major events in a story.	<ul> <li>Story     Elements:     Character</li> <li>Appearance</li> <li>Personality</li> </ul>	- Story - Analysis of Character and Traits - Character Activity
	Thursday	CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	I will be able to create my own story.	<ul> <li>Story         Elements:         Character         Setting         Events/Plot         Problem         Solution         Theme/Lesson</li> </ul>	- Review of Story Elements - Students write their own stories and design and create illustrations that support the text
	Friday	CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some	2.1.6 Use the writing process, media and visual literacy, and technology skills	I will be able to create my own story.	REVIEW	Review of Story     Elements     Students write their own stories and design and create illustrations that

	to create products that express new understandings.	support the text - Share stories with classmates
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	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Delivery Method:</b>	<b>Delivery Method:</b>	<b>Delivery Method:</b>	<b>Delivery Method:</b>	<b>Delivery Method:</b>
	Discussion	<mark>Discussion</mark>	<b>Discussion</b>	<b>Discussion</b>	<b>Discussion</b>
	Reading	Reading Property of the Readin	<u>Reading</u>	Reading	Reading
	Audio visual	Audio visual	Audio visual	Audio visual	Audio visual
	Demo/Model	Demo/Model	Demo/Model	Demo/Model	Demo/Model
<del></del>	Hands-on	Hands-on	Hands-on	<mark>Hands-on</mark>	<mark>Hands-on</mark>
e e	Small Group	Small Group	Small Group	Small Group	Small Group
<b>E</b>	Partners	Partners	Partners	Partners	Partners
SS	<u>Independent</u>	Independent	Independent	<mark>Independent</mark>	<mark>Independent</mark>
ssessments	Whole Group	Whole Group	Whole Group	Whole Group	Whole Group
g	Formative &	Formative &	Formative &	Formative &	Formative &
Method/A	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>
<del>e</del>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>
<b>≥</b>	Flashbacks	Flashbacks	Flashbacks	Flashbacks	Flashbacks
	Exit Slip	Exit Slip	Exit Slip	Exit Slip	Exit Slip
Delivery	Oral Questions	<b>Oral Questions</b>	<b>Oral Questions</b>	Oral Questions	Oral Questions
<u> </u>	Teacher	Teacher	Teacher	Teacher	Teacher
۵	Observation	Observation	<b>Observation</b>	Observation	<b>Observation</b>
	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz
	Short Answer	Short Answer	Short Answer	Short Answer	Short Answer
	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
	Presentation	Presentation	Presentation	Presentation	Presentation
	Work Sample	Work Sample	<b>Work Sample</b>	<b>Work Sample</b>	Work Sample

### 2<sup>nd</sup> Grade

Inst	ruction	ELA Standards	21 <sup>st</sup> Century Learner Standards	Learning Target	Vocabulary	Instruction /Activity
	Monday		FLEX	DAY- Class check out t	ime	
	Tuesday	CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	3.1.5 Connect learning to community issues.	I will be able to use a digital tool to share my opinion on a book.	<ul> <li>Character</li> <li>Setting</li> <li>Theme</li> <li>Plot</li> <li>Book Review</li> </ul>	- Review over Story Mapping/ Literary Elements - Introduce Book Reviews/ Show examples/ Discuss purpose (life and community connections) - Brainstorm favorite books - CHECK OUT
Day	Wednesday	CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	3.1.5 Connect learning to community issues.	I will be able to use a digital tool to share my opinion on a book.	<ul><li>Character</li><li>Setting</li><li>Theme</li><li>Plot</li><li>Book Review</li></ul>	- Write book reviews to add to Destiny Quest - Share - Create Shelf Flags
	Thursday	CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	I will be able to modify my searches in Destiny to find a resource.	<ul> <li>Title search</li> <li>Author search</li> <li>Search</li> <li>Parameters</li> <li>Subject</li> <li>Keyword</li> </ul>	-Introduction to Destiny Quest: Search functions -Complete Quest Scavenger Hunt
	Friday	CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in	3.1.4 Use technology and other information tools to organize and	I will be able to use a digital tool to share my opinion on a book.	<ul><li>Rating</li><li>Audience</li></ul>	- Introduce MyQuest Shelves - Brief overview on Digital Citizenship - Publish book

	collaboration with peers.	display		reviews
		knowledge and		
		understanding in		
		ways that others		
		can view, use,		
		and assess.		

	Monday	Tuesday	Wednesday	Thursday	Friday
	Delivery Method:	Delivery Method:	Delivery Method:	Delivery Method:	Delivery Method:
	Discussion	<b>Discussion</b>	<b>Discussion</b>	<b>Discussion</b>	<b>Discussion</b>
	Reading	<u>Reading</u>	Reading	Reading	Reading
	Audio visual	<mark>Audio visual</mark>	Audio visual	Audio visual	Audio visual
	Demo/Model	Demo/Model	Demo/Model	Demo/Model	Demo/Model
ıts	Hands-on	Hands-on	Hands-on	Hands-on	Hands-on
e l	Small Group	Small Group	Small Group	Small Group	Small Group
	Partners	Partners	Partners	Partners	Partners
SS	<u>Independent</u>	Independent	<u>Independent</u>	Independent	Independent
ssessments	Whole Group	Whole Group	Whole Group	Whole Group	Whole Group
Ä					
Method/A	<u>Formative &amp;</u>	<u>Formative &amp;</u>	<u>Formative &amp;</u>	<u>Formative &amp;</u>	Formative &
မိ	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>
<del>P</del>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>
	Flashbacks	Flashbacks	Flashbacks	Flashbacks	Flashbacks
<u>&gt;</u>	Exit Slip	Exit Slip	Exit Slip	Exit Slip	Exit Slip
Delivery	Oral Questions	Oral Questions	Oral Questions	Oral Questions	Oral Questions
<u>≔</u>	Teacher	Teacher	Teacher	Teacher	Teacher
۵	Observation	Observation	Observation	Observation	Observation
	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz
	Short Answer	Short Answer	Short Answer	Short Answer	Short Answer
	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
	Presentation	Presentation	Presentation	Presentation	Presentation
	Work Sample	Work Sample	Work Sample	Work Sample	Work Sample

\*\*\*\*\*See Spec. Ed. Related Arts Folder in room for accommodations.

### 3<sup>rd</sup> Grade

Inst	ruction	ELA Standards	21st Century Learner Standards	Learning Target	Vocabulary	Instruction /Activity
	Monday			AY- Class check out t	ime	
	Tuesday	CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.  CCSS.ELA-LITERACY.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	3.1.5 Connect learning to community issues.	I will be able to use a digital tool to share my opinion on a book.	<ul> <li>Character</li> <li>Setting</li> <li>Theme</li> <li>Plot</li> <li>Book Review</li> </ul>	- Review over Story Mapping/ Literary Elements - Introduce Book Reviews/ Show examples/ Discuss purpose (life and community connections) - Brainstorm favorite books - CHECK OUT
Day	Wednesday	CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.  CCSS.ELA-LITERACY.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	3.1.5 Connect learning to community issues.	I will be able to use a digital tool to share my opinion on a book.	<ul> <li>Character</li> <li>Setting</li> <li>Theme</li> <li>Plot</li> <li>Book Review</li> </ul>	- Write book reviews to add to Destiny Quest - Share - Create Shelf Flags
	Thursday	CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing	I will be able to modify my searches in Destiny to find a resource.	<ul> <li>Title search</li> <li>Author search</li> <li>Search</li> <li>Parameters</li> <li>Subject</li> <li>Keyword</li> </ul>	-Introduction to Destiny Quest: Search functions -Complete Quest Scavenger Hunt

		inquiry.				
Friday	CCSS.ELA-LITERACY.W.3.1	3.1.4 Use	I will be able to	0	Rating	- Introduce MyQuest
, , ,	Write opinion pieces on topics	technology	use a digital tool	0	Audience	Shelves
	or texts, supporting a point of	and other	to share my			- Brief overview on
	view with reasons.	information	opinion on a book.			Digital Citizenship
		tools to				- Publish book review
	CCSS.ELA-LITERACY.W.3.6	organize and				
	With guidance and support from	display				
	adults, use technology to	knowledge				
	produce and publish writing	and				
	(using keyboarding skills) as	understanding				
	well as to interact and	in ways that				
	collaborate with others.	others can				
		view, use, and				
		assess.				

<sup>\*\*\*\*\*</sup>See Spec. Ed. Related Arts Folder in room for accommodations.

	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Delivery Method:</b>	Delivery Method:	Delivery Method:	<b>Delivery Method:</b>	Delivery Method:
	Discussion	<b>Discussion</b>	<b>Discussion</b>	<b>Discussion</b>	<b>Discussion</b>
	Reading	<mark>Reading</mark>	Reading	Reading	Reading
	Audio visual	Audio visual	Audio visual	Audio visual	Audio visual
	Demo/Model	Demo/Model	Demo/Model	Demo/Model	<mark>Demo/Model</mark>
T <sub>s</sub>	Hands-on	Hands-on	Hands-on	<mark>Hands-on</mark>	<mark>Hands-on</mark>
e	Small Group	Small Group	<mark>Small Group</mark>	Small Group	Small Group
E	Partners	Partners	Partners	Partners	Partners
SS	<u>Independent</u>	Independent	<mark>Independent</mark>	Independent	Independent
Method/Assessments	Whole Group	Whole Group	Whole Group	Whole Group	Whole Group
Ä					
Q	Formative &	Formative &	Formative &	Formative &	<u>Formative &amp;</u>
<u>ک</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>
<u>e</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>
	Flashbacks	Flashbacks	Flashbacks	Flashbacks	Flashbacks
<u> </u>	Exit Slip	Exit Slip	Exit Slip	Exit Slip	Exit Slip
Delivery	Oral Questions	Oral Questions	Oral Questions	Oral Questions	Oral Questions
<u>⊕</u>	Teacher	Teacher	Teacher	Teacher	<u>Teacher</u>
۵	Observation	Observation	Observation	Observation	<b>Observation</b>
	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz
	Short Answer	Short Answer	Short Answer	Short Answer	Short Answer
	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
	Presentation	Presentation	Presentation	Presentation	Presentation
	Work Sample	Work Sample	Work Sample	Work Sample	Work Sample

### 4<sup>th</sup> Grade

Inst	ruction	ELA Standards	21 <sup>st</sup> Century Learner Standards	Learning Target	Vocabulary	Instruction /Activity		
	Monday	FLEX DAY- Class check out time						
	Tuesday	CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	3.1.5 Connect learning to community issues.	I will be able to use a digital tool to share my opinion on a book.	<ul> <li>Character</li> <li>Setting</li> <li>Theme</li> <li>Plot</li> <li>Book Review</li> </ul>	- Review over Story Mapping/ Literary Elements - Introduce Book Reviews/ Show examples/ Discuss purpose (life and community connections) - Brainstorm favorite books - CHECK OUT		
Вαу	Wednesday	CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	3.1.5 Connect learning to community issues.	I will be able to use a digital tool to share my opinion on a book.	<ul><li>Character</li><li>Setting</li><li>Theme</li><li>Plot</li><li>Book Review</li></ul>	- Write book reviews to add to Destiny Quest - Share - Create Shelf Flags		
	Thursday	CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.	1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	I will be able to modify my searches in Destiny to find a resource.	<ul> <li>Title search</li> <li>Author search</li> <li>Search</li> <li>Parameters</li> <li>Subject</li> <li>Keyword</li> </ul>	-Introduction to Destiny Quest: Search functions -Complete Quest Scavenger Hunt		
	Friday	CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons	3.1.4 Use technology and other information	I will be able to use a digital tool to share my opinion on a book.	<ul><li>Rating</li><li>Audience</li></ul>	- Introduce MyQuest Shelves - Brief overview on Digital Citizenship		

and information.	tools to	- Publish book
	organize and	reviews
	display	
	knowledge	
	and	
	understanding	
	in ways that	
	others can	
	view, use, and	
	assess.	

	Monday	Tuesday	Wednesday	Thursday	Friday
	Delivery Method:	Delivery Method:	Delivery Method:	Delivery Method:	Delivery Method:
	Discussion	Discussion	Discussion	Discussion	Discussion
	Reading	Reading	Reading	Reading	Reading
	Audio visual	Audio visual	Audio visual	Audio visual	Audio visual
	Demo/Model	Demo/Model	Demo/Model	Demo/Model	Demo/Model
<u>v</u>	Hands-on	Hands-on	Hands-on	Hands-on	Hands-on
	Small Group	Small Group	Small Group	Small Group	Small Group
Ĕ	Partners	Partners	Partners	Partners	Partners
SS	Independent	Independent	Independent	Independent	Independent
Se	Whole Group	Whole Group	Whole Group	Whole Group	Whole Group
As		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Method/Assessments	Formative &	Formative &	Formative &	Formative &	Formative &
٥	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	Summative	<u>Summative</u>
<b>₩</b>	Assessment	Assessment	Assessment	Assessment	Assessment
Š	Flashbacks	Flashbacks	Flashbacks	Flashbacks	Flashbacks
	Exit Slip	Exit Slip	Exit Slip	Exit Slip	Exit Slip
Delivery	Oral Questions	<b>Oral Questions</b>	<b>Oral Questions</b>	<b>Oral Questions</b>	Oral Questions
<u>=</u>	Teacher	Teacher	Teacher	Teacher	Teacher
۵	Observation	Observation	Observation	Observation	Observation
	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz
	Short Answer	Short Answer	Short Answer	<b>Short Answer</b>	Short Answer
	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
	Presentation	Presentation	Presentation	Presentation	Presentation
	Work Sample	<b>Work Sample</b>	<b>Work Sample</b>	Work Sample	Work Sample

## 5<sup>th</sup> Grade

Inst	ruction	ELA Standards	21 <sup>st</sup> Century Learner Standards	Learning Target	Vocabulary	Instruction /Activity
Monday FLEX DAY- Class check out time						
	Tuesday	CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	3.1.5 Connect learning to community issues.	I will be able to use a digital tool to share my opinion on a book.	<ul> <li>Character</li> <li>Setting</li> <li>Theme</li> <li>Plot</li> <li>Book Review</li> </ul>	- Review over Story Mapping/ Literary Elements - Introduce Book Reviews/ Show examples/ Discuss purpose (life and community connections) - Brainstorm favorite books - CHECK OUT
Вαу	Wednesday	CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	3.1.5 Connect learning to community issues.	I will be able to use a digital tool to share my opinion on a book.	<ul> <li>Character</li> <li>Setting</li> <li>Theme</li> <li>Plot</li> <li>Book Review</li> </ul>	- Write book reviews to add to Destiny Quest - Share - Create Shelf Flags
	Thursday	CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.	1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	I will be able to modify my searches in Destiny to find a resource.	<ul> <li>Title search</li> <li>Author search</li> <li>Search</li> <li>Parameters</li> <li>Subject</li> <li>Keyword</li> </ul>	-Introduction to Destiny Quest: Search functions -Complete Quest Scavenger Hunt
	Friday	CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	3.1.4 Use technology and other information tools to organize and display	I will be able to use a digital tool to share my opinion on a book.	<ul><li>Rating</li><li>Audience</li></ul>	- Introduce MyQuest Shelves - Brief overview on Digital Citizenship - Publish book

	knowledge and		reviews
	understanding in		
	ways that others		
	can view, use,		
	and assess.		

	Monday	Tuesday	Wednesday	Thursday	Friday
	Delivery Method:	Delivery Method:	Delivery Method:	Delivery Method:	Delivery Method:
	Discussion	Discussion Discussion	<u>Discussion</u>	Discussion	<u>Discussion</u>
	Reading	Reading	Reading	Reading	Reading
	Audio visual	Audio visual	Audio visual	Audio visual	Audio visual
	Demo/Model	Demo/Model	Demo/Model	Demo/Model	Demo/Model
ş	Hands-on	Hands-on	Hands-on	Hands-on	Hands-on
eu	Small Group	Small Group	Small Group	Small Group	Small Group
Ē	Partners	Partners	Partners	Partners	Partners
SS	<u>Independent</u>	Independent	<u>Independent</u>	Independent	Independent
ssessments	Whole Group	Whole Group	Whole Group	Whole Group	Whole Group
Ä					
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Formative &	Formative &	Formative &	<u>Formative &amp;</u>	Formative &
Method/A	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>
<u> </u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>
	Flashbacks	Flashbacks	Flashbacks	Flashbacks	Flashbacks
<b>≥</b>	Exit Slip	Exit Slip	Exit Slip	Exit Slip	Exit Slip
Delivery	Oral Questions	Oral Questions	Oral Questions	Oral Questions	Oral Questions
<u>•</u>	Teacher	Teacher	Teacher	Teacher	Teacher
	Observation	Observation	Observation	Observation	Observation
	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz	Pop Quiz
	Short Answer	Short Answer	Short Answer	Short Answer	Short Answer
	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
	Presentation	Presentation	Presentation	Presentation	Presentation
	Work Sample	Work Sample	Work Sample	Work Sample	Work Sample

\*\*\*\*\*See Spec. Ed. Related Arts Folder in room for accommodations.