

**STRATEGIC SUPPORTS FOR UNIVERSAL ACCESS**

**What Are Myths?**

Lesson	Strategic Supports/Co-Teaching
<p><b>BEFORE READING:</b> <i>Introduction to Mythology</i></p> <p><i>Read: “Why We Read About Myths”</i></p> <p><i>Discuss Responses in Small Groups</i></p>	<p><b>BEFORE READING:</b> <i>Introduction to Mythology</i> (Roles should rotate)</p> <p>Both teachers are in the front of the classroom; one teacher is explaining the purpose while the other is monitoring students and posting questions on the board.</p> <p>During the read aloud one teacher is reading while the other is monitoring students.</p> <p>Strategically group students. Both teachers monitor students to ensure all participation. Sharing ideas: While one teacher is leading the conversation, the other is charting.</p>
<p><b>READING:</b> <i>Prentice Hall p. 760</i></p> <p><i>Prentice Hall p.761</i></p>	<p><b>READING:</b> Post the page numbers on the board. Strategically pair students (one proficient with one struggling) to read text together.</p> <p>One teacher reviews the question while the other writes the question on the board.</p>
<p><b>BEFORE READING:</b> <i>Holt, pp. 67-68 and 72-73</i> <i>Set the Purpose for Reading</i></p>	<p><b>BEFORE READING:</b> <i>Holt, pp. 67-68 and 72-73</i> <i>Set the Purpose for Reading</i> One teacher gives the focus of the reading while the other writes the focus on the board.</p> <p>Have students repeat back what they will be doing while the other teacher hands out text and graphic organizer.</p>
<p><b>READING:</b> <i>Holt, pp. 67-68 and 72-73</i></p>	<p><b>READING:</b> <i>Holt, pp. 67-68 and 72-73</i> Strategically group or partner students to read together. Both teachers monitor groups or partners.</p> <p style="text-align: center;"><i>or</i></p> <p>One or both teachers are providing explicit instruction. Teacher first models filling out the first column of the graphic organizer and then provides support focusing on columns 2-4.</p>

