

# Charlie and the Chocolate Factory: Reading

<b>Lesson Topic</b>		
<b>Reading:</b> Character descriptions, sequence of events		
<b>Related Learning Standards</b>		
<ul style="list-style-type: none"> <li>CCSS 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ul>		
<b>Lesson Objectives</b>		
<b>Essential</b>	<b>Expected</b>	<b>Enrichment</b>
<b>What every student will learn:</b>	<b>What most students will learn:</b>	<b>What a few students will learn:</b>
SWBAT name two characters in a story and describe their traits and actions throughout the story.	SWBAT describe two characters in a story and explain how their actions contribute to the sequence of events.	SWBAT describe three characters in depth, and explain how their actions contribute to sequence of events.
<b>Assessment Procedures</b>		
<b>Essential</b>	<b>Expected</b>	<b>Enrichment</b>
<b>What every student will demonstrate and how they will demonstrate it:</b>	<b>What most students will demonstrate and how they will demonstrate it:</b>	<b>What a few students will demonstrate and how they will demonstrate it:</b>
Create a graphic organizer describing 2 key characters, their traits, and their actions.	Write a 2 paragraph extended response describing 2 characters and explaining how their actions contribute to the sequence of events.	Write a 3 paragraph extended response describing 3 characters in depth, and explain how their actions contribute to the sequence of events.
<b>Elements of Universal Design</b>		
<b>Multiple Means of Representation:</b>		
Information will be presented both visually through written text and images, as well as auditorally through spoken directions, as well as by a video of the teacher reading the text to students at each small group station. Teacher will use an overhead projector to model how to write an extended response. Along with visual support, students will have hands on experience working in small groups with their peers, and individually. Therefore, this lesson will be represented through auditory, visual, and kinesthetic means and cater to interpersonal and intrapersonal learners through small group work and independent practice.		
<b>Multiple Means of Engagement:</b>		
Throughout the lesson, there are multiple means for students to get engaged. One way that students will have a way to get engaged is through a role play activity to have students act out how the various characters act throughout the story. In addition, when it comes time to do the extended response, students will choose the 2-3 characters that they describe, instead of having them pre-selected for them. Because they are choosing which characters to write about, they will in addition, self-select the small groups that they will work in because they will be meeting in whichever group has the character they want to write about. In the small group, students get a chance to talk about their ideas as well as do the graphic organizer with the support of their peers.		
<b>Multiple Means of Expression:</b>		

Students will be able to express their understanding of the task of describing characters, and explaining how their actions contribute to Charlie being the one to win the Chocolate Factory, by creating a graphic organizer in small groups, by writing a 2-3 paragraph extended response, and by creating a self-recorded video of themselves describing the characters traits and actions (and if possible, how their actions led to Charlie winning the factory).

### Materials

- Copy of Charlie and the Chocolate Factory
- Graphic organizer
- iPad for each center station with pre-recorded
- Character trait board for each small group station
- Overhead projector
- Extended response “how-to” anchor chart
- Copies of the differentiated extended response prompts for varying ability levels.

### Technology (Computer/Assistive) to Support Learning

During the introduction, the teacher will utilize a projector screen and iPad or computer to show images of characters from Charlie and the Chocolate Factory so that students can see who she is talking about. Technology will also be incorporated in the small groups by giving students the opportunity to play a video of the teacher that is pre-recorded on an iPad of her reading the character description that is on the board at each table. Finally, should students need to, they may use an iPad to record their answer, instead of writing it.

### Lesson Procedures

#### Anticipatory Set:

Remind students that there were many characters that contributed to the plot of the story. Have students name out the characters. Show pictures of the characters from the books as visually represented from either the movie characters, or illustrations by Quentin Blake. Students will role play how the characters act in the book.

#### Introduction and Model New Information:

Show pictures of one of the characters (Violet Beauregard) and have students describe different attributes about him/her. Jot notes in the graphic organizer, explaining how you are thinking about not only physical traits, but also their actions, motivations, and feelings throughout the book.

Model how to connect her actions of chewing the gum, to turning into a blueberry, which ultimately led to Charlie being one of the last ones chosen. Did the other characters learn a lesson from her? If so, how? If not, why not?

Explain the different parts of an extended response: Beginning, Body (details), Conclusion. Model writing a brief extended response about a familiar character from another book.

#### Guided Practice:

1. Students will be given a copy of the graphic organizer. Then students will select a character who they want to describe in their extended response. Students will move to groups around the room to correspond with the character they have chosen to write about. At each station there will be a picture about the character, and a brief synopsis about the character written by the teacher. Students

### Accommodations

**Joshua:** Joshua struggles with both reading and writing. He becomes frustrated easily when a task is overwhelmingly dependent on either of those two subjects. At the same time, he consistently struggles with comprehension and decoding.

#### Accommodations:

At the small group stations, Joshua will be given an opportunity to watch a video recording and listen to the audio of the teacher reading the description she wrote about each character. Joshua may make a sketch during the group work time to help him gather his thoughts.

#### Modifications:

Instead of describing 2 characters from the book and explaining how their actions contribute to Charlie being the one to win the Chocolate Factory, Joshua will have to simply describe the different

will read the synopsis and identify a physical attribute, a characteristic about their personality, how they act, how they feel, and why they did what they did (all represented in the graphic organizer). Students will work with each other to determine each, by conferring in their small group. As they work they will fill in the graphic organizer until it is completed for the character they have chosen.

2. Students will then self select another group to go work in and repeat the previous step about a different character.

**Independent Practice:**

Students will return back to their desks and use the information that they collected in the small groups to begin writing their extended response. Students will all receive a copy of a blank extended response sheet with a prompt at the top. Prompts will be differentiated for varying abilities.

Essential prompt: Only requires students to describe the different character traits about one character and their actions throughout the story.

Expected prompt: Requires students to describe any 2 characters from the book and explain how their actions contribute to Charlie being the one to win the Chocolate Factory.

Enrichment prompt: Requires students to describe in depth any 3 characters from the book and explain how their actions contributed to helping Charlie be the one to win the Chocolate Factory.

**Closing:** Have students share out their character descriptions, and how their actions contributed to helping Charlie win the Chocolate Factory.

character traits about one character, and describe their actions throughout the story. He may record himself on an iPad via audio recording or video recording.

**Seth:** Seth struggles with motivation, especially when it comes to writing. He feels confident when he has small successes especially when it comes to reading.

**Accommodations:**

When Seth goes to the small group stations, he may be the student who reads the character bio out loud to help him feel successful prior to getting into the writing portion

**Modifications:**

Instead of describing 2 characters from the book and explaining how their actions contribute to Charlie being the one to win the Chocolate Factory, Seth will have to simply describe the different character traits about one character, and describe their actions throughout the story. He may record himself on an iPad via audio recording or video recording.

# Charlie and the Chocolate Factory- Writing

Lesson Topic		
<b>Writing:</b> Real or imagined narrative		
Related Learning Standards		
<ul style="list-style-type: none"> <li>CCSS 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>CCR Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>		
Lesson Objectives		
<u>Essential</u>	<u>Expected</u>	<u>Enrichment</u>
<b>What every student will learn:</b>	<b>What most students will learn:</b>	<b>What a few students will learn:</b>
SWBAT use their rough draft to publish (type) their 1 paragraph "chapter" using details, and sequence of events to describe an additional room in Willy Wonka's factory.	SWBAT use their rough draft to publish (type) their 4 paragraph "chapter" using descriptive details and clear event sequences, to describe an additional room in Willy Wonka's factory.	SWBAT use their rough draft to publish (type) their 5 paragraph "chapter" using well-chosen details, and well structured event sequences, to describe an additional room in Willy Wonka's factory.
Assessment Procedures		
<u>Essential</u>	<u>Expected</u>	<u>Enrichment</u>
<b>What every student will demonstrate and how they will demonstrate it:</b>	<b>What most students will demonstrate and how they will demonstrate it:</b>	<b>What a few students will demonstrate and how they will demonstrate it:</b>
A 1 paragraph published (typed and edited) written narrative which uses details, and sequence of events to describe an additional room in Willy Wonka's factory,	A 4 paragraph published (typed and edited) written narrative, which uses descriptive details and clear event sequences, to describe an additional room in Willy Wonka's factory,	A 5 paragraph published (edited and typed) written narrative which uses well structured event sequences, to describe an additional room in Willy Wonka's factory.
How will you provide feedback for your students? How will you record progress or needs? How will you use this information?		
Feedback will be provided to students via written feedback on previous versions of rough drafts, as well as writing conferences with the students. Progress and needs will be recorded in the gradebook, detailing which students have met requirements to get to the publishing (final) phase of this writing unit. This information can be used to help know which students may need additional writing conference time, as well as which students are ready to move on to the next phase.		
Elements of Universal Design		
<b>Multiple Means of Representation:</b>		
Information on anchor charts will include representative pictures as well as be read orally so that students can both have information represented in auditory and visual formats. Students who are in the publishing phase also may have a teacher or teacher-aide sit with them to read the words from their rough draft to them, so they may type without needing to look back at the rough draft.		
<b>Multiple Means of Engagement:</b>		
<ul style="list-style-type: none"> <li>Students will have the opportunity to draw a picture of the room in Willy Wonka's factory before writing so that they may refer to the picture when they are describing it.</li> <li>The writing task is to be written as if it will be included in the book, so students can imagine a real audience.</li> <li>Students may work with partners or small groups for peer feedback and revisions prior to publishing.</li> <li>Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests</li> <li>Differentiate the degree of difficulty or complexity within which core activities can be completed</li> </ul>		

**Multiple Means of Expression:**

- Type their chapter on a word processor
- Use a text-to-speech app to “type” their chapter
- Do an audio recording for an “audio book” chapter
- Do multiple illustrations, and do a voice thread over each illustration for their “audio book”
- Provide spellcheckers, grammar checkers, word prediction software
- Provide sentence starters or sentence strips

**Materials**

- Paper for illustrations
- Markers, pencils, colored pencils, crayons
- Laptop cart with laptops for each student for typing stories
- iPad for voice recording, or for voice thread.

**Technology (Computer/Assistive) to Support Learning**

- iPad for voice recording or voice thread
- Computer with word processor

**Lesson Procedures**

- Anticipatory Set:
  - Explain to students that they will be typing their extra “chapter” in the book Charlie and the Chocolate Factory today. Explain that since they did such a nice job on writing and editing their rough drafts the past few days, that today they will be publishing. Part of publishing a book is making sure that there are illustrations. Students will spend the first part of their lesson doing the illustrations for their book, making sure to include lots of colors and details. This should not be a rushed project. Students will be able to spend a great deal of time on their illustration(s).
- Teaching Act:
  - All students should at this point have completed the pre-writing graphic organizer, as well as a rough draft. They will also have worked with a partner or small group to edit the rough draft of their chapter.
  - Explain to students how to log on to the computer to use the word processor. Students should be capitalizing the letters at the beginning of a sentence by using the shift button, and they can delete words by using the backspace button.
- Guided Practice or other application
  - As teacher models how to log on, students will log on to computer.
  - As teacher opens up word processor, students will open up word processor.
  - For each step, students will practice doing exactly what the teacher does.
  - Students will work independently to type their stories at their laptops.
  - Students who will be using text-to-speech apps, or who will be creating an audio recording may work in the back room so they don’t distract the other students.
- Closure
  - Students will print their stories, and display them with their illustrations. Over the next few days, students will share their stories with the class by reading them aloud, or sharing their “audio books” with the class.

**Accommodations**

**Joshua:** Joshua struggles with both reading and writing. He becomes frustrated easily when a task is overwhelmingly dependent on either of those two subjects. At the same time, he consistently struggles with comprehension and decoding.

**Accommodation:** Joshua has the option to use a text-to-speech program on the iPad to type his chapter. He will also have extra time to complete the assignment.

**Modification:** Joshua may create an audio recording on the iPad or using VoiceThread instead of typing it.

**Seth:** Seth struggles with motivation, especially when it comes to writing. He feels confident when he has small successes especially when it comes to reading.

**Accommodation:** Seth has the option to use a text-to-speech program on the iPad to type his chapter. He will also have extra time to complete the assignment.

**Modification:** Joshua may create an audio recording on the iPad or using VoiceThread instead of typing it.

# Charlie and the Chocolate Factory- Math

<b>Lesson Topic</b>		
<b>Math:</b> Probability		
<b>Related Learning Standards</b>		
<ul style="list-style-type: none"> <li>ILS 10.C.2B Compare the likelihood of events in terms of certain, more likely, less likely, or impossible</li> </ul>		
<b>Lesson Objectives</b>		
<b>Essential</b>	<b>Expected</b>	<b>Enrichment</b>
<b>What every student will learn:</b>	<b>What most students will learn:</b>	<b>What a few students will learn:</b>
SWBAT solve visual based problems to determine the probability of events that are certain or impossible.	SWBAT solve a combination of visual and written problems to determine the probability of events that are certain, more likely, less likely, or impossible.	SWBAT solve a combination of visual and written problems to determine the probability of events that are certain, more likely, less likely, or impossible, and support their reasoning with an explanation.
<b>Assessment Procedures</b>		
<b>Essential</b>	<b>Expected</b>	<b>Enrichment</b>
<b>What every student will demonstrate and how they will demonstrate it:</b>	<b>What most students will demonstrate and how they will demonstrate it:</b>	<b>What a few students will demonstrate and how they will demonstrate it:</b>
On an exit slip, determine the probability of visual picture problems that are certain or impossible.	On an exit slip, determine the probability of a combination of visual and written problems that are certain, more likely, less likely, or impossible.	On an exit slip, determine the probability of a combination of visual and written problems that are certain, more likely, less likely, or impossible and support their reasoning with an explanation.
<b>Elements of Universal Design</b>		
<b>Multiple Means of Representation:</b>		
<ul style="list-style-type: none"> <li>Information will be presented visually on an anchor chart</li> <li>Information will be presented orally by the teacher talking</li> <li>Information will be presented through modeling examples through physical and kinesthetic examples</li> <li>Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge</li> <li>Directions can be read orally by the teacher</li> </ul>		
<b>Multiple Means of Engagement:</b>		
<ul style="list-style-type: none"> <li>The graphics, pictures, and word problems will all be based on Charlie and the Chocolate Factory</li> <li>Students will receive a golden ticket for completing each station.</li> <li>Guided practice tasks will allow for active participation, exploration and experimentation</li> <li>Use prompts or scaffolds for visualizing desired outcome</li> <li>Differentiate the degree of difficulty or complexity within which core activities can be completed</li> <li>Encourage and support opportunities for peer interactions and supports</li> </ul>		
<b>Multiple Means of Expression:</b>		
<ul style="list-style-type: none"> <li>Use physical manipulatives (e.g., blocks, 3D models, base-ten blocks)</li> <li>Written answers &amp; explanation</li> <li>Use of pictures and illustrations</li> </ul>		

## Materials

- Bag of multi-colored candy
- Anchor chart
- Exit slips
- Physical manipulatives (colored cubes)

## Technology (Computer/Assistive) to Support Learning

None

### Lesson Procedures

- **Anticipatory Set:**
  - Give each child a Golden Ticket and tell them that at the end of class, after everyone has finished their exit slip, one winner will be selected to receive a special prize.
- **Teaching Act:**
  - Explain that probability means the chance that something will happen.
  - Pull out a bag of candy and show the students. Ask them what the chances are of pulling out a specific color (if the candies are all red, ask them what the chances are of pulling out a red. Ask what the chances are of pulling out a blue if they are all red.)
  - Go over the definitions for the different probability key words and provide a physical example by modeling with the real candy, and by showing a picture on an anchor chart.
  - Ask students what the probability would be of them being the winner for the golden ticket prize at the end of class.

certain	used to say that something will definitely happen or that someone will definitely do something
likely	used to indicate that there is a good chance that something will happen
not likely	used to indicate that there is not a good chance that something will happen
impossible	unable to be done or to happen : not possible

- **Guided Practice**
  - Centers will be set up around the room with different problems involving different set-ups of candy, and golden tickets. Students will solve the problems in groups at each table. Students will read the problems and determine collectively what the answer to each problem is. Students will receive a golden ticket after completing each station. This will increase their motivation for successfully completing each one.
  - Go over the answers to the different station answers.
- **Closure**
  - Students will return to their desks and will complete an exit slip pre-determined to meet their level.
  - Have students try to decide the probability for their name being called.
  - Pick one person out of the hat to win the prize. Give a small prize to every student.

### Accommodations

**Joshua:** Joshua does not struggle with math, and really enjoys it. However, he does struggle with reading and writing, so any reading or writing that will be required could cause him to become frustrated,

#### Accommodations:

Joshua will be strategically placed in a group so that he will be with supportive peers who will help him read the problems. The teacher will also pre-teach him the vocabulary to be associated with the lesson, and have him practice writing it so that he will be able to be successful for group work and the exit slip. A teacher will also read him the problems on the exit slip.

#### Modifications:

Joshua will be given an exit slip with only questions related to certain and impossible events. He will only have questions that have visual representations accompanying them.

**Seth:** Seth's mother indicates that she uses concrete manipulatives at home to do math homework. Seth can't transfer information until going back to the use of concrete objects.

#### Accommodations:

Seth will be given candy manipulatives that correspond to the problems to use to complete the exit slip.

#### Modifications:

Seth will be given an exit slip with only questions related to certain and impossible events. He will only have questions that have visual representations accompanying them.

# Charlie and the Chocolate Factory- Functional Life Skills

Lesson Topic		
<b>Functional Life Skills:</b> Decision making skills		
Related Learning Standards		
<ul style="list-style-type: none"> <li>ILS 3B.2a Identify and apply the steps of systematic decision making.</li> </ul>		
Lesson Objectives		
<u>Essential</u>	<u>Expected</u>	<u>Enrichment</u>
<b>What every student will learn:</b>	<b>What most students will learn:</b>	<b>What a few students will learn:</b>
SWBAT identify decisions that can impact other people.	SWBAT identify how decisions can impact other people.	SWBAT identify how decisions can impact other people and explain why.
Assessment Procedures		
<u>Essential</u>	<u>Expected</u>	<u>Enrichment</u>
<b>What every student will demonstrate and how they will demonstrate it:</b>	<b>What most students will demonstrate and how they will demonstrate it:</b>	<b>What a few students will demonstrate and how they will demonstrate it:</b>
In a group skit, use the five steps of responsible decision making to act out a decision that impacts other people.	In a group skit, use the five steps of responsible decision making to act out a decision that impacts other people, and discuss how decisions impact other people in a class discussion.	In a group skit, use the five steps of responsible decision making to act out a decision that impacts other people, and discuss how and why decisions impact other people in a class discussion.
Elements of Universal Design		
Multiple Means of Representation:		
<ul style="list-style-type: none"> <li>Make connections to previously learned structures</li> <li>Information will be presented visually on an anchor chart</li> <li>Information will be presented orally by the teacher talking</li> </ul>		
Multiple Means of Engagement:		
<ul style="list-style-type: none"> <li>Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants</li> <li>Provide tasks that allow for active participation, exploration and experimentation</li> <li>Invite personal response, evaluation and self-reflection to content and activities</li> <li>Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative way.</li> </ul>		
Multiple Means of Expression:		
<ul style="list-style-type: none"> <li>Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video</li> <li>Ask questions to guide self-monitoring and reflection</li> </ul>		
Materials		
<ul style="list-style-type: none"> <li>DVD player</li> <li>Projector</li> <li><u>Willy Wonk and the Chocolate Factory</u> movie</li> <li>Paper with scenarios written on them</li> <li>Props for student skits</li> <li>Anchor chart with 5 steps</li> </ul>		
Technology (Computer/Assistive) to Support Learning		

- iPad to record skits to review and watch later

### Lesson Procedures

- **Anticipatory set:**
  - Watch several clips from Willy Wonka and the Chocolate Factory and talk about the different decisions that the characters made and how they affected other people in the story.
- **Teaching Act:**
  - Remind students there are three ways we make decisions about these things in life: No Decision, Snap Decisions, and Responsible Decisions. Talk about the different types of decisions that were happening as characters made them in the book, Charlie and the Chocolate Factory.
  - Outline the five steps of responsible decision-making:
    1. Identify your choices-There are always more solutions than the obvious ones. Start by building yourself a good list of choices.
    2. What's best for you now? If you only thought of yourself and 'right now', which of the choices is your favorite?
    3. Consider others-What point-of-view will other people have about your various decisions?
    4. Consider your future- What is the best choice for your future, or which one has the best possible future benefits?
    5. Make a choice and go for it-Once you have identified some choices, and considered the future and social implications of each choice, pick one and just do it. If you learn along the way that another choice would be better, it's okay to change your mind.
- **Guided Practice:**
  - Divide students up into groups and give them a scenario to role play and act out where they will outline the five steps of responsible decision-making as they make a thoughtful decision that will impact other people. They may acknowledge possible alternative decisions that would negatively and positively impact other people.
- **Closure:**
  - Bring students together in a whole group to discuss the different skits. Talk about how decisions impact other people, whether it is a good decision or not. Talk about why decisions impact other people.

### Accommodations

**Joshua:** Joshua gets along well with his peers, and enjoys talking with other students. He does struggle with reading, which can cause him to be uncomfortable around his peers.

#### Accommodations:

A peer will read the scenario out loud to the rest of the group and Josh. He will be given a nonverbal signal from another group member when it is his turn to act.

#### Modifications:

None

**Seth:** One of Seth's pragmatic speech weaknesses is providing reasons for actions and opinions. He also struggles with repeating sentences more than ten words in length. His strength is in oral reading.

#### Accommodations:

Instead of improvising the role play activity, even after rehearsing it several times, Seth will be allowed to write down his parts, and read them out loud during the presentations. Other group members may also be given the opportunity to write down their parts as well.

#### Modifications:

None

# Charlie and the Chocolate Factory: Co-Taught Social Studies

<b>Lesson Topic</b>		
<b>Social Studies:</b> Cultural traditions		
<b>Related Learning Standards</b>		
<ul style="list-style-type: none"> <li>ILS 17.A.2B Use maps and other geographic representations and instruments to gather information about people, places and environments.</li> </ul>		
<b>Lesson Objectives</b>		
<b>Essential</b>	<b>Expected</b>	<b>Enrichment</b>
What every student will learn:	What most students will learn:	What a few students will learn:
SWBAT identify one important cultural tradition from a country and describe it.	SWBAT identify one important cultural tradition from a country, describe it, and explain its significance.	SWBAT identify two important cultural traditions from a country, describe them, and explain their significance.
<b>Assessment Procedures</b>		
<b>Essential</b>	<b>Expected</b>	<b>Enrichment</b>
What every student will demonstrate and how they will demonstrate it:	What most students will demonstrate and how they will demonstrate it	What a few students will demonstrate and how they will demonstrate it
With a group, create a presentation that identifies and describes one important cultural tradition.	With a group, create a presentation that identifies, describes, and explains the significance of one important cultural tradition.	With a group, create a presentation that identifies, describes, and explains the significance of two important cultural traditions.
<b>How will you provide feedback for your students? How will you record progress or needs? How will you use this information?</b>		
I will meet with my students as they work in groups and provide oral feedback on their work. I will record their progress on a tracking sheet, and make notes to help me remember which students I need to check in with more frequently.		
<b>Elements of Universal Design</b>		
Multiple Means of Representation:		
<ul style="list-style-type: none"> <li>Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge</li> <li>Use advanced organizers (e.g., KWL methods, concept maps)</li> <li>Give explicit prompts for each step in a sequential process</li> <li>Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media)</li> <li>Progressively release information</li> </ul>		
Multiple Means of Engagement:		
<ul style="list-style-type: none"> <li>Provide choices in such things as:               <ul style="list-style-type: none"> <li>The level of perceived challenge</li> <li>The tools used for information gathering or production</li> <li>The color, design, or graphics of layouts, etc.</li> </ul> </li> <li>Provide tasks that allow for active participation, exploration and experimentation</li> <li>Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways</li> <li>Create cooperative learning groups with clear goals, roles, and responsibilities</li> <li>Create expectations for group work (e.g., rubrics, norms, etc.)</li> </ul>		
Multiple Means of Expression:		
<ul style="list-style-type: none"> <li>Compose in multiple media such as text, speech, drawing, illustration, design, film, music,</li> </ul>		

- dance/movement, visual art, sculpture or video
- Use web applications (e.g., wikis, animation, presentation)
- Provide sentence starters or sentence strips
- Provide models or examples of the process and product of goal-setting
- Use of assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples

**Materials**

- Atlases
- Encyclopedias
- iPads with access to the internet
- Computer
- Maps
- Posterboard
- Markers
- (other materials that groups may request to do their projects)

**Technology (Computer/Assistive) to Support Learning**

- iPad
- computer

**Plan for co-teaching** (list models to be used and provide a short justification as to why particular model(s) are appropriate for this lesson)

**Station teaching:** The general education teacher and special education teacher will segment the lesson content. They will divide the number of stations they are responsible for. The, both teachers will plan and organize their station activities with attention to possible group differences. This model is appropriate for this lesson because it will be one of the first times that students will be working on a research project. The lesson will be set up in centers, and each student will get a chance to meet with a teacher to practice researching, and putting together a presentation.

*Co-teacher actions: Describe what each teacher is doing for each lesson activity below (add more rows if needed). Be specific!*

<b>Lesson Procedures</b>	<b>Teacher 1 (T1):</b> General Educator	<b>Teacher 2 (T2):</b> Special Education Teacher	<b>Accommodations</b>
Make groups	Converse with T2 to discuss appropriate student group placement. Takes into consideration students' levels of academic performance and interests as well as students that work well together.	Converse with T1 to discuss appropriate student group placement. Takes into consideration students' levels of academic performance and interests as well as students that work well together.	<p><b>Joshua:</b> Joshua gets along well with his peers, and enjoys talking with other students. He does struggle with reading, which can cause him to be uncomfortable around his peers.</p> <p><b>Accommodations:</b> Teacher will read information aloud to Joshua and his whole group, and help facilitate the research process through use of graphic organizers.</p>
Introduce lesson	<ul style="list-style-type: none"> <li>• Describe the project: We have been researching the countries that the characters from Charlie and the Chocolate Factory come from. Today, we are going to start researching a cultural tradition from a country and describe it, and explain it.</li> <li>• Present rubric with student success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Show student work samples, including a video, a poster, and a powerpoint presentation.</li> <li>• Give a brief personal (private) overview to the students that receive special education services to go over the process and expectations. Explain the various centers, and their tasks to complete.</li> </ul>	
Centers	<ol style="list-style-type: none"> <li>1. Set up centers: 2 research centers, iPad video center, presentation preparation center.</li> <li>2. Lead one of the research</li> </ol>	<ol style="list-style-type: none"> <li>1. Set up centers: 2 research centers, iPad video center, presentation preparation center.</li> <li>2. Lead one of the research</li> </ol>	

	<p>centers, helping students begin to find research regarding cultural traditions.</p> <p>3. While students at other stations are working and once the research station has gotten started, check in with other groups for progress monitoring.</p>	<p>centers, helping students begin to find research regarding cultural traditions. (Specifically work extra time with the students who need modifications and accommodations.</p> <p>3. While students at other stations are working and once the research station has gotten started, check in with the group of students who is receiving accommodations and modifications.</p>	<p><b>Seth:</b> One of Seth's pragmatic speech weaknesses is providing reasons for actions and opinions. He also struggles with repeating sentences more than ten words in length. His strength is in oral reading.</p> <p><b>Accommodations:</b> Seth will be allowed to write down his parts for the group presentation, and read them out loud. Other group members may also be given the opportunity to write down their parts as well.</p> <p><b>Modifications:</b> None</p>
Monitor group work time.	After centers, allow students to work with their groups to continue finalizing their presentations. Meet with the group of students who is receiving accommodations and modifications during this time to monitor students' progress, and give feedback and support.	After centers, allow students to work with their groups to continue finalizing their presentations. Circulate during this time to monitor students' progress, and give feedback and support.	
Presentations	Gather class together to watch each others' presentations.	Gather class together to watch each others' presentations.	