Companion Lesson 1: Reading

to support students with special needs in reading

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Owney Companion Lesson 1:
for Students with Special Needs in Reading

Introduction:
This lesson plan is for students in the 2nd and 3rd grade who receive services under an Individual Education plan (IEP) which requires them to receive reading instruction in a special education setting. The lesson is developed for students who have a specific learning disability that impacts their ability to access the general education reading curriculum without special education services. This lesson is developed to be used during the time the general education teacher is utilizing the “Our Stories” Owney unit lessons in the regular classroom.

Essential Questions
• What strategies help us learn more about a story?
• What can we use to make predictions about a story?

Key Points
• There can be both fiction and nonfiction books written about a living thing such as a dog. Develop an understanding of the value of both types of stories.
• Think while reading by making connections and predictions while reading a story.

Objectives
• Students will be able to identify a book as fiction or non-fiction and demonstrate comprehension of the text.
• Students will begin actively thinking while they are reading by making predictions and connections while they read.
**Lesson Description**

This is a reading lesson that uses some of the Owney books as well as other books to help the students develop an understanding of the difference between fiction and non-fiction books. The lesson will focus on developing comprehension skills such as predicting and making connections.

**Opening**

Using an electronic whiteboard or a flip chart to write and discuss the definitions of a non-fiction book and a fiction book. Make a simple chart with the captions “Fiction” and “Non-Fiction.” Using the Owney books on the materials list model how you can correctly identify a book as fiction or non-fiction.

**Guided Practice**

Read one of the Owney books modeling to the students how to make self to self (S-S) connections, text to text (T-T) connections and predictions while reading the book to the students. Using sticky notes in the book as you are reading to the students. Encourage the students to make their own connections and predictions while you read.

**Assessment**

Students will do a room walk and find one example of a nonfiction book demonstrating their developing skills by making connections and predictions on sticky notes.

**Historical Fiction Option**

If using a whiteboard for the opening, the e-Book *Tales from the Rails* by Jerry Rees and Stephen Michael Schwartz is a great example of Historical Fiction.
Independent Practice

The students will select a book at their reading level and using sticky notes they will make predictions and connections while they read.

Closing

Have the students share a few of their connections with their classmates. Have the students share their predictions and discuss if they were right.
Companion Lesson 2: Writing

to support students with special needs in writing

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Owney Companion Lesson 2: 
for Students with Special Needs in Writing

Introduction:
This lesson plan is for students in the 2nd and 3rd grade who receive services under an Individual Education plan (IEP) which requires them to receive writing instruction in a special education setting. The lesson is developed for students who have a specific learning disability that impacts their ability to access the general education writing curriculum without special education services. This lesson is developed to be used during the time the general education teacher is utilizing the “Our Stories” Owney Unit writing lessons in the regular classroom.

Essential Questions
• What does it mean to be a writer?
• Why is it important to write personal stories?

Key Points
• The students will go through all the phases of the writing process from pre-writing to final copy.
• The students will use an editing checklist to edit their story.
• Technology will be available for use by the students.

Objectives
• Students will write a simple story about their lives using the stories written about Owney as a guide.
• Students start to make the connection between the books they read and the process involved in writing them. The connection between themselves as writers and readers.
Lesson Description

This lesson is written to be used for the pullout students while their classmates are using the Our Stories: Creative Writing lessons. The students will write a personal story going through all five of the stages of writing. The stories will have a beginning, middle, and end.

Opening

- Introduce the writing process by displaying the steps either using an electronic or standard whiteboard. Go over the 5 steps of writing assessing the students for their level of understanding and exposure.
- Using the Owney books that the students read earlier as examples of how the life of a dog became several stories.
- Explain how the stories they are going to write about themselves will be published and their family and friends can read them just like we read the books.

Guided Practice

Pick a personal story and model all the stages eliciting questions and comments throughout. Using an electronic whiteboard write your story going through each of these stages:
- Pre-writing: select what you are going to write about and brainstorm. Organize your brainstorming
- Drafting (sloppy copy): for some students the graphic organizer can be modified to be used as the rough draft. Paper with guidelines is also helpful for some students.

Assessment

- Each student will have a writing folder or journal that will contain their stories, graphic organizer, draft copy, editing checklist, and final copy.

5 steps of writing

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
Guided Practice (cont.)

- Revising: have the students read what they have written and think about if they want to add or take out parts of it. Do they want to replace any words with better ones?
- Editing: using an editing checklist helps the students go through each step. For reluctant writers, using props such as a fake finger to find errors and a sheriff's badge helps make this difficult task more fun.
- Publishing (final copy): students copy their edited story in their best handwriting. The final copy can also be typed depending on the student's keyboarding skills.

Independent Practice

Students will complete each stage of the writing process that was modeled in the guided practice. At each stage, provide guidance and support like:

- Prewriting: Have them use their journals to write story ideas.
- Organize: Provide a graphic organizer
- Draft: Provide draft paper or prediction software
- Proofreading: Provide an editing checklist
- Publish: Before final draft provide a teacher check and provide as much or as little support as needed by each student. It is important that the student feels good about their effort focusing on mastery of the writing process.

Closing

Have a class publishing party and give the students the opportunity to read their stories to their classmates and display them in the class library.
Companion Lesson 3: Math
to support students with special needs in math

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Introduction:
This lesson plan is for students in the 2nd and 3rd grade who receive services under an Individual Education plan (IEP) which requires them to receive math instruction in a special education setting. The lesson is developed for students who have a specific learning disability that impacts their ability to access the general education math curriculum without special education services. This lesson is developed to be used during the time the general education teacher is utilizing the Owney Tag Unit in the regular classroom.

Essential Questions
• What are the differences between plane and solid geometric figures?
• What are the similar characteristics of plane and solid shapes/figures?

Key Points
• The plane shapes to be covered are circle, square, rectangle, pentagon, octagon, and triangle
• The solid shapes to be explored are the sphere, cube, rectangular prism, triangular prism and cone.

Objectives
• Students will reinforce their ability to recognize plane shapes also referred to as two-dimensional shapes.
• Students will begin developing an understanding of three-dimensional shapes also referred to as solid shapes.
Lesson Description

This lesson is developed to reinforce the students understanding of plane shapes and provide an introduction to solid shapes. The students will use their background knowledge on Owney’s tags gained from reading several of the books during language arts instruction. Using the cutouts of Owney’s tags the students will identify which of Owney’s tags are the same shape as a circle, triangle, square, pentagon, octagon, or rectangle. The students will also explore solid shapes.

Opening

- Share the Owney books that the students have read and have them find the pictures that show his tags. Point out the different plane shapes.
- Using an electronic or regular white board, display the plane shapes and pictures of Owney’s tags representing all of the plane shape types. Have the students use the white board to drag Owney tags to the correct plane shape (Day One).
- Using an electronic or regular whiteboard display pictures of both solid and plane shapes. Describe to the students how they are similar and how they are different (Day Two).

Assessment

- The students will play a game of “I spy the shape” first finding examples of shapes in the classroom to represent all of the plane shapes. This game can also be used to find solid shapes in the classroom.
- The students will correctly identify and match the Owney tags to the corresponding plane shape.

Illustrations of Tag Shapes

- A Lucky Dog Owney, U.S. Rail Mail Mascot by Dirk Wales
- Owney the Mail-Pouch Pooch by Mona Kerby
- Arago.si.edu [search on Owney]
Guided Practice
- Give each student a large piece of construction paper folded into four equal sections to make a poster. Have the students select four plane shapes and label each section.
- Using the Owney dog tag cutouts have the students match the tags to the shapes on the worksheet.
- Once every student has found one to four tags to match each of the four shapes have them glue them in the correct section.
- On Day two, have the students pair/share about solid shape models. The models should be clearly marked with their names.

Independent Practice
- Given a worksheet with pictures of plane shapes and a word bank with the names there, students will label each shape.
- Using Owney tags and models of solid shapes, have the students explore and discuss how they are different and how they are similar with a partner.
- This is a good time to have the students play “I spy a shape.”

Closing
Have the students share their posters with each other and display them in the classroom.