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| **Teacher :** **White, Pace** | **Date:** **8/24-9/4** | **Grade:****K-2, 3-5** | **Content Area:****Language Arts** |
| **Objective/Essential Question:** **-Students will identify the main idea, setting, and main characters of the story.** **-Students will participate in the story through the use of adaptive devices and answering comprehension questions.*** **Physical Skills: Using switches to participate in the story. Making choices by pointing, eye gaze, etc.**
* **Cognitive Skills: Recalling basic information from the story. Locating the title and author. Identifying vocabulary from the story. Hypothesizing what the story might be about by looking at pictures and listening to the title.**
* **Social Skills (learning teams): Turn taking, listening, participating in a group lesson**
 | **Plan for Differentiation:****Using Bloom’s Revised Taxonomy**http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg**-Level 1- applying what was learned from the story to complete a related activity.****-Level 2- remembering basic facts from the story** |
| **Curriculum Standard:****K-2.EX.L.1- With prompting and support, answer questions about key details in a familiar story. K-2.EX.L.2- With prompting and support, identify key details in a familiar story. K-2.EX.L.3- With prompting and support, identify characters in a familiar story. K-2.EX.L.5- Recognize familiar texts. K-2.EX.L.10- Actively engage in group reading activities for a clearly stated purpose.K-2.EX.LS.1- Demonstrate understandings of standard English grammar usage when communicating. K-2.EX.LS.4-Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.**  | **Technology:****-smart board****-AAC devices****-boardmaker symbols** | **21st Century Skills:****-critical thinking****-decision-making****-communication** |
| **Materials :****-“The Kissing Hand” by Audrey Penn****-Objects/picture symbols for comprehension (school, home, love, kiss, lonely, secret)****-AAC devices and switches****- Picture symbols for main idea, setting, and characters (school, first day of school, home, Chester Raccoon, Mrs. Raccoon)** |  **Vocabulary (Literacy):****- school****-home****-love****-kiss****-lonely****-secret** |
| **Lesson Procedures** |
| **Review:** (Links to Prior Knowledge, Anticipatory Set)**:** **-Review things students do at home and at school. Discuss new students in our class. Review things that students have to do that may be strange and scary at first.** **-Watch an introductory video to provide an anticipatory set.**  |
| **What the teacher will do:** **The teacher will teach all 10 steps of the story based lesson (provide an anticipatory set, read title and give students an opportunity to point to/say the title, read the author’s name and give students an opportunity to say/point to author’s name, model opening the book and gives at least one student an opportunity to open the book: first without being told, then with prompts, ask a prediction question and gives each student an opportunity to answer, point to each word in chosen sentence while reading aloud on “text point page”, and give each student an opportunity to point to chosen line, give opportunity to point to/say vocabulary word, give student an opportunity to anticipate the repeated story line, give students opportunity to anticipate turning the page without being told, ask comprehension questions of each student)** **Level 1: the student will say/point to the title and author’s name, will open the book with some gestural prompts, answer prediction questions with minimal prompting, point to chosen line on the text point page, point or reads the vocabulary word, turn the pages with minimal assistance, answer the comprehension questions with pictures or words, and point to or read aloud the repeated story line.****Level 2: the students will point to or eye gaze at the author’s name and title (students with VI will feel for the raised text and touch the author’s name and title), open the book with maximum assistance if needed, answer prediction questions with the use of objects, point to or look at the text point page and vocabulary word, turn the pages with maximum assistance or use a VOD to indicate that the page needs to be turned, answer comprehension questions with the use of objects, and look at or uses a VOD to fill in the repeated story line.** **What the teacher assistants will do:** **-Take data****-Prompt students to respond****-Ask questions** |
| **Guided/Independent Practice:****-Students will be divided into leveled groups to practice concepts from the story.** **Level 1- Vocabulary identification. (Students will identify various vocabulary used in the story by matching, pointing, circling, etc. Students will choose from an array of 4-10. Students will practice handwriting skills upon completion.)** **Level 2- Vocabulary identification (Students will identify vocabulary stressed in the story from a choice of 2 objects or pictures).** **Level 3- Reading aloud (Students participate in stories read aloud by using adaptive devices)** |
| **Assessment/Check for Understanding:****-Collect data on comprehension questions.****-Collect data on participation in the story.** **-Collect data on vocabulary identification.** **-Analyze data to check for understanding over 1 week period.**  |
| **Closure/Summary:****-Review with students about what they do at school. Discuss things students do at school that are fun. Also discuss what parents do while students are at school.**  |
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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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