**Unit Plan Summary**

**Summary:**

**Name of Unit**: *Walter’s Flying Bus*

**Subject Area**: ELA

**CCSS:**

1. [CCSS.ELA-Literacy.RL.K.1](http://www.corestandards.org/ELA-Literacy/RL/K/1/) With prompting and support, ask and answer questions about key details in a text.
2. [CCSS.ELA-Literacy.RL.K.2](http://www.corestandards.org/ELA-Literacy/RL/K/2/) With prompting and support, retell familiar stories, including key details
3. 3[CCSS.ELA-Literacy.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/) With prompting and support, identify characters, settings, and major events in a story.

**Grade Level**: Special Education K-5

**Rational for the Unit/Overview of Unit** : This unit utilizes the e-book *Walter’s Flying Bus* to teach students about asking and answering questions about key details, retell stories and indentifying characters, settings and major events in a story. During this unit, concepts like different places to live, families and dreams are also examined and there is integration between English Language Arts and Social Studies curriculums.

**Measureable Objectives**:

1. Students will be able to ask and answer questions about key details of *Walter’s Flying Bus* in their reading journals by either writing or drawing pictures
2. Students will be able to retell *Walter’s Flying Bus* including key details with prompting and support.
3. Students will be able to identify the characters, setting and major events in *Walter’s Flying Bus* with prompting and support

**Materials, Tools, and Sources:**

* + 1. Materials
			1. Reading journals
				1. Pencils
				2. Crayons
			2. Template of a child
				1. Pencils
				2. Crayons
				3. Yarn for hair
				4. Markers
				5. Velcro for the back to stick to felt board
				6. Glue
				7. Fabric for clothing
			3. Graphic organizer – see attached
				1. Pencils
				2. Crayons
		2. Tools
			- 1. Copies of *Walter’s Flying Bus* book and e-book
		3. List of technology:
			- 1. iPads/iPhones
				2. Smart board
				3. computer
		4. Bibliography.
			- 1. *Walter's Flying Bus*. N.p.: n.p., n.d. IPhone and IPad.
				2. Named videos for Social Studies portion are all available on Discovery Education. [www.discoveryeducation.com](http://www.discoveryeducation.com)

**Learning Environment:**

The learning environment is a Autism Spectrum Disorders (ASD) categorical classroom in an elementary school. The students may range in grade from K-5 and have a wide range of abilities.

**Lesson Plan 1 of Unit Plan**

1. **Demographic Information:**
	1. Student Teacher’s Name: Gretchen Morris-Archinal
	2. Grade Level: Special Education K-5
	3. Subject: ELA
	4. School: Trombly Elementary
	5. District: Grosse Pointe
	6. Lesson Plan Title: *Walter’s Flying Bus* Analysis
	7. Physical Setting: Categorical Classroom
2. **Objectives:**
	1. Students will be able to ask and answer questions about key details of *Walter’s Flying Bus* in their reading journals by either writing or drawing pictures.
3. **GLCE/HSCE/CCSS**
	1. List specific GLCE/HSCE/CCSS used in lesson
		1. [CCSS.ELA-Literacy.RL.K.1](http://www.corestandards.org/ELA-Literacy/RL/K/1/) With prompting and support, ask and answer questions about key details in a text.
	2. Explain why you decided to teach this lesson and how it is theoretically sound.
		1. Walter’s Flying Bus tells the story of special needs orphans in Uganda. This lesson combines reading, writing and social studies.
	3. How is the content relevant to students?
		1. Like the some of the characters in the book, the students also have special needs. All children have dreams like the characters in the book.
4. **Teacher Procedure/Lesson Development:**
	1. **Introduction**
		1. **Anticipatory Set**:
			1. How will you motivate your students and prepare your classroom environment?
				1. Start a felt-board display that gives hints about the story and add elements over the course of the unit. The display will start the backdrop used for the book. Each day the students and I will add more to the display like the bus, the different characters and the kites. The display on a bulletin board will be finished when the unit ends.
			2. How will you focus your students’ attention?
				1. Group reading is generally after physical activity, so the students are ready to take a break and listen to a story. Walter’s Flying Bus is available in both e-book and hard cover. The e-book will be used on the smart board for the group time readings of the book.
			3. How will you connect the lesson to their experiences (background/prior knowledge/schema?
				1. There are natural connections between the character and the students because they both have dreams and special needs. While most of my students have autism spectrum disorders, the characters in the book have a variety of special needs from autism to physical deformities and disabilities. The common denominator for all the children is that they have dreams. I will connect the fact that we all have dreams and ideas of what we want to be when we grow up.

Questions to ask about their dreams

What are your dreams?

What do you want to be when you grow up

Why do you want to do that?

Is it ok to have different dreams than someone else?

* 1. **Learning Resources and Materials**
		1. List appropriate materials: list all items.
			1. Reading journals
				1. Pencils
				2. Crayons
			2. List resources.
				1. Copies of *Walter’s Flying Bus* book and e-book
			3. List technology:
				1. iPads/iPhones
				2. Smart board
				3. computer
			4. Bibliography.
				1. *Walter's Flying Bus*. N.p.: n.p., n.d. IPhone and IPad.
	2. **Methods/Procedures (Lesson Development)**
		1. **Essential Question:**
			1. What are the key details in the *Walter’s Flying Bus* that the students need to identify by drawing or writing in their reading journals?
		2. **Lesson Described in *Detail Step-by-Step* (This will be lengthy):**
			1. What questions will be used to guide and focus the teaching and learning?
				1. What are the key details the students need to know?

Where does the book take place?

Who are the different characters?

What are they trying to achieve?

Do they succeed?

* + - * 1. Who can write and who needs to draw?

Some students will just write in their journal while others will write and draw and some will just draw a picture about a key detail in the book.

* + - * 1. Who can’t do either and needs an assistant to help them with the drawing/and or writing?

Not all the students are capable of independently drawing and writing.

* + - 1. How will you enhance students’ critical and creative thinking?
				1. By asking the students what their dream is?

What are your dreams?

What do you want to be when you grow up

Why do you want to do that?

* + - 1. Step-by-Step Directions
				1. Introduction of dreams – inquiry teaching with teacher modeling

Share with the students what you wanted to be when you grew up – a teacher!

Why?

How did the teacher make it happen?

Ask the students the following questions.

What do you want to be when you grow up?

Is there something you’ve always wanted to do?

How do you think you’ll get there?

* + - * 1. Show the e-book – technology based tool

Students will gather at the table to watch the e-book together on the smart board.

* + - * 1. After watching the e-book, the teacher will facilitate a grand conversation about the e-book. – inquiry teaching

discuss any questions the students may have if none then teacher generated to start discussion

Where is Africa do the kids live?

What are some of their dreams?

Do their dreams come true?

How do their dreams help them?

discuss any comments they have about the text if none then teacher generated suggestions

What was their favorite part?

Who is their favorite character?

How are the characters like them?

* + - * 1. The teacher will write the journal topic on the smart board: What are some of the key or important parts of *Walter’s Flying Bus?*
				2. Teacher will brainstorm ideas for the journal entry with the students.

The ideas will be listed on the smart board. – inquiry teaching with teacher modeling

* + - * 1. Teacher will demonstrate a sample entry to show them how to write the journal entry – inquiry teaching with teacher modeling

Using the smart board the teacher will draw a picture from one of the brainstormed ideas.

The teacher will solicit ideas from the students

Using the smart board, the teacher will write 5 sentences about key details in the book.

The teacher will solicit ideas for the sentences from the students

* + - * 1. Students will go to their desks and get out their reading journals and write their reflections on both (i) and/or (ii). The example will be left on the smart board for the students to refer back to.– guided practice with teacher facilitation

They may either write or draw a picture that show one or more key detail(s) about the e-book

They may either write or draw a picture that asks a question about one or more key detail(s) in the e-book.

Students may have an e-book copy or hard cover copy of the book at their desks dependent on their individual needs so that they can reread the story.

* + - * 1. When the children have completed their journal entries, they will go to the next task on their personal schedule.
		1. **How Will You Implement Varying Perspectives?**
			- 1. Teacher will discuss what it’s like to have all different kinds of dreams

Questions to ask about their dreams

What are your dreams?

What do you want to be when you grow up

Why do you want to do that?

Is it ok to have different dreams than someone else?

* + 1. **How Will You integrate Across the Cu**r**riculum?**
			1. This works well with social studies as well
				1. During the social studies lesson we will discuss what it takes to make your dreams come true using references from *Walter’s Flying Bus* and then
				2. The class will watch a video based on the book *Martin’s Big Dreams* and will discuss Martin’s dreams and what he had to do to make them come true. *Martin’s Big Dream* is the story of Martin Luther King, Jr written for children.
				3. The students will then write down and/or draw some of Martin’s big words.
		2. **Closure**
			1. How you will help students summarize what they have learned?
				1. Through grand conversations the students and I will summarize what the story was about and what they learned about the dreams of the characters as well as their own dreams and the dreams of their classmates.
				2. Their reading log will also reflect their summarization of what they have learned about a key point in the story. It may also be a place where they reflect on a question about a key point.
			2. How will you address different learning levels of students?
				1. Because of the varying abilities in my ASD classroom, students may choose one or more of the following modifications to the lesson.

They can write or draw a picture

They can use a computer if that is more appropriate

They can dictate their sentences to an adult scribe

* + - 1. How this leads into next lesson
				1. The next lesson will be a retelling of the story in their words
	1. **Accommodations/Adaptations**
1. How you differentiate instruction according to students’ needs?
	1. They can write or draw a picture
	2. They can use a computer if that is more appropriate
	3. They can dictate their sentences to an adult scribe
2. What will be done to ensure that all students learn at their own level?
	1. Accommodations will be made in accordance with IEP’s and teacher observations.
3. What individual adaptations will you employ?
	1. They can write or draw a picture
	2. They can use a computer if that is more appropriate
	3. They can dictate their sentences to an adult scribe
4. What adaptations in the environment, materials, equipment, teaching strategies, or lesson objective well be made?
	1. The adaptions have been made to work with ASD students
5. Any safety issues?
	1. no
	2. **Methods of Assessment and Evaluation utilized, such as (these are suggestions):**
6. Questioning
7. Conferencing
8. Journal writing
9. How will you monitor learning using some of the examples above?
	1. Reading the students journals
	2. Asking questions of all the students
10. What did the students learn? How do you know?
	1. Reading the student journals
	2. Asking questions
11. Did assessment and evaluation provide evidence of student learning (e.g., oral/written report, visual representations, or viewing a technology presentation)?
	1. Reading the student journal
12. How you will give feedback—is it written—is it verbal?
	1. Written in the journal
	2. Oral/verbal during discussions.
13. How will you help students summarize what they have learned and prepare them for the next lesson?
	1. By modeling summarization and asking for them to summarize too.
14. Does your evaluation match your objectives?
	1. Yes
15. Describe the criteria by which you can assess/evaluate student performance.
	1. Reading the journals
	2. Asking student’s questions
16. How were the objectives/outcomes reflected in the students’ work?
	1. The objective was to have them ask and answer questions about a text in their reading journal. That is what they did.
17. Did the criteria support the learning objectives?
	1. yes
18. Describe how your execution of this lesson demonstrates that you are a reflective, innovative educator committed to diversity.
	1. This book was an instant success with my room full of special needs students. They related to the characters as people with special needs and saw on screen people like them who were following their dreams. The lesson incorporates e-books, iPads/iPhones and other technological innovations.

**Lesson Plan 2 of Unit Plan**

1. **Demographic Information:**
	1. Student Teacher’s Name: Gretchen Morris-Archinal
	2. Grade Level: Special Education K-5
	3. Subject: ELA
	4. School: Trombly Elementary
	5. District: Grosse Pointe
	6. Lesson Plan Title: *Walter’s Flying* Bus Retelling of the Story
	7. Physical Setting: Categorical Classroom
2. **Objectives:**
	1. Students will be able to retell *Walter’s Flying Bus* including key details with prompting and support.
3. **GLCE/HSCE/CCSS**
	1. List specific GLCE/HSCE/CCSS used in lesson
		1. [CCSS.ELA-Literacy.RL.K.2](http://www.corestandards.org/ELA-Literacy/RL/K/2/) With prompting and support, retell familiar stories, including key details.
	2. Explain why you decided to teach this lesson and how it is theoretically sound.
		1. Walter’s Flying Bus tells the story of special needs orphans in Uganda. This lesson combines reading, writing and social studies.
	3. How is the content relevant to students?
		1. Like the some of the characters in the book, the students also have special needs. All children have dreams like the characters in the book.
4. **Teacher Procedure/Lesson Development:**
	1. **Introduction**
		1. **Anticipatory Set**:
			1. How will you motivate your students and prepare your classroom environment?
				1. Start a felt-board display that gives hints about the story and add elements over the course of the unit. The display will start the backdrop used for the book. Each day the students and I will add more to the display like the bus, the different characters and the kites. The display, on a bulletin board will be finished when the unit ends.
			2. How will you focus your students’ attention?
				1. Group reading is generally after physical activity, so the students are ready to take a break and listen to a story. Walter’s Flying Bus is available in both e-book and hard cover. The e-book will be used on the smart board for the group time readings of the book.
			3. How will you connect the lesson to their experiences (background/prior knowledge/schema?

The teacher and students will discuss how life is different in the United States and in Africa.

We’ll also talk about Africa and what the children know about it.

What kinds of animals live there?

Is it hot or cold there?

 Is it rural or cities?

How is this different from how we live?

Are our houses different?

Are our families different?

* 1. **Learning Resources and Materials**
		1. List appropriate materials: list all items.
			1. Template of a child
				1. Pencils
				2. Crayons
				3. Yarn for hair
				4. Markers
				5. Velcro for the back to stick to felt board
				6. Glue
				7. Fabric for clothing
			2. List resources.
				1. Copies of *Walter’s Flying Bus* book and e-book
			3. List technology:
				1. iPads/iPhones
				2. Smart board
				3. computer
			4. Bibliography.
				1. *Walter's Flying Bus*. N.p.: n.p., n.d. IPhone and IPad.
	2. **Methods/Procedures (Lesson Development)**
		1. **Essential Question:**
			1. What are the key details in the *Walter’s Flying Bus* that the students need to identify while they are retelling the story?
		2. **Lesson Described in *Detail Step-by-Step*:**
			1. What questions will be used to guide and focus the teaching and learning?
				1. What are the key details the students need to know?

Where does the book take place?

Who are the different characters?

What are they trying to achieve?

Do they succeed?

* + - * 1. Who needs an assistant to help them with the coloring, gluing and/or cutting?

Not all the students are capable of doing these tasks independently.

* + - * 1. Who will need help in retelling the story?

 Verbal prompts,

 physical prompts

 Hand-over hand moving of pieces

* + - 1. How will you enhance students’ critical and creative thinking?
				1. We’ll talk about Africa and what the children know about it.

What kinds of animals live there?

Is it hot or cold there?

Is it rural or cities?

* + - * 1. How is this different from how we live?

Are our houses different?

Are our families different?

* + - 1. Step-by-Step Directions
				1. Introduction of Africa and different places people live – direct and inquiry teaching

We’ll also talk about Africa and what the children know about it.

What kinds of animals live there?

Is it hot or cold there?

Is it rural or cities?

How is this different from how we live?

Are our houses different?

Are our families different?

* + - * 1. Show the e-book – technology based tool

Students will gather at the table to watch the e-book together on the smart board.

* + - * 1. After watching the e-book, set out the materials for the students to make their representation of one of the characters. – modeling

The teacher will model how to make the character for the students then the students will

will color as able

Add hair and clothing as desired

Add Velcro to the back of the template

* + - * 1. Using the smart board the teacher will help the students brainstorm the flow of the book. – inquiry teaching with teacher modeling
				2. Teacher will demonstrate how to retell the story by using the display. – teacher modeling
				3. Students will then individually come up and retell different parts of the story. – Teacher facilitation
				4. After all the students have had a turn, the board will remain available for students to use during their free time.
				5. When the children have completed this task, they will go to the next task on their personal schedule.
		1. **How Will You Implement Varying Perspectives?**
			- 1. There will be discussion on what it’s like to have different types of cultures and ways of living

How is this different from how we live?

Are our houses different?

Are our families different?

* + 1. **How Will You integrate Across the Cu**r**riculum?**
			1. This works well with social studies as well
				1. During the social studies lesson we will discuss what it is like to live and/or visit Africa
				2. The class will watch a video portion of Reading Rainbow about a book called *I Lost My Tooth in Africa*, the story of an American girl with a loose tooth visiting in Africa. The class will then have a Grand Conversation regarding the program.
		2. **Closure**
			1. How you will help students summarize what they have learned?
				1. Using the felt board model, the students will retell the story of *Walter’s Flying Bus.* The felt board will stay up in the room, so that the students can continue to practice their retelling and summarizing skills during free time.
			2. How will you address different learning levels of students?
				1. Because of the varying abilities in my ASD classroom, students may choose one or more of the following modifications to the lesson.

Color, cut and glue independently.

Those who need help will receive additional help from the adults in the room.

* + - 1. How this leads into next lesson
				1. The next lesson will describe the different characters, settings and major events.
	1. **Accommodations/Adaptations**
1. How you differentiate instruction according to students’ needs?
	1. Because of the varying abilities in my ASD classroom, students may choose one or more of the following modifications to the lesson.
		1. Color, cut and glue independently.
		2. Those who need help will receive additional help from the adults in the room
			1. Building the models
			2. Retelling the story
2. What will be done to ensure that all students learn at their own level?
	1. Accommodations will be made in accordance with IEP’s and teacher observations.
3. What individual adaptations will you employ?
	1. Because of the varying abilities in my ASD classroom, students may choose one or more of the following modifications to the lesson.
		1. Color, cut and glue independently.
		2. Those who need help will receive additional help from the adults in the room
			1. Building the models
			2. Retelling the story
4. What adaptations in the environment, materials, equipment, teaching strategies, or lesson objective well be made?
	1. The adaptions have been made to work with ASD students
5. Any safety issues?
	1. Proper handling of scissors is necessary.
	2. **Methods of Assessment and Evaluation utilized, such as (these are suggestions):**
6. Questioning
7. Conferencing
8. Retelling
9. Making a model
10. How will you monitor learning using some of the examples above?
	* 1. Listening to the retelling of the story
		2. Asking questions of all the students
11. What did the students learn? How do you know?
	* 1. Listening to the retelling of the story
		2. Asking questions
12. Did assessment and evaluation provide evidence of student learning (e.g., oral/written report, visual representations, or viewing a technology presentation)?
	* 1. Oral retelling
		2. Visual representations of the characters
13. How you will give feedback—is it written—is it verbal?
	* 1. Oral/verbal during discussions.
14. How will you help students summarize what they have learned and prepare them for the next lesson?
	* 1. By discussing and retelling the story and how that’s important to remembering the story.
15. Does your evaluation match your objectives?
	* 1. Yes
16. Describe the criteria by which you can assess/evaluate student performance.
	* 1. Listening to the retellings
		2. Assessing the models of the characters
		3. Asking student’s questions
17. How were the objectives/outcomes reflected in the students’ work?
	* 1. The objective was to have them retell the story of *Walter’s Flying Bus* and that is what they did.
18. Did the criteria support the learning objectives?
	* 1. yes
19. Describe how your execution of this lesson demonstrates that you are a reflective, innovative educator committed to diversity.
	* 1. This book was an instant success with my room full of special needs students. They related to the characters as people with special needs and saw on screen people like them who were following their dreams. The lesson incorporates e-books, iPads/iPhones and other technological innovations.

Template for characters



**Lesson Plan 3 of Unit Plan**

1. **Demographic Information:**
	1. Student Teacher’s Name: Gretchen Morris-Archinal
	2. Grade Level: Special Education K-5
	3. Subject: ELA
	4. School: Trombly Elementary
	5. District: Grosse Pointe
	6. Lesson Plan Title: *Walter’s Flying Bus* Graphic Organizer
	7. Physical Setting: Categorical Classroom
2. **Objectives:**
	1. Students will be able to identify the characters, setting and major events in *Walter’s Flying Bus* with prompting and support.
3. **GLCE/HSCE/CCSS**
	1. List specific GLCE/HSCE/CCSS used in lesson
		1. [CCSS.ELA-Literacy.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/) With prompting and support, identify characters, settings, and major events in a story.
	2. Explain why you decided to teach this lesson and how it is theoretically sound.
		1. Walter’s Flying Bus tells the story of special needs orphans in Uganda. This lesson combines reading, writing and social studies.
	3. How is the content relevant to students?
		1. Like the some of the characters in the book, the students also have special needs. All children have dreams like the characters in the book.
4. **Teacher Procedure/Lesson Development:**
	1. **Introduction**
		1. **Anticipatory Set**:
			1. How will you motivate your students and prepare your classroom environment?
				1. Start a felt-board display that gives hints about the story and add elements over the course of the unit. The display will start the backdrop used for the book. Each day the students and I will add more to the display like the bus, the different characters and the kites. The display, on a bulletin board will be finished when the unit ends.
			2. How will you focus your students’ attention?
				1. Group reading is generally after physical activity, so the students are ready to take a break and listen to a story. Walter’s Flying Bus is available in both e-book and hard cover. The e-book will be used on the smart board for the group time readings of the book.
			3. How will you connect the lesson to their experiences (background/prior knowledge/schema?
				1. We will talk about families and the different types of families there are in the world

Question to ask about families

Who is in your family?

Mom?

Dad?

Grandparents?

Siblings?

Aunts and Uncles?

Who lives in your house?

Is every family the same?

Is it ok to have different families?

* 1. **Learning Resources and Materials**
		1. List appropriate materials: list all items.
			1. Graphic organizer – see attached
				1. Pencils
				2. Crayons
			2. List resources.
				1. Copies of *Walter’s Flying Bus* book and e-book
			3. List technology:
				1. iPads/iPhones
				2. Smart board
				3. computer
			4. Bibliography.
				1. *Walter's Flying Bus*. N.p.: n.p., n.d. IPhone and IPad.
	2. **Methods/Procedures (Lesson Development)**
		1. **Essential Questions:**
			1. Who are the characters in Walter’s Flying Bus?
			2. Where does Walter’s Flying Bus take place?
			3. What are the major events in Walter’s Flying Bus?
		2. **Lesson Described in *Detail Step-by-Step*:**
			1. What questions will be used to guide and focus the teaching and learning?
				1. What are the key details the students need to know?

Where does the book take place?

Who are the different characters?

What are they trying to achieve?

Do they succeed?

* + - * 1. Who needs an assistance to help them with the writing and/or coloring

Not all the students are capable of doing these tasks independently.

* + - 1. How will you enhance students’ critical and creative thinking?
				1. We will talk about families and the different types of families there are in the world

Question to ask about families

Who is in your family?

Mom?

Dad?

Grandparents?

Siblings?

Aunts and Uncles?

Who lives in your house?

Is every family the same?

Is it ok to have different families?

* + - 1. Step-by-Step Directions
				1. We will talk about families and the different types of families there are in the world

Question to ask about families

Who is in your family?

Mom?

Dad?

Grandparents?

Siblings?

Aunts and Uncles?

Who lives in your house?

Is every family the same?

Is it ok to have different families?

* + - * 1. Show the e-book – technology based tool

Students will gather at the table to watch the e-book together on the smart board.

* + - * 1. Using the smart board, the teacher and students will help the fill in the graphic organizer as the students fill in their copy - inquiry teaching with teacher modeling

Using the Parts of the Story poster (included), remind students of what a character is.

Have the students name several characters in the book – inquiry teaching

Have a student write or draw these on the smart board for class - modeling

All the students then either

Students who can write will write the names,

Students who can’t write will draw a picture of the character

Using the Parts of the Story Poster, remind students of what the setting is.

Have the students name the setting(s) in the book – inquiry teaching

Have a student write or draw these on the smart board for class - modeling

All the students then either

Students who can write will write the settings

Students who can’t write will draw a picture of the setting

Have the students identify the major events in the book. – inquiry teaching

Have a student write or draw these on the smart board for class- modeling

 All he students then either

Students who can write will write down the major events,

Students who can’t write will draw a picture of the events

* + - * 1. When the children have completed this task, they will go to the next task on their personal schedule.
		1. **How Will You Implement Varying Perspectives?**
			- 1. We will talk about families and the different types of families there are in the world

Question to ask about families

Who is in your family?

Mom?

Dad?

Grandparents?

Siblings?

Aunts and Uncles?

Who lives in your house?

Is every family the same?

Is it ok to have different families?

* + 1. **How Will You integrate Across the Cu**r**riculum?**
			1. This works well with social studies as well
				1. During the social studies lesson we will discuss what it is like to be part of a family
				2. The class will watch a video called *Diversity Education: Families* and talk about all the different kinds of families there are in the world. A Grand Conversation will then take place.
		2. **Closure**
			1. How you will help students summarize what they have learned?
				1. Using the graphic organizer allows students to see the links between different types of information a reader needs to know about a book
			2. How will you address different learning levels of students?
				1. Because of the varying abilities in my ASD classroom, students may choose one or more of the following modifications to the lesson.

Students may either write and/or draw the answers in their graphic organizer.

Those who need help will receive additional help from the adults in the room.

* + - 1. How this leads into next lesson
				1. This is leads to the socials studies portion of the day.
	1. **Accommodations/Adaptations**
1. How you differentiate instruction according to students’ needs?
	1. Because of the varying abilities in my ASD classroom, students may choose one or more of the following modifications to the lesson.
		1. Students may write and/or draw their answers.
		2. Those who need help will receive additional help from the adults in the room
			1. Writing their answers
			2. Drawing their answers
2. What will be done to ensure that all students learn at their own level?
	1. Accommodations will be made in accordance with IEP’s and teacher observations.
3. What individual adaptations will you employ?
	1. Because of the varying abilities in my ASD classroom, students may choose one or more of the following modifications to the lesson.
		1. Students may write and/or draw their answers.
		2. Those who need help will receive additional help from the adults in the room
			1. Writing their answers
			2. Drawing their answer
4. What adaptations in the environment, materials, equipment, teaching strategies, or lesson objective well be made?
	1. The adaptions have been made to work with ASD students
5. Any safety issues?
	1. no
	2. **Methods of Assessment and Evaluation utilized, such as (these are suggestions):**
6. Questioning
7. Conferencing
8. Graphic organizers
9. How will you monitor learning using some of the examples above?
	* 1. Checking the graphic organizer
		2. Asking questions of all the students
10. What did the students learn? How do you know?
	* 1. Checking the graphic organizer
		2. Asking questions
11. Did assessment and evaluation provide evidence of student learning (e.g., oral/written report, visual representations, or viewing a technology presentation)?
	* 1. Oral retelling
		2. Visual representations of the characters
		3. Use of graphic organizer
12. How you will give feedback—is it written—is it verbal?
	* 1. Oral/verbal during discussions.
		2. Written notes on the graphic organizer
13. How will you help students summarize what they have learned and prepare them for the next lesson?
	* 1. By showing them how a graphic organizer makes remembering and note taking easier for us.
14. Does your evaluation match your objectives?
	* 1. Yes
15. Describe the criteria by which you can assess/evaluate student performance.
	* 1. Listening to the retellings
		2. Assessing the graphic organizers
		3. Asking student’s questions
16. How were the objectives/outcomes reflected in the students’ work?
	* 1. The objective was to have them indentify several characters, name the setting and several major events.
17. Did the criteria support the learning objectives?
	* 1. yes
18. Describe how your execution of this lesson demonstrates that you are a reflective, innovative educator committed to diversity.
	* 1. This book was an instant success with my room full of special needs students. They related to the characters as people with special needs and saw on screen people like them who were following their dreams. The lesson incorporates e-books, iPads/iPhones and other technological innovations.



