

<p>Key: SW = Students will; TW = Teacher will; SWBAT = Students will be able to...:</p>	
<p>Topic: Key Ideas and Details</p>	<p>Grade/Class: 1st, Special Ed. Cognitive</p>
<p>Date: January 4, 2022</p>	
<p>Content Objective(s): SWBAT answer explicit questions about key details and ideas. (RL.1.1)</p> <p>SW describe characters, settings and major events in a story, using key details in order to make meaning of the story development. (RL.1.3)</p>	<p>Language Objectives: Conversation: SW answer questions in 4-5 word sentences.</p> <p>Grammar: SW not be writing, but will maintain proper sentence structure when speaking (subject/verb).</p> <p>Reading: SW listen to the story being read to her. SW follow along with the text using her finger.</p> <p>Vocabulary: SW review “who” and its meaning.</p> <p>Writing: SW write one word answers to the questions being asked.</p>
<p>Materials (including supplementary and adapted): Pencil, Story worksheet, puppets</p>	
<p>Higher Order Questions: “Who” _____?</p>	
<p>Teacher Activities: Building Background</p> <p>Links to Students’ Past Experience: TW ask student about Christmas and what her favorite gift was. TW ask student “who” gave her that present. TW continue to ask a few more questions using “who.” (Who came to your house for Christmas? Who drove you to school today? Etc.)</p> <p>Teacher links to Prior Learning: SW will review the question word, “Who.” Student will be reminded that the word, “Who?” refers to a person or animal. Prior knowledge will be activated by asking the student questions about the puppets (Who has a pink bow? Who is wearing a black hat? Etc.) (Student was working on this skill prior to Christmas break.)</p> <p>Key vocabulary: Teacher, Bus Driver, Mailman, Doctor, Firefighter, Farmer, “Who”</p>	

Comprehensible Input

This component comprises some of the features that make this instruction different from “just good instruction.”

Check those that apply and describe below. Include those selected to the lesson sequence section below.

Speech appropriate for students’ proficiency level Clear explanation of academic task

Techniques used to make content concepts clear for:

1. Beginning TW speak slowly and maintain appropriate pacing to ensure student understanding. TW build on prior knowledge, encouraging student output in complete sentences.

2. Early Intermediate

3. Intermediate

4. Early Advanced

Scaffolding

Modeling

Guided Practice

Independent Practice

Verbal Scaffolding:

TW communicate clear instructions to student. TW ask questions on the student’s level of understanding. In this case, the student has a developmental delay, and her verbal language is low. Using a repetitive questioning format has been successful in the past. We will build on that in this lesson.

Procedural Scaffolding:

TW use similar strategies to what the student has already learned.

Instructional Scaffolding:

If the student seems to have mastered “who” questions in single questions and pictures. TW write sentences. (The doctor cares for me when I am sick.). TW read the sentence to the student and ask the question, “Who cares for me when I am sick?”. TW repeat this process with more questions having student circle the picture and underline the word answering “who” in the sentence.

If the student is unable to answer the question independently, TW continue to use verbal and visual prompts to assist in student learning.

Interaction

Whole class

Small group

Partners

Independent

Description of Cooperative Learning Structure/s:

Student will be working independently with teacher during her cognitive pull out time.

Use of Students’ Primary Language/s:

Student is an English speaking student.

Practice/Application

Hands-on

Meaningful

Linked to objectives

Promotes engagement

Integration of Processes

Listening

Speaking

Reading

Writing

Description of Hands-on activity:

SW look at and pick up the puppets as she is answering the “who” questions.

Lesson Delivery

Pacing

Student engagement

Content objectives

Language objectives

Description of Lesson Delivery components:

TW work at the pacing of the student. Student’s IEP requires her to listen to a story and answer 4 out of 5

questions. Since student is unable to answer any questions, I am working independently with her to ensure the understanding of “who” questions. After she masters this, we will move on to “what” questions. Student is actively engaged in the lesson throughout its entirety. Student is motivated by stickers and receives a sticker for working hard during class. Student’s IEP also states that she will begin speaking in 2-3 word utterances. For this reason, I encourage complete sentences during our lessons. I use fingers to visually count the words as we speak (The doctor cares for me. – 5 words, point to one finger at a time while speaking – 5 fingers total. Student repeats the sentences counting off the words with her fingers as she speaks.)

Time:
25
minutes

Lesson Sequence:

As student is walking to classroom with teacher, teacher will begin asking questions about her vacation – making sure to ask several “who” questions.
 Student and teacher will look at 5 little pig puppets. Student will describe the differences of the puppets to the teacher.
 Teacher will ask student “who” questions. SW answer in 4-5 word sentences.
 TW show picture cards to student. TW ask student questions regarding the pictures (Who cares for you when you are sick? Who teaches children?). Student will answer teacher in 4-5 word sentences counting off the words with her fingers as she speaks.
 S and T will complete a worksheet together.

Notes regarding differentiation

Since this lesson is for an individual student, it has been catered and developed to her individual needs.

Review and Assessment (Check all that apply and describe)

Individual Group Oral Written

Review Key Vocabulary:

Teacher, Bus Driver, Mailman, Doctor, Firefighter, Farmer, “Who”

Review Key Concepts:

SW continue this skill through the week. Student will be assessed on Friday. She will be asked “who” questions. She will answer the questions without prompting from the teacher.

Adapted from Making Content Comprehensible for English Language Learners, 2nd/ 3rd editions