



<p>Alternative Teaching Model</p>	<p>Teacher 1 (T1 is Lead) Rachel Kurtz Special Education Teacher</p> 	<p>Teacher 2 (T2) Maria Leonardi General Education Teacher</p> 
<p>Before the lesson (Planning)</p>	<ul style="list-style-type: none"> <li>Teachers talk together to plan out the lesson (who will work with which group, what materials will each person need and prepare, etc.)</li> <li>T1 prepares pictures to project for visual aides</li> <li>T1 prepares poster paper, markers</li> <li>T1 makes photocopies of the two fruit journeys for both her group and T2's group</li> </ul>	<ul style="list-style-type: none"> <li>T2 photocopies the handwriting/OT intervention paper</li> <li>T2 gathers pencils for alternative group</li> <li>T2 chooses which of the choices (tomatoes or clementines) would be better to do with her small group</li> </ul>
<p>Lesson Part One</p>	<p>Introduction to the project</p> <ul style="list-style-type: none"> <li>T1 introduces today's lesson and connects it to previous lessons in the same unit</li> <li>T1 shows visual aides</li> </ul>	<ul style="list-style-type: none"> <li>T2 leads small group handwriting practice (remediation)</li> </ul>
<p>Lesson Part Two</p>	<ul style="list-style-type: none"> <li>T1 reads the two passages aloud</li> </ul>	<ul style="list-style-type: none"> <li>T2 leads small group sentence writing practice to improve automaticity and reduce working memory demands in writing (remediation)</li> </ul>
<p>Lesson Part Three</p>	<ul style="list-style-type: none"> <li>Students do group work (posters)</li> <li>T1 supports groups as needed</li> </ul>	<p>T2 leads modified version of the project</p> <ul style="list-style-type: none"> <li>T2 reads aloud only one of the passages</li> <li>T2 supports students in a guided version of the project together</li> </ul>
<p>Lesson Part Four (Share)</p>	<p>Students from both the whole group and alternate group share posters together</p>	