



Lesson Plans: Subject: Reading 9 & 10
Instructor: Ms. Susan Sweet, Central High School

Block: 1 2 3 4 5 6 7 All

Date: 8/25/2009

Web Resources:

Bloom's Taxonomy Reference:

Florida Sunshine Standard:

2.2 Nonfiction: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

Benchmark (the student will...):

2.2.2. use information from the text to answer questions or to state the main idea or provide relevant details (LA 910 2.2.2).

Access Point: Independent Supported Participatory

2.2 Participatory: The student will select nonfiction materials to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Objectives: specify texts, workbooks (sheets) student will complete:

Students complete their Profile Sheet. Checking for understanding: Explain the importance of the Rosetta Stone; What does the term BCE mean?

1. Project painting - discuss
2. Vocabulary quiz & homework check
3. Reading activity - "The Dig"

Activities, Resources, Materials, and Media (technology):

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Textbook Activity | <input type="checkbox"/> Instructional Video/Film | <input type="checkbox"/> Educational Game |
| <input type="checkbox"/> Map Activity | <input checked="" type="checkbox"/> Bell work | <input type="checkbox"/> Interpreting Political Cartoons |
| <input type="checkbox"/> Library Activity | <input type="checkbox"/> Field Trip | <input checked="" type="checkbox"/> Interpret Charts/Graphs |
| <input type="checkbox"/> Channel One | <input type="checkbox"/> Quiz | <input type="checkbox"/> Newspaper Activity |
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Assessment | <input checked="" type="checkbox"/> Research Activity |
| <input checked="" type="checkbox"/> Notebook | <input checked="" type="checkbox"/> Overhead Activity | <input checked="" type="checkbox"/> Using Primary Documents |
| <input type="checkbox"/> Computer Aided Assistance | <input checked="" type="checkbox"/> Notes | <input type="checkbox"/> Using Graphic Organizers |

Marzano (CRISS) Strategies:

- | | |
|--|--|
| <input type="checkbox"/> Identifying Similarities and Diff./Analogies | <input type="checkbox"/> Cooperative Learning |
| <input checked="" type="checkbox"/> Summarizing and Note Taking | <input checked="" type="checkbox"/> Setting Objectives, Providing Feedback |
| <input checked="" type="checkbox"/> Reinforcing Effort and Recognition | <input checked="" type="checkbox"/> Generating and Testing Hypotheses |
| <input type="checkbox"/> Homework and Practice | <input type="checkbox"/> Cues, Questioning, Advanced Organizers |
| <input type="checkbox"/> Non-Linguistic Representations | |

Accommodations:

Taught the student options for figuring out new words using such techniques as context clues. Used simpler reading material and cued into main ideas in specific passages.

Additional Information (if applicable):