**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson** Circle Time **Subject** Listening/Responding Skills, Math, Life Skills  
**Dates:** This is done every day, but on Mon/Wed by Speech Teacher

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**2. Target Grade/Age Level:** Grades K-2, Autistic Support

**3. PDE Standards:**

Speaking and Listening 1.6.K-2.A  
K: Listen and respond appropriately to others in small and large group situations.  
1: Listen actively and respond to others in small and large group situations with appropriate questions and ideas. 2: Listen actively and respond to others in small and large group situations.

• Respond with grade level appropriate questions, ideas, information, or opinions.

**PA Common Core Standards:**

CC.1.5.PK-2.A.  
Participate in collaborative conversations with peers and adults in small and  
larger groups.

CC.1.5.K-2.C.  
K: Ask and answer questions in order to seek help, get information, or clarify something  
that is not understood.   
1: Ask and answer questions about what a speaker says in order to gather additional  
information or clarify something that is not understood.  
2: Ask and answer questions about what a speaker says in order to clarify comprehension,  
gather additional information, or deepen understanding of a topic or issue.

**The Assessment of Basic Language and Learning Skills – Revised (ABLLS-R)**

Group Instruction Tasks:  
M1: Sits appropriately in small group.  
M3: Attends to teacher in group.  
M5: Follows group instructions – all do the same receptive response.  
M7: raises hand to get teacher attention to do an activity.  
M8: Raises hand to answer a question

**4. Learning Objectives and Aligned Summative Assessments:**

| **Learning Objectives** | **Aligned Summative Assessments** |
| --- | --- |
| Given a small group instructional setting, the student will sit quietly and attend to the teacher (75% or better on Listening and Attention Checklist) for at least 10 minutes with frequent reinforcement for 3 consecutive circle lessons.  Grade 1 and 2 students only:  Given a question from the teacher during small group instruction, the student will raise his or her hand quietly, wait to be called on, and give an answer when called on within 10 seconds at least 2 times during a circle lesson for 3 consecutive circle lessons. | Listening and Attention Checklist  Appropriate Response Checklist |

**5. Materials Needed:**

* Calendar Set, “Jojo the frog” and clothing options, Weather icon set, chairs for students, counting sticks, paper clips (one for each day in school), American flag, student pictures and attendance chart, Listening and Responding checklist (one per student), Appropriate Response Checklist (one per each 1st or 2nd grade student)

**6. Expectations for Behavior and Class Activities:**

* The child will follow teacher directions.
* The child will actively engage in all activities to her best ability.
* The child will treat others respectfully and courteously.
* The child will keep hands and feet to himself.
* The child will remain quiet and seated during the lesson.
* First and second grade student will use a quiet, raised hand to be called on during lesson.

**7. General or Specific Accommodations for Special Needs Learners:**

* + This is a classroom for students with autism, so many accommodations are already in place. Specific accommodations are in each child’s IEP; general accommodations include:
    - Frequent reinforcement using verbal praise or edible rewards.
    - Very low student-teacher ratio, with 2 paraprofessionals and 1 main teacher at the minimum for 8 students.
    - Separation by at least 2 peers for students who are learning to interact with each other.
    - Seating that allows all students in close proximity of the instructing teacher.
    - Complementary signs (American Sign Language) to help prompt students to make correct responses throughout the lesson.
    - Differentiated objectives to allow for individualized goal acquisition.

**8. Description of Learning Activities**

|  |
| --- |
| **Lesson Implementation** |
| Introductory Activity:  Teacher calls students to bring their chairs to the circle area based on clothing colors until all students are gathered and sitting.  Teacher leads the students in chorally singing the hello song:  *Hello, hello, and how are you today?*  *Hello, hello, we’re going to sing and play.*  *Clap your hand, touch your toes, pull your ears, and touch your nose.*  *Hello, hello, we’re going to sing and play.*  Next, the teacher takes out a picture of each student and shows it to the class and asks who that student is. Students use a quiet raised hand to answer (teacher may prompt this if needed) and once the student is identified that student comes up and puts his or her picture in the attendance block. If the student is not present, the picture is flipped over to the blank side and placed next to his or her name.  Modeling/Demonstration:  Now, students review the components of a date. The teacher leads the students in chorally singing the months of the year song and days of the week songs.  Months of the Year: (tune of Ten Little Indians)  *January, February, March, and April*  *May and June, and July and August*  *September, October, November, December*  *These are the months of the year*  Days of the Week: (tune of Addams Family)  *There’s Sunday and there’s Monday*  *There’s Tuesday and there’s Wednesday*  *There’s Thursday and there’s Friday*  *And then there’s Saturday*  *Days of the week, (snap, snap)*  *Day of the week, (snap, snap)*  *Days of the week, Days of the week, Days of the week*  Guided Practice and Feedback:  Calendar:  First the teacher asks the students what month it is now (present), last month (past), and next month (future). Students should be formatively assessed here for quietly raising their hands and staying seated and paying attention. The teacher continues with day of the week for today (present), yesterday (past), and tomorrow (future). Finally the students are guided to use the calendar to count the days in the month to determine the number of the date, and review the year. The students chorally respond to say the full date (i.e. Tuesday, January 21, 2014) and move on the days of school.  Days of School:  Student use the previous number of days to determine how many days they have been in school by counting linked paper clips hung near the calendar. Clips are hung in groups of 10, so students chorally count by tens and the ones to find the number of days (i.e. 10, 20, 30, 31, 32, 33). This number is written on the board and then recreated using counting sticks representing tens and ones. Older students should be called on to add a new stick, especially when a group of ten is regrouped into a tens stick (or ten tens to a hundred stick). Finally the digits are updated by the same student to reflect the number of days in school on the calendar.  Weather:  Next, two students are selected to determine what the weather for the day is from a collection of weather cards. Two items should be selected such as warm and sunny or cloudy and cold. Once these are selected and put on the board, the teacher guides the students in chorally singing the weather song:  Weather Song: (tune of “The Wheels on the Bus”)  The weather outside is \_\_\_\_\_ and \_\_\_\_\_.  \_\_\_\_\_ and \_\_\_\_\_\_, \_\_\_\_\_\_ and \_\_\_\_\_\_\_.  The weather outside is \_\_\_\_\_ and \_\_\_\_\_.  All day long.  Independent Practice/Exploring:  Now the teacher calls on two students to pick out clothes for Jojo the Frog to wear based on the weather. Students must put the clothes on in the correct order (i.e. undershirt, sweatshirt, coat, hat/scarf, etc.) or be corrected. If possible, all students should get called on at least once. When calling on students, they should be encouraged to use a quiet raised hand. Students may be prompted as needed.  Formative Assessment:  Students should be observed for listening and attention skills throughout the lesson. Teachers need to praise students using process praise frequently and may provide corrective feedback to students as needed. First and second grade students should be monitored for hand raising behaviors as well and reminded constantly to do so. Finally, a lot of question and answer type activities are embedded in this lesson to help formatively assess the students’ acquisition of calendar and weather preparedness life skills. Students who are unable to respond may need individual practice with these skills.  Accommodations:  ASL signs should be used frequently throughout the lesson. Signs are most effective for prompting answers as a visual cue, miming the words to the associated songs, and helping students remember different key items from the lesson. Resources for signs for numbers 1-31, days of the week, months of the year, and typical weather patterns are included in section 13 of this lesson.  Review and Preview:  The teacher should review the day, weather, and days in school so far and then have students return to their desks for snack time. While students are waiting for snack, the teacher may review strengths and weaknesses in listening and attention behavior, as well as use of a quiet raised hand. |

**9. Potential Areas of Difficulty with the Content and Correction Procedures:**

Some students may not yet have the skills to vocalize their answers. For these students ASL responses will be accepted and the teacher should vocalize their response. Other students may really struggle with staying seated throughout the lesson. Teachers should refer to those individual’s IEPs or BIPs as appropriate to help those students develop their classroom skills.

**10. Summative Assessments:**

Listening and attention will be assessed using the attached checklist.  
Responding will be assessed using the attached appropriate response checklist.

**11. Reflections**: Every time I teach this lesson it becomes easier. I have gotten better at having error-less teaching to help students learn (aka zero-time delay teaching when students do not know the correct answer on the first trial). Sometimes I accidentally do parts of the lesson out of order, but repetition makes this easier. I am also getting better all the time at managing behaviors while teaching. I would like a better closure for this activity, but the pledge of allegiance is the closure that students in this room are used to. In my own class, I would review the date, days in school, and weather one last time before ending the lesson.

**12. Sources:**

Partington, J. W. (2006). *The Assessment of Basic Language Learning Skills: Protocol and Guide.* Walnut Creek, CA: Behavior Analysts, Inc.

**13. ASL Resources**

Angie. (2012, Mar 16). *Numbers 1-31 in ASL* [Video]. Retrieved from: http://www.youtube. com/watch?v=dOxsh5kGlyM

Berman, R. (2008, Sept 14). *Sign language: Weather* [Video]. Retrieved from: http://www. youtube.com/watch?v=6b\_a1FTHQ-o

Forkntorg. (2010, Apr 14). *Free ASL – calendar (days of the week, months, etc)* [Video]. Retrieved from: http://www.youtube.com/watch?v=GC0Xob2GOH4

Listening and Attention Checklist

C:\Documents and Settings\glc211\Local Settings\Temporary Internet Files\Content.IE5\BYQH8D9C\MC900304299[1].wmf

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞏⁪ Child listens to teacher and peers without interrupting.

* Student is quiet when teacher and peers are speaking.
* Student does not interrupt.
* Student makes eye contact or indicates listening (nodding, replying).

🞏⁪ Child remains seated during lesson.

* Student keeps his bottom on the chair.
* Student keeps all legs of the chair on the ground.
* Student remains in chair unless instructed to do so.

🞏⁪ Child is quiet.

* Student does not make vocal or bodily noises unless instructed to do so.
* Student breathes in a near-silent manner.
* Student only talks during choral responding or when called on.

🞏⁪ Child remains “on-task” during lesson.

* Student looks in the direction of teacher or instructional material.
* Student keeps eyes open during instruction.
* Student keeps hands on lap or in a similar place where he will not be distracted by them.

\_\_\_ Items Checked / 4 Items = \_\_\_\_\_%

C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\11CFPMJ7\MC900232895[1].wmfAppropriate Response Checklist

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instance 1:

🞏⁪ Student quietly raised his or her hand.

🞏⁪ Student did remained quiet until the teacher called on him or her.

🞏⁪ Student made a response within 10 seconds of being called on.

Note: correct response not required.

Instance 2:

🞏⁪ Student quietly raised his or her hand.

🞏⁪ Student did remained quiet until the teacher called on him or her.

🞏⁪ Student made a response within 10 seconds of being called on.

Note: correct response not required.

Instance 3:

🞏⁪ Student quietly raised his or her hand.

🞏⁪ Student did remained quiet until the teacher called on him or her.

🞏⁪ Student made a response within 10 seconds of being called on.

Note: correct response not required.

Instance 4:

🞏⁪ Student quietly raised his or her hand.

🞏⁪ Student did remained quiet until the teacher called on him or her.

🞏⁪ Student made a response within 10 seconds of being called on.

Note: correct response not required.

\_\_\_\_\_ Number of successful instances this lesson. (3 out of 3 checks)

Goal = 2 successful instances for 3 consecutive lessons.