






Lesson Details	
Educator Name: Jennifer Wagner	Date: November 10, 2022
Grade Level: First Grade	
Subject Area: Reading/Language Arts	
Lesson Title: Letter Ww	Approximate duration of lesson: 15-20 minutes
Classroom Environment	
<p>Contextual Factors: Instructional setting (home, classroom, virtual, etc.) Relevant background information <i>Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. Your lesson should be designed to meet the needs of these students. Be sure to include the number of students who have IEPs and/or 504 plans.</i></p> <p>Grouping Type: <i>(whole class, small group, individual, home)</i></p> <p><i>Identify the grouping types that will be used during instruction. When applicable, identify if grouping strategies change throughout instruction. 1:1; partners, small group, large group, heterogeneous, or homogeneous</i></p>	<p>This lesson takes place in the first grade classroom, but in a small group setting. There are 26 students in the class. 13 boys, 13 girls. 1 ELL student, 5 SPED students. Two children have been diagnosed with Autism Spectrum Disorder, 1 has an IEP for speech only, and 2 children are in special education for developmental delay. 1 child has a full-time one-on-one para. 1 child has a 504 plan, and 1 child is in referral for special education for behavior. Students are Caucasian, Hispanic, and African American.</p> <p>This lesson is one-on-one with a student. He scored in the 12th percentile for MAP reading. He is a level A, according to his NSGRA scores, and he was able to read 1 word during his fluency assessment. He is able to name 58% of his uppercase and 54% of his lowercase letters by looking at a flashcard. He is able to identify 17% of his letter sounds when shown a flashcard, according to his NSGRA scores in August.</p> <p>On November 2, 2022, the student was assessed by being shown visual flashcards of 4 upper- and lower-case letters (L, T, E, F) and asked to verbally produce both the name and the sound the letter makes. The student was not initially given all 26 letters of the alphabet because I believed that would be a point of frustration for him. I had planned to determine which of the 4 letters he knew in order to begin planning instruction for him. These four letters were chosen because they were all written with the same motion – down-right.</p> <p>After assessing the student on these four letters and their sounds, I determined that further assessment was needed. He was able to name 96% of the lowercase letters, 100% of the uppercase letters, he knew 77% of the lowercase letter sounds, and 85% of the uppercase letter sounds.</p>
Pre-Planning and Preparation	
Lesson Objectives and Standard Alignment	
<p><u>IFSP/IEP Goal/Objective Aligned to Lesson</u> <i>Consult most recent KY IEP Guidance Document and include all required objective elements (A-F) Include IFSP/IEP goal that aligns with lesson</i></p>	<ul style="list-style-type: none"> • During whole or small group activities, when verbally and/or visually given any of the 52 upper or lowercase letters of the alphabet, Leo will access his cognitive and/or fine motor skills by accurately identifying the name, corresponding sound and/or writing with correct formation and size, the

	<p>corresponding upper/lowercase letter with 100% accuracy, in 4 out of 5 trials, as monitored through weekly checklists.</p>
<p>Kentucky Academic Standards KAS - https://education.ky.gov/curriculum/standards/Pages/default.aspx <i>Include the KAS content standard that aligns to IFSP/IEP goal/objective</i></p>	<p>RF.K.1d Demonstrate understanding of the organization and basic features of print to aid in comprehension.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>
<p>Primary Lesson Objective: <i>State what students will be able to do as a result of this lesson. Write your objective(s) in measurable terms (A-F).</i></p>	<p>By the end of the lesson, and in ongoing assessments, when shown the upper- and lower-case letter “Ww,” students will recognize and verbally state the name of the letter with 100% accuracy, as measured by daily teacher checklist.</p> <p>By the end of the lesson, when shown the letter “Ww,” students will verbally produce the sound of the letter with 92% accuracy, as measured by teacher observations.</p>
<p>Lesson Purpose</p>	
<p> Big Idea: <i>The critical content concept for all students, the main focus of the lesson; all of the students should be assessed on their acquisition of this big idea</i></p>	<p>Big Idea: (1 - 3 sentences) meaningful/authentic skill that links to assessment</p> <ul style="list-style-type: none"> • I can recognize and name the upper- and lower-case letter “Ww.” • I can say the sound of the consonant “Ww.”
<p> Essential Question (EQ): <i>What is the broad, real world question the students should be able to answer after walking away from the lesson. Consider skills (academic, functional, behavioral, social-emotional, developmental) required for success within the classroom and independent/community living.</i></p>	<p>EQ: (1 question- usually a “why” question, e.g. Why do students need to know this? How does this lesson broaden the student’s understanding of the concept(s)?)</p> <p>Before beginning to read, a student must first understand that words are made up of individual phonemes. Students should learn to identify these phonemes, then after learning that these sounds, should begin to recognize that when put together, these individual sounds come together to form words.</p> <p>Learning to identify the sounds in words will also help students learn to spell the words. Learning to read is the foundation of all learning.</p>

<p>Potential Areas of Needed Support <i>Based on present levels of performance and the lesson objective, consider potential areas in which support will be needed. Identify barriers that may be present within the following areas. If none are present in any of these areas, write N/A.</i></p> <p><u>Gross Motor development</u></p> <p><u>Social-emotional skills</u></p> <p><u>Communication skills</u></p> <p><u>Cognitive skills</u></p> <p><u>Self-help skills</u></p> <p><u>(EXAMPLE: Academic Language)</u> <i>List prior language concepts that are necessary for the child to acquire understanding of this lesson objective AND list new academic language that will be taught in this lesson. Plan to pre-teach these language concepts.</i></p>	<p><u>Gross Motor development</u> N/A</p> <p><u>Social-emotional skills</u> This student often gets discouraged when he misses an answer. For this lesson, we will continue to work on building confidence in his answers and how to appropriately respond when he answers incorrectly. For this child, I use positive self-talk as a support. Working on him individually will also help him gain the confidence he needs. He often compares himself to his peers and gets very discouraged when he falls behind them academically.</p> <p>Working with him one-on-one will also help ensure he is focused throughout the entire lesson. Not only does he get discouraged during large-group instruction, but he also becomes disengaged and distracted by his surroundings.</p> <p><u>Communication skills</u> Student will effectively communicate with the teacher throughout the lesson. Since this is a one-on-one lesson, the student will be expected to answer clearly and converse appropriately with the teacher. This student has adequate communication, so no further visuals will be needed for him in this area.</p> <p><u>Cognitive skills</u> Student will use a variety of strategies to learn the name and sound of the letter “Ww.” Visual supports will be used (flashcard, interactive book), as well as tactile supports (interactive book, box of beans).</p> <p><u>Self-help skills</u> N/A</p>
<p>Specially Designed Instruction: <i>Specially Designed Instruction (SDI) is “what the teacher does” to instruct, assess and re-teach the student. The SDI describes how the teacher adapts the content, the methodology or the delivery of instruction to address the unique needs of a student with a disability to ensure access to the general curriculum. While SDI must be provided by a special education teacher or qualified related service provider, SDI is planned, designed and may be delivered through an integrated and collaborative format or model.</i></p>	<p>Explicit and scaffolded instruction will be used during this lesson.</p>
<p>Accommodations: <i>What will you be using to assist a student in the learning of the material?</i></p> <ul style="list-style-type: none"> - <i>(braille, enlarged text, captions, visuals, pencil grips, large pencils, slant boards, fidgets, manipulatives, etc.)</i> 	<p>Visuals and manipulatives will be used throughout the lesson.</p> <ul style="list-style-type: none"> • Flashcard with raised letters • Interactive book • Sensory bin with pictures hidden • Letter mats

<p>Modifications: What changes will you be making to the lesson materials to support student learning?</p> <ul style="list-style-type: none"> - (Lower/higher leveled reading material, adaptive text, etc.) 	<p>The lesson content will be a modification. This student is at an “A” reading level. The lesson has been designed to specifically meet his learning needs.</p>
<p> Materials: Provide a specific list of everything needed to conduct this lesson.</p> <ul style="list-style-type: none"> - <i>Published materials **Be sure to include citation**</i> - <i>Teacher-made materials</i> - <i>Websites**Be sure to include citation)**</i> - <i>Technology (assistive and/or instructional)</i> 	<p>List of Materials:</p> <ul style="list-style-type: none"> • Upper and lowercase letter flashcards • Letter “Ww” flashcard with raised letters • Interactive book (Supporting Special Learners, n.d.) • Sensory bin with hidden pictures (V and W) • Letter mats (V and W) (Supporting Special Learners, n.d.) <p>Supporting Special Learners. (n.d.). Alphabet bundle – Adapted books, sorting mats, sensory bins, posters, + scoot. Retrieved April 19, 2019. https://www.teacherspayteachers.com/Product/Alphabet-Bundle-Adapted-books-sorting-mats-sensory-bins-posters-scoot-4989687</p> <p>Materials for modifications or accommodations: The materials in this lesson are modifications and accommodations specifically designed for this student.</p>
<p> Universal Design for Learning</p> <p><i>Choose 1 alternative means of representation & 1 alternative means of expression & 2 or more means of engagement for the lesson. 1. Describe types of representation, types of expression, & engagement you plan to teach this objective.</i></p> <p>UDL Guidelines: https://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-yes.pdf</p> <p>UDL Tech Toolkit https://sites.google.com/view/freeudltechtoolkit/home</p> <ul style="list-style-type: none"> - <i>Alternative means of representation</i> - <i>Alternative means of expression</i> - <i>Alternative means of engagement</i> 	<p>List UDL Strategies HERE:</p> <ul style="list-style-type: none"> • Posted lesson goals – Each lesson has posted goals and success criteria. Students and teacher discuss these at the beginning of each lesson. • Regular feedback • Know your students’ strengths and weaknesses – This student is at an “A” reading level. He is very hands-on. He likes to use manipulatives. He struggles to learn and maintain skills. • Share content in a variety of ways <p>1 alternative mean of representation</p> <ul style="list-style-type: none"> • Offer alternatives for visual information – A flashcard with raised letters will serve as touch equivalents as a visual that represents the letter “Ww.” There will also be a sensory bin with hidden pictures to help the student hear and pronounce words with the /w/ sound. <p>1 alternative means of expression</p> <ul style="list-style-type: none"> • Build fluencies for graduated levels of support – Students will first be shown the visual of letter “w.” He will identify the letter, trace the letter with his right index finger (the flashcard has been traced in hot glue, forming a raised letter), read an interactive book, and identify objects that begin with the letter “w” by sorting them according to their beginning sound. <p>2 or more alternative means of engagement</p>

	<ul style="list-style-type: none"> Minimize threats and distractions – This lesson will be a one-on-one lesson, which will minimize the risk of the student feeling inferior or not as fast to catch on to the concept as the other students. Optimize relevance, value, and authenticity – Student will be given a variety of hands-on activities to complete (trace the raised letters, interactive book, sensory bin) Heighten salience of goals and objective – Each lesson begins with the lesson objective.
<h3>Instructional Procedures</h3>	
 <p>Anticipatory Set/Activating Strategy: <i>Specify a motivator or hook, such as an essential question, or a problem that needs solving, to encourage student engagement when faced with complex and challenging questions which are meaningful and relevant to students.</i></p>	<ul style="list-style-type: none"> Student will join me at the back table. He will be asked to review both upper- and lowercase letters and their sounds. Student will be shown a flashcard with the letter “Ww” traced in hot glue. He will be asked if he remembers the letter name and sound. He will trace the letter with his right index finger. Student and teacher will sing the song, “W says /w/. W says /w/. Every letter makes a sound. W says /w/.”
<p>Instructional Strategies/High Leverage Practices:</p> <p>High Leverage Practices: https://highleveragepractices.org/</p> <p>Definition: <i>Briefly explain in 1-3 sentences how you will define the lesson purpose and prior knowledge needed to be known prior to the lesson presentation.</i></p> <p>Presentation: I do: <i>1. Briefly explain in 1 -3 sentences how you will present the concepts & then model the procedures for completing the activities in We do & You Do - what will you do & say?</i> <i>2. What Instructional Strategy/High leverage practice are you using?</i></p> <p>Explanation, Elaboration, and Example/non-Examples <i>1. Briefly explain in 1 -3 sentences how you will provide additional explanation, elaboration and examples/non-examples of the concepts being learned.</i></p> <p>Guided Practice: We do:</p>	<p>Definition: Student will begin the lesson by reviewing letters and letter sounds. We will then go over our learning goal and target. Student will be asked if he remembers why it is important to identify letter names and sounds.</p> <p>Presentation:</p> <ul style="list-style-type: none"> Student will be shown a flashcard with the letter “Ww” traced in hot glue. He will be asked if he remembers the letter name and sound. He will trace the letter with his right index finger. Student and teacher will sing the song, “W says /w/. W says /w/. Every letter makes a sound. W says /w/.” Student will be asked to identify something that begins with the /w/ sound. <ul style="list-style-type: none"> IS/HLP Used: <ul style="list-style-type: none"> HLP 11: Identify and prioritize long- and short-term learning goals. <ul style="list-style-type: none"> Each lesson begins with a review of the learning goal. The student will be asked why it is important to identify letter names and sounds. <p>Explanation, Elaboration, and Example/non-Examples</p> <p>Guided Practice</p> <ul style="list-style-type: none"> Student will reread the interactive book. Student will be shown a sensory bin with hidden pictures. Teacher will demonstrate how to appropriately dig out a picture, say the name of the item, emphasize the beginning sound, then place the item on the correct letter mat.

1. Briefly explain in 1 -3 sentences your scaffolding strategy. What are you doing to provide a bridge from teacher directed maximum supports, cues, prompts, to a gradual release from supports.
2. What Instructional Strategy/High leverage practice are you using?

Independent Practice:

You do:

1. Briefly describe in 1 -3 sentences what students must do or say. Independent Practice: Describe how students will demonstrate understanding of critical steps within the lesson
2. What Instructional Strategy/High leverage practice are you using?

Citation: Cite at least one academic journal that supports the instructional strategies being used.

- **IS/HLP Used:**
 - HLP 16: Use explicit instruction.
 - Teacher will demonstrate how to use the sensory bin with explicit instructions by talking through her demonstration.

Independent Practice

- Student will continue with the activity, placing the pictures on the correct letter mat, according to their beginning sounds.
 - **IS/HLP Used:**
 - HLP 15: Provide scaffolded supports.
 - This lesson builds upon yesterday’s lesson and adds in a new element. The lesson contains verbal and visual supports.

Citation:

McLeskey, J., Barringer, M.D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education*. Council for Exceptional Children. <https://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>



FORMATIVE Assessment/Evaluation):

Describe the assessment methods being used within this lesson.

Formative assessment method: stop & question: give a choice on the type of responses they can use during the lesson (response cards, point to, thumbs up, etc); and at the end of the lesson

Do I continue doing what I’m doing? Is it working?

- **Progress Monitoring:** How will I measure progress on the objectives of this lesson? checklist, observation, anecdotal notes, interviews, work samples, running records, test/quiz,

What tool or mode will be used to track progress/understanding of lesson (upload when possible)?

- Informal assessment will be used each day. Teacher will ask the student to identify the 52 letters (upper- and lowercase) and their sounds each day. Teacher will keep a chart and record the data each day.
- Teacher will also keep a written account of the words the student is able to identify that begin with the /w/ sound.



SUMMATIVE Assessment/Evaluation :

Describe the assessment methods used to evaluate learning. Discuss the activities used in the HLP/IS box of this lesson plan and lesson/IEP objective.
*****BE SURE TO INCLUDE A COPY OF THE ASSESSMENT BEING USED**

Summative assessment: written, typed, or spoken paragraph summary, completed poster, sculpture, skit, outline, etc.
Did the student reach the goal/objective of the lesson?

*****Be sure to address the activities used in the HLP/IS box and lesson/IEP goal/objective**

What tool or mode will be used to evaluate progress relevant to the objective (this may not occur at the end of the first lesson(s))?

- After 3 lessons, student will be given an assessment to determine whether or not he is able to correctly identify the name of both the upper- and lowercase letter “w” and its sound. This assessment will be the same as the initial assessment. The student will be shown the 52 upper- and lowercase letters of the alphabet. He will be asked to identify the letter names and their sounds.

Generalization and Maintenance Plan

Include plan(s) for ensuring skills learned in the lesson can be used in other settings (home, community, other classroom settings, etc.) and maintained over a period of time.

- Throughout the day, the skill will be reinforced. If a word that begins with the letter, “w,” is used, teacher will emphasize the beginning sound and ask student to identify what letter the word begins with. (water, wash your hands, watermelon, etc.)
- Parents will be contacted via Dojo message and asked to encourage this skill at home.