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| **I (Teacher) Do** | **We Do You (Student) Do** | |
| Historical Event:   * Handout- topics narrowed down,resources/research narrowed down * Daily timeline provided * Formal check-ins/lessons minimum once daily * All: record answers in OneNote instead of typing or handwriting (unless they greatly prefer to type/write) * Teach ReWordify, Natural Reader extension, Office Lens, OneNote and Word Accessibility features   \*other adaptations noted | Historical Event:   * Handout- guidance provided * Blank timeline with hard deadline(s) included * Informal check-ins/lessons minimum once daily (less for those transitioning from We Do to You Do) | Historical Event:   * Handout with expectations; create own project and plan * Blank timeline and contract to be filled in |
| **Students:** |
| **I Do (adaptations for eIIP students out for programming; others with significant need for adaptations)** |
| Historical Event:   * Reduced content * Handout- with visuals and chunked; topics narrowed down, resources/research narrowed down * Daily chunked timeline provided * Formal check-ins/lessons every 20-30 minutes * All: record answers in OneNote instead of typing or handwriting * Teach ReWordify, Natural Reader extension, Office Lens, OneNote and Word Accessibility features | Students:            1+ Daily Less check-ins necessary  Check-ins | |
| **Students:** |

**Historical Events and Their Impact: Transfer of Responsibility**

**Treaty Relationship:**

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| **I (Teacher) Do** | **We Do** |
| FNMI adaptations provided:  DR8.2 (Jigsaw)   * Formal check-ins/lessons after instructions given * Peer support * Visual created they create that can be used after * All: record answers in OneNote instead of typing or handwriting (unless they greatly prefer to type/write) * Office Lens for textbook reading   Song Analysis:   * Can do one song only * Gradual release- We do together, partners do, then you do alone (if needed, can join group working on One Turn Deserves Another- see below) * All: record answers in OneNote instead of typing or handwriting (unless they greatly prefer to type/write) | FNMI:   * DR8.2 (Jigsaw)- none offered   Song Analysis:   * If follow I Do plan:   + choice of song   + up to 3 songs can be completed   + choice to do the “early finisher” job * If follow We Do plan:   + Create own plan to meet outcomes (slide 8 in PP)   + Handout |
| **Students:** | **Students:** |
| **I Do (adaptations for eIIP students out for programming; others with significant need for adaptations)** | **You (Student) Do** |
| FNMI adaptations provided:  DR8.2 (Jigsaw)   * Formal check-ins/lessons after instructions given * Peer support * Visual created they create that can be used after * All: record answers in OneNote instead of typing or handwriting (unless they greatly prefer to type/write) * Can record themselves teaching their section so it can be used during the jigsaw * Will make sure group jobs are ones geared for their level (simpler) * Office Lens for textbook reading   Song Analysis:   * Can do one song only * Gradual release- We do together, partners do, then you do alone * All: record answers in OneNote instead of typing or handwriting (unless they greatly prefer to type/write) * Will be assigned song: One Turn Deserves Another. Start as a group with teacher and judgment call will be made: can handle it on own/in partners/group without teacher OR keep completing with teacher in a group. | FNMI:   * DR8.2 (Jigsaw)- none offered   Song Analysis   * Create own plan for the two days, after joining for mini-lesson, on how to complete outcomes (slide 6 in PP) * Handout |
| **Students:** | **Students:** |