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| **Teacher**  **Tiffany White** | | | **Date**  **ongoing** | | **Grade**  **K-5** | | **Content Area**  **Math, Reading, Science, Social Studies** | | | |
| **Objective/Essential Question:**     1. **Greeting others.** 2. **Identifying day of the week, identifying yesterday and tomorrow.** 3. **Identifying the date.** 4. **Identifying the weather.** 5. **Identifying the season.** 6. **Identifying/writing name. (dependent upon student)**  * **Physical Skills: writing, dancing, pointing, activating devices, sign language** * **Cognitive Skills: remembering, understanding, applying**   **Symbolic- least assistance, 3-4 choices**  **AC devices- cheap talk 4, rocker switch**  **Writing- marker, dotted/highlighted words, independent/minimal assistance**  **Early Symbolic- greater assistance, 2-3 choices**  **AC devices- rocker switch, BIG Mac**  **Writing- minimal/hand over hand assistance, selecting items on smart board**  **Pre-Symbolic- most assistance, 1-2 choices**  **AC devices- BIG Mac**  **Writing- selecting name**   * **Social Skills (learning teams): greetings, sign language, etiquette training** | | | | | | | | | **Plan for Differentiation:**  **Using Bloom’s Revised Taxonomy**  [http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg](http://www.google.com/url?sa=i&rct=j&q=bloom's+revised+taxonomy&source=images&cd=&cad=rja&docid=HHMgWSTc2GLBlM&tbnid=waefmcADfSviFM:&ved=0CAUQjRw&url=http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm&ei=4ZkBUvi8Aova8wTqtIG4Dw&bvm=bv.50310824,d.eWU&psig=AFQjCNE4Da-gBjEEx6WtZVmkahO7N6abvA&ust=1375922932821985) | |
| **Curriculum Standard**  **1st Grade:**  **Understand Concept of print, words, and letters**  **1. Demonstrate understanding of the organization and basic features of print.**  **a. Distinguish an individual word within a sentence (e.g., When given a sentence can point to or otherwise indicate a single word when asked, “Show me just one word.”)**  **b. Understand one-to-one correspondence between spoken word and written word (e.g., point to word one at a time while adult reads).**  **c. Recognize and name all uppercase letters of the alphabet in context.**  **d. Recognize and name all lowercase letters of the alphabet in context.**  **Use letter name and letter sound knowledge**  **3.c. Identify written words associated with familiar pictures and symbols used to support routines, schedules and communication.**  **2nd Grade:**  **Read words.**  **1. Apply letter-sound and word analysis skills in decoding words.**  **a. In context, identify 18 or more letter-sound associations.**  **b. Identify the beginning sound of familiar words beginning with a single consonant sound.**  **c. Recognize 10 or more written words.**  **Engage actively with text.**  **2. Engage actively in shared reading.**  **3rd Grade:**  **Read words.**  **1. Apply letter-sound and word analysis skills in decoding words.**  **a. In context, identify all letter-sound associations.**  **b. Decode 3 letter words with common spelling patterns (e.g., consonant-vowel-consonant or high frequency rimes).**  **c. Recognize 40 or more written words.**  **Read text.**  **2. Read text comprised of familiar words with accuracy to support comprehension.**  **Revise and Publish own writing.**  **6. With guidance and support from adults, use technology to produce and publish writing\*.**  **Acquire and Use vocabulary.**  **4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.**  **a. Choose from an array of words an appropriate word to complete sentences.**  **4th Grade:**  **Read words.**  **1. Apply letter-sound and word analysis skills in reading words.**  **a. In context apply letter-sound knowledge to use context plus first letter to identify words.**  **b. Decode single syllable words with common spelling patterns (e.g., consonant-vowel-consonant/e or high frequency words).**  **c. Recognize 40 or more written words.**  **Read text.**  **2. Read text comprised of familiar words with accuracy and understanding to support comprehension.**  **Revise and publish own writing.**  **6. With guidance and support from adults, use technology to produce and publish writing\*.**  **Acquire and Use vocabulary.**  **4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.**  **a. Choose from an array of content related words to complete sentence read aloud by adults.**  **b. Use frequently occurring root words (e.g.,** | | **Technology**  **Smart Board**  **Big Mac**  **Partner Plus 4**  **Rocker Switch**  **Laptop** | | | | | | | **21st Century Skills**  **Social Skills**  **Teamwork**  **Use of technology** | |
| **Materials**  **Morning meeting notebook**  **Three choice board**  **Pointer finger**  **Calendar**  **Days of the Week Chart**  **Months of the Year Chart** | | **Vocabulary (Literacy)**  **Days**  **Week**  **Months**  **Year**  **Weather**  **Winter**  **Spring**  **Summer**  **Fall**  **Season** | | | | | | |
| **Lesson Procedures** | | | | | | | | | | |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**:**  **Teacher greets students.**  **Students greet teacher with signs or AC devices.**  **Play good morning video.** | | | | | | | | | | |
| **What the teacher will do:**   1. **Teacher plays days of the week video. Teacher assists students in pointing to each day on the week charts. Ask students, “What is today?” and provides students with two-three picture choices (dependent upon student). Each student gets a turn.** 2. **Students choose day of the week.** 3. **Teacher repeats steps one and two when asking, “If today is \_\_\_\_\_\_\_, then yesterday was \_\_\_\_\_\_\_\_\_\_.” And “Tomorrow will be \_\_\_\_\_\_\_\_\_.”** 4. **Students will read completed sentences. (Higher level verbal students)** 5. **Teacher plays month of the year video. Teacher assists students in pointing to each month on the month charts. Asks students “What month is it?”, while providing picture symbol choices to students. Each student gets a turn.** 6. **Students answer what month and teacher moves symbol to fill in the date.** 7. **Teacher assists students with counting on calendar. Allows students to pick the next (current) day of the month from picture choices. Student places number on calendar.** 8. **Teacher selects student to write date on the Partner Plus Four device.** 9. **Students read date using Partner Plus Four device.** 10. **Teacher plays weather video.** 11. **Asks students how they identify the weather, students point out the window.** 12. **Teacher asks what the weather is like outside and gives students two-three picture symbols to choose from.** 13. **Students use picture symbols to fill in weather chart.** 14. **Students identify which weather category has “more”.** 15. **Students identify the season.** 16. **Students come up and trace or point to their name depending on their ability level.**   **What the teacher assistants will do:**   1. **Assist with all activities and behaviors.** 2. **Take data** | | | | | | | | | | |
| **Guided/Independent Practice**  **The student will complete assignments to his/her level of independence following teacher demonstrations.**  **\*\*\*See teacher instructions above.** | | | | | | | | | | |
| **Assessment/Check for Understanding**  **Once a week, each student will complete each objective and data will be collected to document progress.** | | | | | | | | | | |
| **Closure/Summary**  **Students sign in on smart board by identifying or tracing their names and then are given a choice of a reward.** | | | | | | | | | | |
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| **Reflection**  **(after teaching the lesson)** | **Differentiation** | | | **Student Engagement** | | **Data**  **Collection** | | **Higher Level Question** | | **Lesson Effectiveness** |
| **Low High**  **1 2 3 4 5** | | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** |
| **Comments** | **What would you do differently and what worked well?** | | | | | | | | | |
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