**Early Childhood Special Education Lesson Plan**

**Teacher Candidate:** Jennifer Ortiz **Grade Level:** K

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| **Unit of Study:** Reading and Writing |
| **Lesson:**  Reading: Favorite Part and why (w/ reading response)  Writing: Partners Add Details |
| **Goal of Lesson (Common Core State Standards/Division of Early Childhood where appropriate)** |
| CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.  CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.  CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| **Objectives:** |
| Students will demonstrate relevant and on task drawing and/or inventive spelling related to the book read as determined by teacher observation/interview.  Students in small group reading lesson will implement the strategy of using pictures to identify text at least once during the lesson  Students will add details to or create a story with a mixture of images and invented spelling  Students will engage in a turn and talk with a partner |
| **Pre-Assessment:**  Running Records- (Small Group Reading) The students reading levels were evaluated with running records and their reading levels and skill assessments have been documented. The small group being pulled is at the same level (Pre-A) and is being taught a reading strategy that involves looking at the pictures to determine text.  Previous Reading Response- (Whole Group Reading) The students did a reading response last week and the responses they gave are being used as baseline in terms of drawing and responses that are relevant to the task given and compared to the current  Whole Group Writing Pre-Assessment- During whole group mini-lesson, the students will review the kinds of details that can be added to a story (taught the previous day). |
| **Post-Assessment:**  Reading Responses Comparisons Checklist- Teachers will take note, using a checklist, if the students are on task and drawing/writing about their favorite part of the book.  Small Group Checklist- Teacher will check off whether the student(s) was able to use and explain the strategy of using pictures as reference for word decoding.  Writing Share-Students will share after the turn and talk some of the details their partner suggested.  Writing Checklist- Teacher at each table will be given a checklist with the “WOW” and “Writers Add” lesson detail suggestions to see if students added at least two of the factors. |
| **Materials:**  Reading Whole Group: Monster storybook, Book bags w/ pencil, reading response form, markers  Reading Small Group: Alphabet book,  Writing Group: Writing Folders, Pencils, Model Story |
| **Use of Technology:** |
| N/A |
| **Differentiation:**  Students chosen for the small group reading are all on the same or close to the same reading level and struggle with this particular skill  Alan will have visual supports and modeling by paraprofessional and will be seated closest to her (whole and small group)  Students responses writing and reading forms can vary from just sketches, sketches with labels and sentences and the worksheet layout provides multiple pathways for students to express responses |
| **Seating Configuration/Use of Physical Space:** |
| Reading Lesson- 2 small groups, one on each rug  Small Group Reading- At the teacher desk in a semicircle  Independent Reading- designated reading spots throughout the room  Writing Lesson- 2 small groups, one on each rug |
| **Teaching roles and collaboration:** |
| Mrs. Flores- Teaching Reading and Writing lesson on alternate rug, red table for writing  Mrs. Friess- Assisting Reading and Writing lesson on main rug, Blue table for writing, checklist during reading response  Mrs. Jackie- Facilitating at green table, paraprofessional to Andrew  Mrs. Lee- Language and Visual support for Alan at yellow table  Ms. Jen- Teaching Reading and Writing lesson on main rug, small group reading, yellow table for writing |
| **Classroom Management:** |
| “Checks” for doing good- Students will receive positive praise and be rewarded with checks on their class check chart throughout lesson for on task behavior including: following yes rules, following rug rules, taking out materials quickly and working diligently.  Traffic Light Warning System- Warning system used by staff to warn children of possible time out  Whole Class Bean Jar- When the entire class is on task and little to no redirection is needed the class receives a handful of beans in their class jar. A full jar equals a class prize.  Yes Rules- Class rules and expectations that students are expected to follow and help them remain on green  Rug Rules- Rules for lessons on the carpet that outline student expectations  Seating/Groupings- Students have assigned seats on the rug to eliminate distraction and disturbance as well as assigned independent reading spots. Small group lesson will have certain students seated strategically closer to teacher to monitor behavior. |
| **Engagement of students/anticipatory set/Motivation:** |
| During reading group students will actively participate in a picture walk/retell and think about their favorite part of the book as well as the book they select during independent reading. Students will draw/write on a reading response form.  During writing, the turn and talk will allow for movement and conversation/interaction with peers. Students will be sharing and completing stories by adding final details including characters, setting and labels. |
| **Connection to Previous lesson/Prior Knowledge:** |
| The students have been learning about parts of a story including setting, characters and connecting the story. They will take these skills and identify a part of the story that is their favorite, draw it and explain/write why. Including details about the setting and characters as well as storyline in their image and explanation.  Students have been working on a story for a few days and focusing on adding more details. Through a turn and talk they will gain input on their story and suggestions for more details that can be added.  The small group lesson will be strategy focused lesson for a group of students on the same reading lesson who would benefit from learning the strategy to possibly facilitate generalization into their independent reading time. |
| **Lesson Presentation:**  Estimated Time: 10 mins each |
| Reading: Students will divide in two groups, each being taught a reading lesson. The teacher will model re-reading or picture walking through the book. Then find a favorite part of the book, explaining that favorite means a well liked part and discuss why it was a favorite referencing character, setting and emotions. The teacher will model documenting favorite part on reading response sheet with drawing including details like characters and setting and writing a sentence “this is my favorite part because…” The students will be given instructions to retrieve book baggies and be given a reading response sheet alone with reiterated instructions and expectations. The students will fill in their reading response forms at their independent reading spots.  Writing: Students will divide in two groups, each being taught a writing lesson. The students will retrieve their writing folders and sit on them on the carpet. The teacher will introduce a story she has been working on just like the children (it will be lacking details). The teacher will model doing a turn and talk with another teacher who will give suggestions about possible details the teacher could incorporate throughout her story. The students will revisit the kinds of details that can be added (characters, setting, etc). Students will be assigned partners on the carpet and engage in a turn and talk about each others stories providing feedback on possible details that can be included. Teachers will monitor and facilitate/scaffold the turn and talk and do a brief share. Students will be sent to their tables to add some of the suggested details and more to their stories. |
| **Guided Practice/Active Involvement/Small group work/Independent Practice:**  Estimated Time:  Reading Small Group: 10 Mins  A group of 4-5 students will work independently with Ms. Jen on the reading strategy of using images in books to held decode words. An alphabet book exclusive to one letter will be used, the strategy will be modeled, the group will then work collectively on one to two examples and then each student will take a turn implementing the strategy.  Independent Reading w/Reading Response: 10 mins  Students will go off to their independent reading spots to read and fill out their reading response forms on their favorite part of the story. Ms. Lopez will monitor classroom behavior and be sure that students are filling in their reports. When finished with the small group, Ms. Ortiz will make rounds with the students and visit particular students who may be struggling  Writing Independent Practice: 10 mins  Students will go to their assigned seat at their designated tables with their writing folders. Table monitors will retrieve the pencils. Students will work on their stories adding suggested and new details to their stories. Teachers will facilitate incorporation of new details. |
| **Final Summary/Closure:**  Estimated Time: 2-5mins |
| Reading: Ms. Flores will instruct the children to return to their seats after putting their book bags away for a share. She will share one-two students reading responses and reasoning with the whole group before transitioning the children back to the carpet for the writing lesson.  Writing: Ms. Jen will share one to two children’s work from the yellow table that shows the consideration of their classmates input and the added details. Students will clean up and transition to snack. |
| **Extension:** |
| Students will have the opportunity to continue working on their stories the next week including adding coloring etc. Students will have pencils in their book bags and the opportunity to do a reading response in the future and share it with the class. |

**Writing Checklists:**

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| --- | --- | --- | --- | --- |
| **Student Name** | **Lots of Things** | **People/Who** | **Setting/Where** | **Feelings** |
| Michael |  |  |  |  |
| Ethan |  |  |  |  |
| Camila |  |  |  |  |
| Caitlin |  |  |  |  |
| Kerick |  |  |  |  |
| Veronica |  |  |  |  |
| Mahfuj |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Student Name** | **Lots of Things** | **People/Who** | **Setting/Where** | **Feelings** |
| Isaac |  |  |  |  |
| Jasmine |  |  |  |  |
| Angel |  |  |  |  |
| Alexa |  |  |  |  |
| Mariely |  |  |  |  |
| Veronica |  |  |  |  |
| Mahfuj |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Student Name** | **Lots of Things** | **People/Who** | **Setting/Where** | **Feelings** |
| Andrew |  |  |  |  |
| Emma |  |  |  |  |
| Emmanuel |  |  |  |  |
| Darliza |  |  |  |  |

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| **Student Name** | **Lots of Things** | **People/Who** | **Setting/Where** | **Feelings** |
| Alan |  |  |  |  |
| Alex |  |  |  |  |
| Yuan |  |  |  |  |
| Sidney |  |  |  |  |
| Christopher |  |  |  |  |
| Mahfuj |  |  |  |  |

**Reading Response:**

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| --- | --- | --- |
| **Student Name** | **On Task Drawing:**  Relevant to book chosen including aspects such as characters, settings and details | **Off Task Drawing:**  Drawing is not an accurate depiction of the book chosen during independent reading |
| Michael |  |  |
| Ethan |  |  |
| Camila |  |  |
| Caitlin |  |  |
| Isaac |  |  |
| Angel |  |  |
| Mariely |  |  |
| Jasmine |  |  |
| Caitlin |  |  |
| Alan |  |  |
| Jada |  |  |
| Emma |  |  |
| Andrew |  |  |
| Emmanuel |  |  |
| Darliza |  |  |
| Mahfuj |  |  |
| Alexa |  |  |
| Sidney |  |  |

Small Group Reading Strategy Checklist:

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| **Student Name** | **Implemented:**  Child was able to look at the picture in the book and effectively make a guess that was correct or correct in context (i.e. picture of *Jam* child looks at image and first letter and says *Jelly*) | **Not Applied:**  Child did not look at the picture in the book to try and decode the text. Resorted to guessing or other non-picture clue related behavior |
| Alex |  |  |
| Kerick |  |  |
| Mahfuj |  |  |
| Veronica |  |  |