**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson** Snowy Day **Subject** Science **Date** 2/10/14

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

**3. PDE Standards:**

Reading, Writing, Speaking and Listening:

1.1.**K**.D. Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge.

1.3.**K-1**.A. (Read, understand, and; 1 only) respond to works of literature.

1.3.**K-1**.C. Identify literary elements (characters, settings, and problems(K) main ides(1)) in stories(K)/ selected readings (1).

1.6.**K**.B. Speak clearly enough to be understood by all audiences using appropriate volume. Share stories, familiar experiences, and interests, employing gestures where appropriate.  
PA 1.6.**1**.B. Use appropriate volume and clarity in individual or group situations. Deliver brief oral presentations on a topic supported by visual aids.

1.6.**K**.A. Listen and respond appropriately to others in small and large group situations.

1.6.**1**.A. Listen actively and respond to others in small and large group situations with appropriate questions and ideas.

1.8.**K**.A. Ask appropriate questions on a variety of topics.

1.8.**1**.A. Generate appropriate questions about a topic.

Science:

3.2.**K**.A1. Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.

3.2.**1**.A1. Observe and describe the properties of liquids and solids. Investigate what happens when solids are mixed with water and other liquids are mixed with water.

3.2.**1**.A4. Observe and describe what happens when substances are heated or cooled. Distinguish between changes that are reversible (melting, freezing) and not reversible (e.g. baking a cake, burning fuel).

Student Interpersonal Skills:

16.2.**K**.A Interact with peers and adults in a socially acceptable manner.

16.2.**K**.C Engage in reciprocal communication with adults and peers.

**PA Common Core Standards:**

CC.1.2.**K-1**.A (With prompting and support; K only) identify the main idea and retell key details of text.

CC.1.2.**K-1**.B (With prompting and support; K only)(ask and; 1 only) answer questions about key details in a text.

CC.1.2.**K**.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.2.**K**.L Actively engage in group reading activities with purpose and understanding.

CC.1.5.**K**.E Speak audibly and express thoughts, feelings, and ideas clearly.

CC.1.5.**1.**E Produce complete sentences when appropriate to task and situation.

CC.1.5.**K-1**.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten/Grade 1 level and content.

*Note: Grade levels for all standards are bolded.*

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

*Note: The overall objective is the aim of this lesson; however, individual IEP objectives are included in this lesson as they can be worked on in ways that complement the content of this lesson.*

| **Overall Learning Objective** | **Aligned Summative Assessments** |
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| Given a one-on-one question, the student will respond to the question, “Can you keep a snowball in your pocket overnight?” with a negative (or no) response with 100% accuracy. | Summative interview |

| **IEP Based Learning Objectives by Student** | **Aligned Summative Assessments** |
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| Pink:  During small or large group instruction, Pink will sit appropriately (keeping hands to herself, waiting to be called on before speaking, sitting up straight, etc.) for at least 10 minutes for 5/5n opportunities presented.  During instructional time (i.e. work centers, deskwork, etc.), Pink will increase appropriate behaviors (task completion without incident) by reducing escape related behaviors in the form of saying, “I can’t do it,” flipping through her materials, staring at the instructor to direct attention away from the task, etc. from a current rate of approximately 6 per week to 1 or less per week.  After hearing a story read aloud starting at a first grade reading level, Pink will retell the story by identifying the first, next, last, character(s) (“who”), setting (“where”) and problem and solution (if presented within the story) for at least 5/7 of the criteria listed.  During reading instruction and when presented with 3 letters that make up a real (p-o-p) or nonsense (r-a-z) word, Pink will sound out each letter, blending sounds together to read and then say the for at least 20 different words. | Weekly Probes  Weekly Probes  Weekly Probes  Weekly Probes |
| Red:  During small group instruction and when no prompt is given, Red will remain seated with a quiet voice for 15 minutes for 4/5 weekly opportunities over 3 consecutive probes.  During work stations/centers, Red will remain engaged in the task for at least 5 minutes before taking a break for at least 8/10 weekly opportunities over 3 consecutive weekly probes.  Throughout the school day, and when an item/ activity is or is not present, Red will accurately request and item/activity (e.g. say, “skittle” instead of “green”) using a phrase consisting of 2 or more words for at least 10 different items/activities throughout the school week over 3 consecutive weekly probes.  During reading instruction and when given a visual model of each letter of the alphabet (upper or lowercase letter), Red will correctly label the sound of each letter over 3 consecutive weekly probes.  During reading instruction and when verbally given the sound of each letter of the alphabet in an array of 3 or more letters (upper or lowercase), Red will receptively identify (select the letter that corresponds with the letter sound provided over 3 consecutive weekly probes. |
| Green:  During small/large group instruction in either the regular education or special education classroom, Green will remain on topic while contributing to the discussion (e.g. he will not bring up his dog while the group is discussing the weather, etc.) for 10/10 opportunities presented over 3 consecutive weekly probes.  Given at least 20 3-letter real/nonsense CVC words (p-a-t, r-a-z, etc.) David will say the sound of each letter in each word and bled the sounds together to say/read the word for at least 20 CVC words over 3 consecutive weekly probes.  After listening to a story (starting at an end of kindergarten/beginning first grade reading level), Green will retell the story by identifying and/or labeling character(s) (who?), setting (where?), beginning, middle and end (what?) and problem (what?)/solution (how?) (if applicable) for at least 5/7 criteria listed over 3 consecutive weekly probes. |
| Blue:  Throughout the day, when a peer asks Blue a question, Blue will answer their question within 5 seconds for 9/10 opportunities present over 3 consecutive weekly probes.  During instruction time, and when asked at least 20 “how” questions, Blue will answer the “how” question or 20/20 questions over 3 consecutive weekly probes.  During instruction time, and when asked at least 20 “who” questions, Blue will answer the “who” question or 20/20 questions over 3 consecutive weekly probes.  Throughout the school day (task demand, transitions, preferred activities, etc.), Blue will continue to improve appropriate behaviors (i.e. squeezing head or hands) by decreasing the number of times he hits the sides of his head/bangs his head, from a current rate of 230 per week to 5 or less per week over 5 consecutive weekly probes.  During group instruction (e.g. Morning Opening/Circle), Blue will independently ask for a break or remove himself from the group quietly and calm down for 90% of opportunities present throughout the school week over 3 consecutive weekly probes.  Given a short story (starting at a beginning 2nd grade reading level), Blue will read the story and retell/summarize the story by verbally identifying the beginning, middle, end (firs, next, last), character(s), setting, and problem and solution (if applicable) for 7/7 criteria over 3 consecutive weekly probes. |
| Navy:  Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Navy will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes.  When participating in a group activity, or after he has completed an independent activity, and Navy wants to gain the attention of an adults, Navy will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes.  Given instruction using a sight word reading program, Navy will read at least 30 new sight words on 3 consecutive weekly probes for each word. |
| Purple:  Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Purple will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes.  When participating in a group activity, or after he has completed an independent activity, and Purple wants to gain the attention of an adult, Purple will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes.  Given instruction using a sight word reading program, Purple will read at least 30 new sight words on 3 consecutive weekly probes for each word. |
| Black:  During naturally occurring situations throughout the day and in the event that a peer is engaging in a behavior that Black does not approve of, Black will focus on his own appropriate behaviors and the appropriate behaviors of his other peers by remaining quiet and engaged in the instruction/activity for 9/10 weekly opportunities.  During instructional and non-instructional time, when Black is required to sit and/or wait quietly (i.e. morning opening, deskwork, centers, transitions, etc.), Black will sit quietly without making loud noises/calling out for 15 minutes or 9/10 weekly opportunities.  During instructional time, Black will raise his hand and wait to be called on before answering a question for 9/10 weekly opportunities.  During group instruction and in the event that Black raises his hand to answer a question and another peer is called on, Black will accept this by sitting quietly and waiting for his turn to be called on for 9/10 weekly opportunities.  Throughout the day, during instructional/non-instructional time, when Black wants to gain the attention of an instructor, he will raise his hand quietly and wait to be called on for 9/10 weekly opportunities.  Given a written or typed sight word and the verbal direction to, “read,” Black will read at least 50 new sight words from the kindergarten sight word list with 100% accuracy for each word presented. |
| Yellow:  Throughout the day, Yellow will request items/activitiesshe wants using a 2-word phrase (e.g. green skittle, doll please) for at least 10/10 items/activities.  During instructional time and when verbally given a 2-step direction (i.e. “walk t the door, knock 3 times”) , Yellow will follow the 2-step direction in the order it was given for 90% of all 2-step directions presented.  Throughout the entire day and when given a verbal direction and a visual prompt (e.g. picture, gesture) to transition, perform a task, etc. Yellow will follow each direction within 10 seconds with 100% accuracy of all directions given.  Given a written or typed visual of each upper and lowercase letter, Yellow will correctly label each letter with 100% accuracy. |

**5. Materials Needed:**

* Book: “The Snowy Day” by Ezra Jack Keats

**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.
    - Differentiated objectives to allow for individualized goal acquisition.

**8. Description of Learning Activities**

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| **Lesson Implementation** |
| Introductory Activity:  The teacher should start by asking the students to look out the window and notice what is on the ground (snow). Then she should ask students what kinds of things they do in the snow. (make snow balls, snow angels, go sledding). Ask why they cannot do those things when it is not snowing, and then move on to the book.  Modeling/Demonstration:  Introduce the book and specifically point out the title, author, and illustrator while explaining what those things are/what those people do. Ask students what they think the book will be about, and then begin reading. To keep students’ attention ask questions for comprehension along the way such as, “Have you ever \_\_\_\_\_ed in the snow like Peter?” or “Where did his snowball go?”  Guided Practice and Feedback:  During the book, when the teacher comes across a regular 3 letter word (b-u-t, c-a-n), she should write it on the dry erase board. First, ask Yellow to identify the letters in the word and then ask Red to identify each sound. Finally, the teacher should ask Green or Pink to decode the word. Similarly, whenever a word on a student’s sight word this is approached, that word should be written on the board for the appropriate student to identify. As this process may hinder fluency, this may be done before or after reading the page. After this is complete, the page should be reread to maintain fluent comprehension. (Example sight words include: window for Navy and Purple on Page 7; this/that for Black on Pages 10-11)  After the story is finished, guide the students through a discussion of the book. Ask what happened first (it snowed out), next (Peter went outside and played, Peter tried to bring a snowball home, it melted), and last (it snowed again) as well as for the setting (outside/inside Peter’s house), problem (snowball melted), and solution (it snowed out again). If students are having trouble with these questions, go back and reread parts of the story as needed. Target students with goals for identifying these parts of the story (Green, Blue, and Pink). This is also a good time to have students practice social objectives such as sitting quietly, using raised hands, ignoring others’ behaviors, etc.  Now, begin to talk about the snow ball problem in the story. Ask the students why they think the snowball melted and why. Talk about how heat makes snow melt and become a liquid. Note that his pocket wasn’t really empty, but wet and full of water. Discuss similar experiences as that of Peter if possible.  Independent Practice/Exploring:  After the story, send students back to their desks and give the students coloring supplies and a piece of paper. Ask students to draw or write about their favorite part of the story. Walk around and ask questions about the pictures while the students draw. Particularly ask the younger students questions about their pictures to evaluate their comprehension of the story.  Formative Assessment:  Questions and answers during the guided practice portion of this lesson should be used to help understand whether students comprehended the story and the melting of the snowball. Similarly, reading activities during the story will help the students to develop their IEP reading objectives while participating in non-purely reading activities. This should help formatively assess generalization of these skills. The drawing activity may also be used to evaluate the story comprehension.  Accommodations:  Younger students may not be able to accurately draw pictures of what they saw in the story, so they can be asked questions about their drawings for clarification. Similarly, these students may not yet have the vocabulary to engage in the question and answer part of this lesson actively. The teacher should give the students questions with choices during this time such as, “Did Peter’s snowball stay snow or melt to water?” This will help the students participate in the activity.  Review and Preview:  The teacher should remind the students about how the snowball melted in Peter’s pocket. Tell the students that for the next science lesson, they will bring their own snowballs inside to observe (or look at) what happens. |

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

Some students may not be at a level where their drawings are completely comprehendible. After ensuring all modified materials are available to these students, ask questions about the pictures to understand more clearly what the student’s drawing is representative of.

Some students are working on IEP objectives related to reading that do not necessary mirror the format of this lesson. In order to help them develop those academic skills in a multi-curricular setting inductive of generalization, targeting of objectives may be modified to include these goals. For example, Blue’s objective for reading requires him to read the story before answering comprehension questions. In this lesson, he listens to a story read aloud in a manner where he could see the words to help generalize these comprehension skills to listening skills and to fluent readers.

**10. Summative Assessments:**

At the end of this unit, students will participate in a one-on-one student teacher interview. For this lesson, the following question will be included:

Can you keep a snowball in your pocket overnight? Answer: no

Students in this class are frequently being probed for all of their IEP objectives. They are assessed for each weekly. Below are sample weekly data collections for the IEP objectives included in this lesson for each student.

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| **Pink:**  During small or large group instruction, Pink will sit appropriately (keeping hands to herself, waiting to be called on before speaking, sitting up straight, etc.) for at least 10 minutes for 5/5n opportunities presented.   1. + - \_\_\_\_\_/10 min 2. + - \_\_\_\_\_/10 min 3. + - \_\_\_\_\_/10 min 4. + - \_\_\_\_\_/10 min 5. + - \_\_\_\_\_/10 min \_\_\_\_\_%   During instructional time (i.e. work centers, deskwork, etc.), Pink will increase appropriate behaviors (task completion without incident) by reducing escape related behaviors in the form of saying, “I can’t do it,” flipping through her materials, staring at the instructor to direct attention away from the task, etc. from a current rate of approximately 6 per week to 1 or less per week.  Weekly Total = \_\_\_\_\_\_\_\_\_\_\_\_  After hearing a story read aloud starting at a first grade reading level, Pink will retell the story by identifying the first, next, last, character(s) (“who”), setting (“where”) and problem and solution (if presented within the story) for at least 5/7 of the criteria listed.   1. First + - 2. Next + - 3. Last + - 4. Who (Character/s) + - 5. Where (Setting) + - 6. Problem (if applicable) + - 7. Solution (if applicable) + - \_\_\_\_\_\_\_\_%   During reading instruction and when presented with 3 letters that make up a real (p-o-p) or nonsense (r-a-z) word, Pink will sound out each letter, blending sounds together to read and then say the for at least 20 different words.   1. \_\_\_\_\_ + - 11. \_\_\_\_\_ + - 2. \_\_\_\_\_ + - 12. \_\_\_\_\_ + - 3. \_\_\_\_\_ + - 13. \_\_\_\_\_ + - 4. \_\_\_\_\_ + - 14. \_\_\_\_\_ + - 5. \_\_\_\_\_ + - 15. \_\_\_\_\_ + - 6. \_\_\_\_\_ + - 16. \_\_\_\_\_ + - 7. \_\_\_\_\_ + - 17. \_\_\_\_\_ + - 8. \_\_\_\_\_ + - 18. \_\_\_\_\_ + - 9. \_\_\_\_\_ + - 19. \_\_\_\_\_ + - 10. \_\_\_\_\_ + - 20. \_\_\_\_\_ + - \_\_\_\_\_\_\_\_% |

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| Red:  During small group instruction and when no prompt is given, Red will remain seated with a quiet voice for 15 minutes for 4/5 weekly opportunities over 3 consecutive probes.   1. + - \_\_\_\_\_/15 min 2. + - \_\_\_\_\_/15 min 3. + - \_\_\_\_\_/15 min 4. + - \_\_\_\_\_/15 min 5. + - \_\_\_\_\_/15 min \_\_/5 = \_\_\_\_\_%   During work stations/centers, Red will remain engaged in the task for at least 5 minutes before taking a break for at least 8/10 weekly opportunities over 3 consecutive weekly probes.   1. + - \_\_\_\_\_/5 min 2. + - \_\_\_\_\_/5 min 3. + - \_\_\_\_\_/5 min 4. + - \_\_\_\_\_/5 min 5. + - \_\_\_\_\_/5 min \_\_/5 = \_\_\_\_\_%   Throughout the school day, and when an item/ activity is or is not present, Red will accurately request and item/activity (e.g. say, “skittle” instead of “green”) using a phrase consisting of 2 or more words for at least 10 different items/activities throughout the school week over 3 consecutive weekly probes.   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - \_\_\_\_\_%   During reading instruction and when given a visual model of each letter of the alphabet (upper or lowercase letter), Red will correctly label the sound of each letter over 3 consecutive weekly probes.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | A. + - | J. + - | R. + - | Z. + - | a. + - | j. + - | r. + - | z. + - | | B. + - | K. + - | S. + - |  | b. + - | k. + - | s. + - |  | | C. + - | L. + - | T. + - |  | c. + - | l. + - | t. + - |  | | D. + - | M. + - | U. + - |  | d. + - | m. + - | u. + - |  | | E. + - | N. + - | V. + - |  | e. + - | n. + - | v. + - |  | | F. + - | O. + - | W. + - |  | f. + - | o. + - | w. + - |  | | G. + - | P. + - | X. + - |  | g. + - | p. + - | x. + - |  | | H. + - | Q. + - | Y. + - |  | h. + - | q. + - | y. + - |  | |
| Green:  During small/large group instruction in either the regular education or special education classroom, Green will remain on topic while contributing to the discussion (e.g. he will not bring up his dog while the group is discussing the weather, etc.) for 10/10 opportunities presented over 3 consecutive weekly probes.  1. + - 4. + - 7. + - 10. + -  2. + - 5. + - 8. + -  3. + - 6. + - 9. + - \_\_\_\_\_\_%  Given at least 20 3-letter real/nonsense CVC words (p-a-t, r-a-z, etc.) David will say the sound of each letter in each word and bled the sounds together to say/read the word for at least 20 CVC words over 3 consecutive weekly probes.   1. + - 6. + - 11. + - 16. + - 2. + - 7. + - 12. + - 17. + - 3. + - 8. + - 13. + - 18. + - 4. + - 9. + - 14. + - 19. + - 5. + - 10. + - 15. + - 20. + - \_\_\_\_%   After listening to a story (starting at an end of kindergarten/beginning first grade reading level), Green will retell the story by identifying and/or labeling character(s) (who?), setting (where?), beginning, middle and end (what?) and problem (what?)/solution (how?) (if applicable) for at least 5/7 criteria listed over 3 consecutive weekly probes.   1. First + - 2. Next + - 3. Last + - 4. Who (Character/s) + - 5. Where (Setting) + - 6. Problem (if applicable) + - 7. Solution (if applicable) + - \_\_\_\_\_\_\_\_% |
| Blue:  Throughout the day, when a peer asks Blue a question, Blue will answer their question within 5 seconds for 9/10 opportunities present over 3 consecutive weekly probes.   1. \_\_\_\_ sec + - 6. \_\_\_\_ sec + - 2. \_\_\_\_ sec + - 7. \_\_\_\_ sec + - 3. \_\_\_\_ sec + - 8. \_\_\_\_ sec + - 4. \_\_\_\_ sec + - 9. \_\_\_\_ sec + - 5. \_\_\_\_ sec + - 10. \_\_\_\_ sec + - \_\_\_\_\_%   During instruction time, and when asked at least 20 “how” questions, Blue will answer the “how” question or 20/20 questions over 3 consecutive weekly probes.   1. + - 6. + - 11. + - 16. + - 2. + - 7. + - 12. + - 17. + - 3. + - 8. + - 13. + - 18. + - 4. + - 9. + - 14. + - 19. + - 5. + - 10. + - 15. + - 20. + - \_\_\_\_%   During instruction time, and when asked at least 20 “who” questions, Blue will answer the “who” question or 20/20 questions over 3 consecutive weekly probes.   1. + - 6. + - 11. + - 16. + - 2. + - 7. + - 12. + - 17. + - 3. + - 8. + - 13. + - 18. + - 4. + - 9. + - 14. + - 19. + - 5. + - 10. + - 15. + - 20. + - \_\_\_\_%   Throughout the school day (task demand, transitions, preferred activities, etc.), Blue will continue to improve appropriate behaviors (i.e. squeezing head or hands) by decreasing the number of times he hits the sides of his head/bangs his head, from a current rate of 230 per week to 5 or less per week over 5 consecutive weekly probes. \_\_\_\_\_/week  During group instruction (e.g. Morning Opening/Circle), Blue will independently ask for a break or remove himself from the group quietly and calm down for 90% of opportunities present throughout the school week over 3 consecutive weekly probes.  1 2 3 4 5 6 7 8 9 10 + - \_\_\_\_\_%  Note: Probes taken from first 10 opportunities presented.  Given a short story (starting at a beginning 2nd grade reading level), Blue will read the story and retell/summarize the story by verbally identifying the beginning, middle, end (firs, next, last), character(s), setting, and problem and solution (if applicable) for 7/7 criteria over 3 consecutive weekly probes.   1. First + - 2. Next + - 3. Last + - 4. Who (Character/s) + - 5. Where (Setting) + - 6. Problem (if applicable) + - 7. Solution (if applicable) + - \_\_\_\_\_\_\_\_% |
| Navy:  Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Navy will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  When participating in a group activity, or after he has completed an independent activity, and Navy wants to gain the attention of an adult, Navy will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  Given instruction using a sight word reading program, Navy will read at least 30 new sight words on 3 consecutive weekly probes for each word.   1. \_\_\_\_\_\_\_\_\_\_\_ + - (continue listing words until 30+)   \_\_\_\_\_\_\_\_\_% |
| Purple:  Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Purple will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  When participating in a group activity, or after he has completed an independent activity, and Purple wants to gain the attention of an adult, Purple will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  Given instruction using a sight word reading program, Navy will read at least 30 new sight words on 3 consecutive weekly probes for each word.   1. \_\_\_\_\_\_\_\_\_\_\_ + - (continue listing words until 30+)   \_\_\_\_\_\_\_\_\_% |
| Black:  During naturally occurring situations throughout the day and in the event that a peer is engaging in a behavior that Black does not approve of, Black will focus on his own appropriate behaviors and the appropriate behaviors of his other peers by remaining quiet and engaged in the instruction/activity for 9/10 weekly opportunities.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  During instructional and non-instructional time, when Black is required to sit and/or wait quietly (i.e. morning opening, deskwork, centers, transitions, etc.), Black will sit quietly without making loud noises/calling out for 15 minutes or 9/10 weekly opportunities.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  During instructional time, Black will raise his hand and wait to be called on before answering a question for 9/10 weekly opportunities.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  During group instruction and in the event that Black raises his hand to answer a question and another peer is called on, Black will accept this by sitting quietly and waiting for his turn to be called on for 9/10 weekly opportunities.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  Throughout the day, during instructional/non-instructional time, when Black wants to gain the attention of an instructor, he will raise his hand quietly and wait to be called on for 9/10 weekly opportunities.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  Given a written or typed sight word and the verbal direction to, “read,” Black will read at least 50 new sight words from the kindergarten sight word list with 100% accuracy for each word presented.   1. \_\_\_\_\_\_\_\_\_\_\_ + - (continue listing words until 50+)   \_\_\_\_\_\_\_\_\_% |

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| Yellow:  Throughout the day, Yellow will **request items/activities** she wants using a 2-word phrase (e.g. green skittle, doll please) for at least 10/10 items/activities.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  During instructional time and when verbally given a 2-step direction (i.e. “walk t the door, knock 3 times”) , Yellow will follow the 2-step direction in the order it was given for 90% of all 2-step directions presented.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  Throughout the entire day and when given a verbal direction and a visual prompt (e.g. picture, gesture) to transition, perform a task, etc. Yellow will follow each direction within 10 seconds with 100% accuracy of all directions given.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  Given a written or typed visual of each upper and lowercase letter, Olivia will correctly label each letter with 100% accuracy.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | A. + - | J. + - | R. + - | Z. + - | a. + - | j. + - | r. + - | z. + - | | B. + - | K. + - | S. + - |  | b. + - | k. + - | s. + - |  | | C. + - | L. + - | T. + - |  | c. + - | l. + - | t. + - |  | | D. + - | M. + - | U. + - |  | d. + - | m. + - | u. + - |  | | E. + - | N. + - | V. + - |  | e. + - | n. + - | v. + - |  | | F. + - | O. + - | W. + - |  | f. + - | o. + - | w. + - |  | | G. + - | P. + - | X. + - |  | g. + - | p. + - | x. + - |  | | H. + - | Q. + - | Y. + - |  | h. + - | q. + - | y. + - |  | |

**11. Reflections**:

When teaching this lesson, I only had students red, yellow, and blue because the first grade students were in inclusive specials and student Black was absent. This left me with 2 low level kindergarten students, and one 2nd grade student. I tried to stick to the lesson as planned as much as possible, but since I didn’t have any students with sight word goals or sounding out goals, I was only able to do letter names and sounds and reading of some pages. This really made the lesson much less interactive. Furthermore, only the second grade student was able to recall the story well due to language limitations of the other students. With all this, the lesson was challenging. Student yellow became unengaged and exhibited challenging behaviors that limited her access to the lesson while the lesson didn’t challenge student blue, making him uninterested. With all the distractions of losing the students, I completely forgot to do the drawing activity and all-in-all the lesson went poorly.

In the future, I need to plan for any group of students and have ways to engage them all. For the next reading lesson in this unit, I will make sight word and letter cards. I can also make sequence picture cards for lower level students to help with recall for this lesson in the future. Perhaps, I could have had an extra copy of the book so that the advanced student could read along. I need to plan ways to engage every student individually in future lessons in this unit.

**12. Sources:**

Keats, E. J. (1962). *The Snowy Day*. New York, NY: The Viking Press.