

Teacher: Brittany Swenson			Course: 6-12 Special Education		
Email: Brittany.swenson@k12.sd.us			Online Textbook: No text book.		
Mission: Motivate... Educate... Empower			Vision: Provide a quality education that empowers students for success		
	Monday	Tuesday	Wednesday	Thursday	Friday
Content Standard(s)	9-10. RL.2 9-10. RI.1 9-10.W.2	9-10. RL.2 9-10. RI.1 9-10.W.2	9-10. RL.2 9-10. RI.1 9-10.W.2	9-10. RL.2 9-10. RI.1 9-10.W.2	9-10. RL.2 9-10. RI.1 9-10.W.2
Objective(s)	I can determine which homophone correctly goes into a sentence. While reading a passage I can determine a meaning of a new vocabulary word. I can respond to a short answer with at least 2 sentences and cite examples from the text. I can determine the meaning of a word based on the familiar prefixes, suffixes, or roots. I can use implied meaning to answer comprehension questions.	I can determine which homophone correctly goes into a sentence. While reading a passage I can determine a meaning of a new vocabulary word. I can respond to a short answer with at least 2 sentences and cite examples from the text. I can determine the meaning of a word based on the familiar prefixes, suffixes, or roots. I can use implied meaning to answer comprehension questions.	I can determine which homophone correctly goes into a sentence. While reading a passage I can determine a meaning of a new vocabulary word. I can respond to a short answer with at least 2 sentences and cite examples from the text. I can determine the meaning of a word based on the familiar prefixes, suffixes, or roots. I can use implied meaning to answer comprehension questions.	I can determine which homophone correctly goes into a sentence. While reading a passage I can determine a meaning of a new vocabulary word. I can respond to a short answer with at least 2 sentences and cite examples from the text. I can determine the meaning of a word based on the familiar prefixes, suffixes, or roots. I can use implied meaning to answer comprehension questions.	I can determine which homophone correctly goes into a sentence. While reading a passage I can determine a meaning of a new vocabulary word. I can respond to a short answer with at least 2 sentences and cite examples from the text. I can determine the meaning of a word based on the familiar prefixes, suffixes, or roots. I can use implied meaning to answer comprehension questions.
Bellringer	No Bell ringer	No Bell ringer	No Bell ringer	No Bell ringer	No Bell ringer

Activity/ Lesson	1 st - Open Check on student 2 nd - Goals with student on Reading comprehension and written expression 3 rd - Student on OdysseyWare (Health) 4 th - Goals with student on Reading comprehension, written expression, and reading. 5 th - Study Hall with 1 student (help with homework) 6 th - Finish goals with student on Reading comprehension, written expression, and reading and help them with homework 7 th - Open Check on student and get materials for eLearning student	1 st - Open Check on student 2 nd - Goals with student on Reading comprehension and written expression 3 rd - Student on OdysseyWare (Health) 4 th - Goals with student on Reading comprehension, written expression, and reading. 5 th - Study Hall with 1 student (help with homework) 6 th - Finish goals with student on Reading comprehension, written expression, and reading and help them with homework 7 th - Open Check on student and get materials for eLearning student	1 st - Open Check on student 2 nd - Goals with student on Reading comprehension and written expression 3 rd - Student on OdysseyWare (Health) 4 th - Goals with student on Reading comprehension, written expression, and reading. 5 th - Study Hall with 1 student (help with homework) 6 th - Finish goals with student on Reading comprehension, written expression, and reading and help them with homework 7 th - Open Check on student and get materials for eLearning student	1 st - Open Check on student 2 nd - Goals with student on Reading comprehension and written expression 3 rd - Student on OdysseyWare (Health) 4 th - Goals with student on Reading comprehension, written expression, and reading. 5 th - Study Hall with 1 student (help with homework) 6 th - Finish goals with student on Reading comprehension, written expression, and reading and help them with homework 7 th - Open Check on student and get materials for eLearning student	1 st - Open Check on student 2 nd - Goals with student on Reading comprehension and written expression 3 rd - Student on OdysseyWare (Health) 4 th - Goals with student on Reading comprehension, written expression, and reading. 5 th - Study Hall with 1 student (help with homework) 6 th - Finish goals with student on Reading comprehension, written expression, and reading and help them with homework 7 th - Open Check on student and get materials for eLearning student
Homework/ Due Date	No homework	No homework	No homework	No homework	No homework
Additional Comments					

Lesson Plans - <http://www.cubs.org/start/> (Towards the top of the page)

Lesson plans should be completed for at least one week at a time. Lesson plans are to be turned in by 8:20 a.m. of the week they are to be implemented. All CHS teachers will use a similar formatted lesson plans.

Lesson plans should be written in a way that students and parents can understand

Avoid using codes and abbreviations