**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, Next, Last (w/ reading response)  Writing: Writing a sentence using the word wall effectively |
| **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 sequencing with a graphic organizer where they will place relevant and on task drawing in 2/3 boxes as determined by teacher observation/interview.  Students in small group reading lesson will use a graphic organizer to organize events with assistance and fill in 2/3 relevantly.  Students will add a sentence to their stories and use the word wall effectively when needed as observed by staff at tables.  Students will help the teacher identify appropriate word wall behavior during lesson. |
| **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 supported in their completion of a sequencing activity. The small group is looking at the same book.  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 appropriate word wall uses and how it serves as a support for their writing. |
| **Post-Assessment:**  Reading Responses Comparisons Checklist- Teachers will take note, using a checklist, if the students are on task and drawing/writing about the first, next and last part of their books and looking for 2/3 parts to be relevant.  Small Group Checklist- Teacher will check off whether the student(s) was able to draw the first, next and last part of the book being read together and is looking for 2/3 parts to be relevant.  Writing Share- Students will help  Writing Checklist- Teacher at each table will be given a checklist with categories including “wrote a sentence” “used word wall appropriately” “did not use word wall appropriately” |
| **Materials:**  Reading Whole Group: Monster storybook, Book bags w/ pencil, reading response sequence form, smart board, markers  Reading Small Group: Alphabet book,  Writing Group: Writing Folders, Pencils, Model Story  SMART Board  Document Camera |
| **Use of Technology:** |
| SMART board & Document Camera to display enlarged imaged of reading sequencing form as well as interactively generate a sentence during writing lesson for the teachers story using the word wall. |
| **Differentiation:**  Students chosen for the small group reading are all on the same or close to the same reading level and are receiving support for the task  Alan will have visual supports and modeling by paraprofessional and will be seated closest to her (whole and small group)  Document Camera to have a large, viewable modeling example |
| **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, yellow table for writing  Mrs. Friess- 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, blue 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 and think about the first, next and last part of the book and do the same with the book they select during independent reading. Students will draw/write on a reading response sequence form.  During writing, the students will be actively telling the teacher if she is using the word wall appropriately throughout while she is modeling.  SMART Board Document camera to display large versions of worksheets, students will be called on to participate and have opportunity to write on document under document camera |
| **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 use these skills to identify and complete a first, next and last graphic organizer using a story they have been working with for some time.  Students have been working on a story for a few days and focusing on adding more details and creating a WOW story. Through modeling they will see and provide input on the correct way to use the word wall while the teacher writes a sentence.  The small group lesson will serve as a support lesson for a group of students on the same reading lesson who would benefit from implementing the F, N, L graphic organizer with support to facilitate skill acquisition and understanding. |
| **Lesson Presentation:**  Estimated Time: 10 mins each |
| Reading: Students will divide in two groups, each being taught a reading lesson. The teacher will re-introduce the book and mention previous lessons. The teacher will then introduce the first, next and last concept and graphic organizer. The organizer will be displayed on the smart board using the document camera. The teacher will model the “first” thing in the story and draw it. The students will assist in completing the “next” section and the teacher will draw the details they mention. The teacher will turn to the last page of the book and ask the students to study it carefully and then engage in a turn and talk about the details that need to be included in the final box. The teacher will draw what the students share. The students will be given instructions to retrieve book baggies and be given a reading response sequencing sheet along with reiterated instructions and expectations. The students will fill in their reading response sequence forms at their independent reading spots.  Writing: Students will divide in two groups, each being taught a writing lesson. The teacher will introduce a story she has drawn and explain that she needs to write a sentence to make it a WOW story. The story will be displayed on the SMART board using the document camera. She will contemplate a sentence (one that strategically incorporates more than one of the word wall words). While the teacher is using the wall as a resource she will actively misuse it and prompt the children to explain why it was wrong and what how to do so correctly. Students will be called on to model finding the next word on the word wall and be given the opportunity to write on the teachers story under the document camera. Once the sentence is written the students will return to their writing desks with the expectation of writing a sentence on the story they are working on and using the word wall effectively if needed. The teachers will assist and monitor. |
| **Guided Practice/Active Involvement/Small group work/Independent Practice:**  Estimated Time:  Reading Small Group: 10 Mins  A group of 3-4 students will work independently with Ms. Jen on the first, next, last strategy. An “A” leveled book will be chosen and read with the children. The teacher will turn to the first page and elicit responses from the students about what happened first. The students will each have their own reading response sequencing form, they will individually document what the group decided happened first. The process will be repeated for next and last.  Independent Reading w/Reading Response: 10 mins  Students will go off to their independent reading spots to read and fill out their reading response sequence forms on the first, next and last parts of the story they are reading. Ms. Flores will monitor classroom behavior and be sure that students are filling in their reports.  Writing Independent Practice: 10 mins  Students will go to their assigned seat at their designated tables. Table monitors will retrieve the pencils and writing folders. Students will work on their stories adding a sentence to their stories. Teachers will facilitate sentence development and effective and proper use of the word wall. |
| **Final Summary/Closure:**  Estimated Time: 2-5mins |
| Reading: Ms. Jen will instruct the children to return to their seats after putting their books in their bags. She will share a reading response sequencing sheet from her group 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 blue table that have added sentences and describe how the word wall was appropriately used. 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 sequence in the future and share. |

**Writing Checklists:**

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| **Student Name** | **Wrote A Sentence** | **Used Word Wall Effectively** | **Did Not Use Word Wall Effectively** |
| Michael |  |  |  |
| Ethan |  |  |  |
| Camila |  |  |  |
| Caitlin |  |  |  |
| Kerick |  |  |  |
| Veronica |  |  |  |
| Mahfuj |  |  |  |

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| --- | --- | --- | --- |
| **Student Name** | **Wrote A Sentence** | **Used Word Wall Effectively** | **Did Not Use Word Wall Effectively** |
| Isaac |  |  |  |
| Jasmine |  |  |  |
| Darliza |  |  |  |
| Alexa |  |  |  |
| Mariely |  |  |  |

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| --- | --- | --- | --- |
| **Student Name** | **Wrote A Sentence** | **Used Word Wall Effectively** | **Did Not Use Word Wall Effectively** |
| Andrew |  |  |  |
| Emma |  |  |  |
| Emmanuel |  |  |  |
| Angel |  |  |  |

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| --- | --- | --- | --- |
| **Student Name** | **Wrote A Sentence** | **Used Word Wall Effectively** | **Did Not Use Word Wall Effectively** |
| Alan |  |  |  |
| Alex |  |  |  |
| Yuen Wah |  |  |  |
| Sidney |  |  |  |
| Christopher |  |  |  |
| Jada |  |  |  |

**Small Group Reading Checklist:**

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| **Student Name** | **On Task Drawing:**  Relevant to book chosen and discussed during small group  First Next Last | | |
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**Reading Response:**

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| **Student Name** | **On Task Drawing:**  Relevant to book chosen  **First Next Last** | | |
| Michael |  |  |  |
| Ethan |  |  |  |
| Camila |  |  |  |
| Veronica |  |  |  |
| Isaac |  |  |  |
| Angel |  |  |  |
| Mariely |  |  |  |
| Jasmine |  |  |  |
| Caitlin |  |  |  |
| Alan |  |  |  |
| Jada |  |  |  |
| Emma |  |  |  |
| Andrew |  |  |  |
| Emmanuel |  |  |  |
| Darliza |  |  |  |
| Mahfuj |  |  |  |
| Alexa |  |  |  |
| Sidney |  |  |  |
| Alex |  |  |  |
| Kerick |  |  |  |
| Christopher |  |  |  |
| Yuan Wah |  |  |  |