**Grade Level:** 6th Grade

**Subject(s) Area:** Language Arts

**Materials Needed:**

* Library access
* Computers
* Social Studies books
* Smart board

**Standards:**

* W.7- (Research to Build and Present Knowledge)

 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

* W.8- (Research to Build and Present Knowledge)

 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**Objectives:**

* Students will present information gathered to fellow classmates
* Students will handwrite a short report in response to a question found in their Social Studies book.
* Students will correctly access the internet for pictures and information regarding their question.
* Students will incorporate information found in texts from their Social Studies book.

**Learning Activities:**

* After finishing a chapter from the Social Studies book, the students will be assigned one of three questions to research and answer. Provide Sammy with a question that interests him the most, and discuss the project prior to assigning it.
* The students can use their social studies book, newspapers, and the internet for their research. If available, let Sammy use a text-to-speech app when researching on the computer. Provide assistance for him if required.
* Students will work independently, but it is perfectly fine for students with the same question to get help from each other. Let Sammy work close by a peer of his who he knows and works well with. Allow for peer-to-peer instruction whenever possible.
* The students will hand write a one page report on their research, and find appropriate pictures and images to go with it on the internet. Assist Sammy in writing by allowing him to write it down on an iPad with a stylus. The mechanics of writing will still be there, but it will be something different than paper and pencil. If necessary, write parts of the sentence for him, but encourage him to write it on his own on the iPad.
* Each student will present their report to the class, along with any images on the smart board. Have Sammy read off of the iPad, or email it to the teacher to print off if he doesn’t feel comfortable reading from an iPad.
* Students will listen respectfully as each classmate presents.
* After the presentations are over, the reports will be hung up around the classroom and then placed in each student’s portfolio. Use the emailed sheet for Sammy’s portfolio.

**Assessment:**

* Assess each student’s report after they hand it in. Focus on a smaller portion of the objectives for Sammy.
* Presentation of report to classmates with images included.
* Use of Social Studies information and material to help write each report.

**Reflection:**

These scenarios were presented to us in class. This lesson was never actually carried out, it was just an opportunity for us to practice creating lesson plans with accommodations and modifications for students with intellectual, physical, or emotional disabilities.