| Alternative Teaching Model | Teacher 1 (T1 is Lead)  
|                           | Rachel Kurtz  
|                           | Special Education Teacher | Teacher 2 (T2)  
|                           | Maria Leonardi  
|                           | General Education Teacher |
| **Before the lesson**  
| (Planning) | • Teachers talk together to plan out the lesson (who will work with which group, what materials will each person need and prepare, etc.)  
|            | • T1 prepares pictures to project for visual aides  
|            | • T1 prepares poster paper, markers  
|            | • T1 makes photocopies of the two fruit journeys for both her group and T2’s group | • T2 photocopies the handwriting/OT intervention paper  
|            | • T2 gathers pencils for alternative group  
|            | • T2 chooses which of the choices (tomatoes or clementines) would be better to do with her small group |
| **Lesson**  
| Part One | Introduction to the project  
|          | • T1 introduces today’s lesson and connects it to previous lessons in the same unit  
|          | • T1 shows visual aides | • T2 leads small group handwriting practice (remediation) |
| **Lesson**  
| Part Two | • T1 reads the two passages aloud | • T2 leads small group sentence writing practice to improve automaticity and reduce working memory demands in writing (remediation) |
| **Lesson**  
| Part Three | • Students do group work (posters)  
|           | • T1 supports groups as needed | T2 leads modified version of the project  
|           |                           | • T2 reads aloud only one of the passages  
|           |                           | • T2 supports students in a guided version of the project together |
| **Lesson**  
| Part Four (Share) | Students from both the whole group and alternate group share posters together |