

Lesson No.:	Lesson Title: GRP	Periods:
Overall Expectations: prepare students for reading and comprehension		Specific Expectations:
<p>Learning Activities:</p> <ol style="list-style-type: none"> <li>1. prepare students for reading</li> <li>2. assign a reading selection</li> <li>3. As students finish reading have them turn books face down</li> <li>4. Help students recognize that there is a lot that they have not remembered or have represented incorrectly</li> <li>5. have them review parts they didn't understand and add more info</li> <li>6. organize recorded info in some outline</li> <li>7. extend questioning to stimulate an analysis of the material and a synthesis of the ideas with previous learning</li> <li>8. provide immediate feedback, such as a short quiz, as a reinforcement of short-term memory</li> </ol> <p>check for understanding by looking at outlines and questioning</p> <p>practice is through the reading and analysis that the students do</p>		<p>Notes:</p> <p>ELs and SNs students can pair up and work together to read and analyze the work done</p> <p>feedback can be given from the organizational work and short quiz</p> <p>these students can be given the parts to read before hand</p> <p>Evaluation:</p> <p>Diagnostic: student prep work</p> <p>Formative: teacher walks around and analyzes and facilitates activity</p> <p>Summative: evaluation through outline and analysis</p> <ul style="list-style-type: none"> <li><b>Multiple Intelligences</b> <ul style="list-style-type: none"> <li>o Verbal/Linguistic</li> <li>o Logical/Mathematical</li> <li>o Musical</li> <li>o Visual/Spatial</li> <li>o Bodily/Kinaesthetic</li> <li>o Interpersonal</li> <li>o Intrapersonal</li> <li>o Naturalistic</li> <li>o Spiritual</li> </ul> </li> <li><b>Bloom's Taxonomy</b> <ul style="list-style-type: none"> <li>o Knowledge</li> <li>o Comprehension</li> <li>o Application</li> <li>o Analysis</li> <li>o Evaluation</li> <li>o Synthesis</li> </ul> </li> <li><b>Reading Strategies</b> <ul style="list-style-type: none"> <li>o Predicting/Revising</li> <li>o Visualizing</li> <li>o Connecting text-text</li> <li>o Connecting text-self</li> <li>o Spatial patterning</li> <li>o Inferencing</li> <li>o Critical questioning</li> </ul> </li> <li><b>Media/Multi-Literacy</b> <ul style="list-style-type: none"> <li>o Authorship (Constructed)</li> <li>o Format (Technique)</li> <li>o Audience</li> <li>o Content (Values)</li> <li>o Purpose</li> </ul> </li> <li><b>Design Grammars</b> <ul style="list-style-type: none"> <li>o Linguistic</li> <li>o Visual</li> <li>o Audio</li> <li>o Gesture</li> <li>o Image</li> <li>o Spatial</li> <li>o Multi-modal</li> </ul> </li> <li><b>A&amp;E Strategies</b> <ul style="list-style-type: none"> <li>o Diagnostic</li> <li>o Formative</li> <li>o Summative</li> <li>o Peer/Self Assessment</li> <li>o Checklist/Checkbrick</li> <li>o Log/Journal</li> <li>o Group Presentations</li> <li>o Oral questioning</li> <li>o Conferencing</li> <li>o Other:</li> </ul> </li> <li><b>Cross-Curricular</b> <ul style="list-style-type: none"> <li>o Differentiated Instruction</li> <li>o Emotional Intelligence</li> <li>o Metacognition</li> <li>o Literacy</li> <li>o Numeracy</li> <li>o Problem-solving</li> <li>o Pathways/Careers</li> </ul> </li> <li><b>Board Topics</b> <ul style="list-style-type: none"> <li>o Character Education</li> <li>o Equity</li> <li>o Diversity</li> <li>o Environmentalism</li> <li>o Anti-homophobia</li> <li>o Bullying Prevention</li> </ul> </li> </ul>
Resources:	Homework:	