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| Name: Alysia Trujillo | Subject: GRADS | Period: 4 |

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|  | Monday  Date: 11/18 | | Tuesday  Date: 11/19 | | Wednesday  Date: 11/20 | | Thursday  Date 11/21 | | Friday  Date: 11/22 |
| Objectives | I can gather information on helping my child grow and develop. | | I can develop positive parenting methods by participating in Well Baby program. | | I can gather information on understanding my changing life. | | I can develop positive parenting methods by participating in NMSU Healthy Homes presentation | | I can gather information on building my future. |
| Instructional Procedures/Activities | -Warm-up: silently read major points from upcoming chapter.  -As a class read and discuss chapter from Helping Your Child Grow and Develop (transition series).  -Class activity-place materials in GRADS notebook. | | -Warm up: read assigned chapter books and complete study guide while waiting for BAHC class.  -Ben Archer Health Center classes.  -Organize all handouts and assignments in GRADS notebook. | | -Warm-up: silently read major points from chapter 4.  -read and discuss chapter from Understanding Your Changing Life (transition series).  -Class activity: Discuss.  -place materials in GRADS notebook. | | -Warm up: read assigned chapter books and complete study guide while waiting class.  -NMSU Healthy Homes  -Organize all handouts and assignments in GRADS notebook. | | -Warm-up: silently read major points from upcoming chapter.  -as a class read and discuss chapter from Building Your Future (transition series).  -Class activity-place materials in GRADS notebook. |
| Resources/Materials needed: | Transition series books  GRADS binder  Teen parenting chapter books | | -handouts provided by BAHC  -GRADS notebook | | Transition series books  GRADS binder  Teen parenting chapter books | | -handouts provided by NMSU  -GRADS notebook | | Transition series books  GRADS binder  Teen parenting chapter books |
| Assessments | -Materials in GRADS notebook  -Participation | | -Materials in GRADS notebook tab BAHC  -Participation | | -Materials in GRADS notebook  -Participation | | -Materials in GRADS notebook tab BAHC  -Participation | | -Materials in GRADS notebook  -Participation |
| High Yield Instructional Strategies  \_\_\_Identifying similarities and differences \_x\_\_\_Summarizing and taking notes \_x\_\_\_Reinforcing effort and providing recognition  \_x\_\_Homework and practice \_x\_\_\_Nonlinguistic representation \_\_x\_\_Cooperative learning  \_\_x\_Setting objectives and providing feedback \_\_\_\_Generating and testing \_x\_\_\_Questions, cues and advance organizers | | | | | | | | | |
| STRATEGIES  ﬦLecture  ﬦExplicit Teaching  ﬦDrill & Practice  ﬦCompare & Contrast  ﬦDemonstrations  ﬦProblem Solving  ﬦReading for Meaning  ﬦInquiry | | ﬦNarratives  ﬦGames  ﬦStorytelling  ﬦRole-playing  ﬦModel Building  ﬦSurveys  ﬦEssays | | ﬦResearch Projects  ﬦAssigned Questions  ﬦLearning Centers  ﬦDebates  ﬦRole Playing  ﬦBrainstorming  ﬦPeer Partner Learning  ﬦDiscussion  ﬦThink, Pair, Share | | ﬦPreviewing, purpose, connection  ﬦPredicting, inferring  ﬦMonitor and clarify  ﬦGraphic Organizers  ﬦSQP2RS  ﬦInterviewing  ﬦConferencing | | ﬦReflective Discussion  ﬦWriting to Inform  ﬦConcept Mapping  ﬦClose Reading  ﬦLearning Logs  ﬦReports  ﬦJournals  ﬦComputer Assisted Instruction | |
| Accommodation  \_x\_\_extra time to complete assignments or tests \_\_\_breaking up testing over several days \_\_x\_ working in a small group \_\_x\_ working one-on-one with the teacher \_\_\_providing audio lectures or books \_x\_\_giving copies of teacher’s lecture notes  \_\_x\_ reducing the difficulty of assignments \_\_\_ reducing the reading level \_\_x\_ using a student/peer tutor \_\_x\_ allowing answers to be given orally or dictated \_\_\_ using a word processor for written work | | | | | | | | | |
| Common Core Standards:  Draw evidence from informational texts to support analysis, reflection, and research.  Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | | | | | | | | | |