



Contributor: Nikola-Lisa and Ken Wilson-Max **Grade Level:** Special Education-CDC A

1. Identify the standards to be addressed:

Informational Text Grades K-2:

1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.

K.RI.d3 With prompting and support, retell/identify key details in a text.

K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.

2.RI.e1 Identify and use various text features (title, bold print, illustrations,) to locate key facts or information in a text efficiently.

2. Statement of the objective and lesson outcomes:

I can present learning to learn skills when my teacher is teaching and communicating with me.

I can answer comprehension questions that are centered around the story of the week.

I can identify story elements from the story of the week.

3. Materials, resources, and technology to be used by teacher/students:

Visual supports (wh questions)

Google slide presentation

Hard copy of book for students to interact with

Mini white boards

Magnetic letters

4. Introduction of the topic:

Pre-assessment will be introduced to students once all are back in their seats. Students will listen to the teacher model, as well as look on the active board for the visual supports that were created for them. In order to aid to learning, a read-a-loud is presented to the students, along with pre-recorded lesson from Ms. Sturgill and a hard copy of the book to review and follow along as the story is being read. I will introduce each element of the story that is going to be the focus for the week, as well as giving detailed information about the specific elements. Students will show the appropriate learning to learn skills and behavior before the lesson begins with the read-a-loud.

5. **Procedure for instruction:**

Introduction: Pre-assessment will be introduced to students once all are back in their seats. Students will listen to the teacher model, as well as look on the active board for the visual supports that were created for them. In order to aid to learning, a read-a-loud is presented to the students, along with pre-recorded lesson from Ms. Sturgill and a hard copy of the book to review and follow along as the story is being read. I will introduce each element of the story that is going to be the focus for the week, as well as giving detailed information about the specific elements. Students will show the appropriate learning to learn skills and behavior before the lesson begins with the read-a-loud.

Grouping: Students are spaced out apart from each other, given enough room to work during activities, as well as get up when asked to come to the board. This time block is normally a small group but with a staff member absent, students' scheduled are changed a little bit throughout the day. With that said, extra support from staff members is incorporated and teacher is positioned at the front of the room in front of the active board. Students' desks are faced towards the teacher, with extra staffing beside students that need a higher level of prompting, such as hand over hand or helping the student stay on task, in their seat, favoring positive behaviors. Teacher is given ample space to walk around the room and go from student to student, asking questions and monitoring student work and behavior.

"I Do": Students will follow directions that are given by the teacher, including touching all of the main story elements mentioned (title, author and character). The setting is also mentioned throughout the story, pausing the story to check for understanding. After the students listen to the read-a-loud story, answer questions along the way when asked by the teacher, students will then review aspects of the story to check for comprehensional skills. The questions that are included are focus of the story, what sound a turkey makes (one whole page during reading referred to this sound), which encompass who, what and where questions as well (who wanted to get the turkeys, what can we use to make our own turkeys at the end of the week and where is the setting of the story). All of the activities that students participated in included kinesthetic learning, hands on learning, as well as using a variety of their senses to answer the questions being presented to them. Students focused on the modeling aspect of the lesson since it was the introduction of the story for the beginning of the week. I do activities will look different each day as students progress in their learning and understanding.

6. **Lesson closure:**

Teacher will also focus on the check for understanding and make sure that every students has effectively communicated their responses. Based on this, the teacher will adapt materials and prepare for the lesson the next day. If more visual aids need to be created, the teacher will make sure to help students reach a level of understanding. The teacher will remind students about the fun activity at the end of the week, including making their own turkey with their hand. Check for understanding also incorporates students recognizing body parts and aware of what body part they will be using to make their own turkey. Closure of the lesson will also include students showing the teacher where their hand is and then if they would like to, placing their hand outline on top of the hand turkey on the cover of the book.

7. **Assessment of Understanding:**

(Pre-assessment): Before the lesson begins, students will return to their seats after hearing the timer go off to notify them that their earn time and break are over. When returning to their seat, students will be shown the book and asked what they think the story is going to be about by looking at the cover of the page. For some students, choices will be provided to them in order to minimize incorrect responses and motivate learning.

Presented in the presentation is a picture of a turkey and of a cow. The students will then make a prediction about what they think the story will be about.

Assessment: At the end of the lesson, the students will be asked a series of questions revolving around the story elements that were previously taught. Students will also work on spelling/writing out/eye gaze towards core vocabulary words that were found within the story. For this day and introduction of the story, students spell out turkey and fox, which were the main characters that were discussed at the beginning of the lesson and throughout the lesson. Once answering the questions in the google slide, students will then review the story elements (title, author and character) by watching the teacher model touching each feature and then repeating the action. As the week continues, the pre and post assessment will look similar but students will be engaged in more activities.

TEAM Lesson Plan-Fall 2020 (Unannounced)	
Teacher:	Ms. Sturgill
Class:	Special Education-CDC A
Course Unit:	ELA
Lesson Title:	"Setting the Turkeys Free" by W. Nikola-Lisa and Ken Wilson-Max

LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
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Students will be introduced to the story of the week, "Setting the Turkeys Free" by W. Nikola-Lisa and Ken Wilson-Max. This story was chosen for students in order to engage their learning for the upcoming holiday, Thanksgiving, as well as motivate them with animals which have been highly motivating in the past across multiple lessons. Students will work on a variety of skills that are geared towards their individual IEPs, as well as core content connectors by the common core state standards. Learning to learn skills will also be addressed and worked on during this lesson, including sitting in their assigned seat, following directions, communicating effectively, as well as answering questions when the teacher approaches them. Activities will gradually be introduced to students throughout the week, focusing on the story and incorporating story elements, vocabulary, letter recognition, and comprehension questions.

STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
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OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
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I can present learning to learn skills when my teacher is teaching and communicating with me.

I can answer comprehension questions that are centered around the story of the week.

I can identify story elements from the story of the week.

ASSESSMENT / EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
<p>(Pre-assessment): Before the lesson begins, students will return to their seats after hearing the timer go off to notify them that their earn time and break are over. When returning to their seat, students will be shown the book and asked what they think the story is going to be about by looking at the cover of the page. For some students, choices will be provided to them in order to minimize incorrect responses and motivate learning. Presented in the presentation is a picture of a turkey and of a cow. The students will then make a prediction about what they think the story will be about.</p> <p>Assessment: At the end of the lesson, the students will be asked a series of questions revolving around the story elements that were previously taught. Students will also work on spelling/writing out/eye gaze towards core vocabulary words that were found within the story. For this day and introduction of the story, students spell out turkey and fox, which were the main characters that were discussed at the beginning of the lesson and throughout the lesson. Once answering the questions in the google slide, students will then review the story elements (title, author and character) by watching the teacher model touching each feature and then repeating the action. As the week continues, the pre and post assessment will look similar but students will be engaged in more activities.</p>	

MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
<p>Visual supports (wh questions)</p> <p>Google slide presentation</p> <p>Hard copy of book for students to interact with</p> <p>Mini white boards</p> <p>Magnetic letters</p>	
ACTIVATING STRATEGY	Motivator / Hook An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.
<p>This month is November and there is a holiday coming up that deals with a turkey. Do you know what holiday that is?</p>	

INSTRUCTION	Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Questioning / Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension
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Grouping: Students are spaced out apart from each other, given enough room to work during activities, as well as get up when asked to come to the board. This time block is normally a small group but with a staff member absent, students’ scheduled are changed a little bit throughout the day. With that said, extra support from staff members is incorporated and teacher is positioned at the front of the room in front of the active board. Students’ desks are faced towards the teacher, with extra staffing beside students that need a higher level of prompting, such as hand over hand or helping the student stay on task, in their seat, favoring positive behaviors. Teacher is given ample space to walk around the room and go from student to student, asking questions and monitoring student work and behavior.

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GUIDED & INDEPENDENT PRACTICE	“We Do” – “ You Do” Encourage Higher Order Thinking & Problem Solving Relevance Differentiated Strategies for Practice to Provide Intervention & Extension
<p> “We Do”-“You Do”: For this lesson, students are working on watching their teacher, presenting learning to learn skills, listening to directions and the story, as well as repeating when the teacher asks. At the beginning of the lesson, students participate in reciprocal play, following the teacher’s directions and repeating what is being said and actions done (touching all elements of the story and interacting with the illustrations). Modeling is a prime focus for all lessons within the classroom across a variety of subjects. Before students were asked to respond independently, the teacher made sure to act as the student and show the appropriate behavior that was to be modeled and shown. </p> <p> Differentiation: The groups of students that are participating in this lesson all have specific needs, including behavior, learning and communication. Some students will be responding with a switch that has a preprogrammed word and student would hit it to answer questions, an iPad with a communication system built in it, pictures that help students build sentences, or an eye gaze board that students will use to look at their choice when asked a question. Despite the communication that is being used, all devices will be prepared ahead of time in order for students to have access to this lesson. </p> <p> Differentiation is a huge piece to every lesson that the students complete within the classroom. This can also include preferential seating, adapted materials, visual supports, token boards to address behaviors, as well as kinesthetic learning strategies that are incorporated into the lesson, such as video modeling or songs. Slant boards are also easily accessible for students who have low muscle tone and cannot maintain eye contact at different levels (students always look down and have difficult tilting their vision to look at materials placed on their desks). Slide-proof material is also placed on the slant board, in order for students to easily work and not knock materials off into the floor if aproxia/ataxia are apparent. On the slant boards for students with high needs and a low cognitive level, velcro is placed on the board in order to secure materials and to better understand responses when asked a question. If they are unable to grasp or reach for materials, they can simply look at their choices and respond with the eye gazing technique. </p> <p> For students who are able to write but still need a level of support, words are prewritten on their paper in a highlighter and students will trace over them, materials might be cut out prior to their learning in order to assist, and glue caps will be pulled off if student has a difficulty with opening. This will be apparent in the coming activities throughout the week when vocabulary writing, letter identification and sequencing take place. </p> <p> For students with little to no fine motor skills, answers will be written on slips of paper and that student will participate by making eye contact with and placing the paper onto the worksheet they are completing. Even though they are unable to write, students are still actively engaged in their learning. This will be apparent in the coming activities throughout the week when vocabulary writing, letter identification and sequencing take place. </p>	

CLOSURE

Reflection / Wrap-Up
Summarizing, Reminding, Reflecting, Restating, Connecting

Teacher will also focus on the check for understanding and make sure that every student has effectively communicated their responses. Based on this, the teacher will adapt materials and prepare for the lesson the next day. If more visual aids need to be created, the teacher will make sure to help students reach a level of understanding. The teacher will remind students about the fun activity at the end of the week, including making their own turkey with their hand. Check for understanding also incorporates students recognizing body parts and aware of what body part they will be using to make their own turkey. Closure of the lesson will also include students showing the teacher where their hand is and then if they would like to, placing their hand outline on top of the hand turkey on the cover of the book.

CROSS-CURRICULAR CONNECTIONS

Daily living/Pre-vocational: Students will practice learning to learning skills, which are incorporated into their daily living within the school environment, as well as the home environment. This includes sitting in their assigned seat, following directions, maintaining a quiet mouth and calm body, as well as communicating when asked a question or to show reciprocal conversations with the teacher.

Reading/print/spelling is incorporated within this lesson. Students are actively following along with the story, depicting words and letters found within each, vocabulary identification, picture sense, and writing/fine motor skills. This also includes finding story elements within the story of the week that they are reading.

Functional communication is crucial for every student, through the use of technology, such as the iPad, or a different form of communication such as visual or oral language if student is able to. The student will reciprocate what they are learning. In order to influence and engage students, sentence strips will be created and readily available in order for students to expand their communication and increase their vocabulary understanding. Comprehension is also incorporated with communication when the students are provided with choices, visuals, as well as a variety of items that are presented. This is also seen as social learning, turn taking, following directions and having the prevocational skills to stay on task during instruction.

Science is highlighted within this lesson when looking at the food chain within the environment. Students learn that the fox wants to get to the turkeys, in order to eat his own meal. Students also learn that in order for us to survive, we must eat, and at times that means animals.

Social studies is the final topic that is covered during this lesson. Students are focusing on a holiday that is approaching, Thanksgiving. This is the beginning of students learning about Thanksgiving for this month and will continue to learn more about this holiday throughout the coming weeks, leading up to our Thanksgiving break.

NOTES:

Instructional and pacing is very important during every small group. If behavior impedes learning, teacher must stop instruction, maintain behavior and then continue with teaching. At times, some behavior may not be visible but teacher must adhere to all negative behavior (unless the goal is to ignore). Students require reinforcement, prompting, as well as redirection during all instruction.

Some students may have a token board in front of them, as well as a timer to help them stay on task, while others might have a visual to help remind them what they are working on (such as staying quiet, etc.).