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**St. Louis Public Schools**   
**Standards-Based Blended Learning Lesson Planner**

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| **Weekly Instructional Planner** | | | | | |
| **Name** |  | **Date** | Sept 19th – Sept 30th | **Grade & Subject** | Preschool and K – 2 Self – Contained Classrooms |
| **Lesson Topic** | Emotions and Feelings | | | | |
| **Lesson Objectives** | **Content Objective(s)** | | | **Language Objective (ESOL)** | **DRDP** |
| Preschool:  **Math**  Student knows that parts of an object can be counted  Student uses words to rote count from 1 to 30.  Student count 1 to 10 items, with one count per item. (1 to1)  Student counts up to 10 items and demonstrates that the last count indicates how many items were counted.  Students recognize one-digit numerals, 0 - 9.  **ELA**  Students know how to communicate in a variety of ways.  Students can listen to others.  Students can follow simple directions.  Students can respond to questions.  Students can use scribbles, shapes, pictures, letter-like forms and letters to write.  Students can identify some alphabet letters.  Students can repeat rhymes, simple songs, poems, and finger plays.  **Science**  Students observe, investigate, describe, and discuss properties and characteristics of common objects.  Students use simple measuring devices to learn about objects.  Child observes, investigates, describes and discusses properties and characteristics in common.  Social Studies  Students follow classroom rules and routines with occasional reminders from the teacher.  Students begin to understand the difference and connection between emotion/feelings and behaviors.  Child identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences.  **Kindergarten:**  ELA:  Math:  Social Studies:  Science: | | | N/A |  |
| **Focus Standard(s)** | **Standard** | | | **Prior Knowledge and/or Unfinished Learning Needs** | |
| **Preschool:**  **Math**  **P**.K.NO.A.1: Show interest and understanding in counting.  PK.NO.A.2 : Explore Quantities  PK.NO.B.1: Identify numerals in everyday situations  ELA  Spoken/Expressive Language  PK.SpE.A.1\*\*\*: Communicate in a variety of ways.  PK.SpE.A.2\*\*\*: Initiate and respond appropriately in conversation and discussions.  PK.SpE.A.3\*\*: Use language to pretend or create.  PK.SpE.A.4\*\*: Use sentences of varying length.  **Listening/Receptive Language**  **P**K.LRL.A.1\*\*: Listen to others.  PK.LRL.A.2\*\*: Listen to sounds in the environment.  PK.LRL.A.3\*\*\*: Follows simple directions.  PK.LRL.A.4\*\*\*: Listen responsively to books and stories.  PK.LRL.A.5\*: Respond to questions.  **Written Language**  PK.WL.A.1\*\*: Experiment with writing tools and materials  PK.WL.A.2\*\*\*: Use scribbles, shapes, pictures, letter-like forms and letters to write.  PK.WL.A.3\*\*\*: Tell others about marks and intended meaning of drawing or writing.  PK.WL.A.4\*\*: Use a variety of resources to facilitate writing.  **Knowledge of Print and Books**  PK.KPB.A.1\*\*\*: Show an interest in reading and books.  PK.KPB.A.2\*\*: Exhibit book handling skill.  PK.KPB.A.3\*\*: Recognize that print represents spoken words.  PK.KPB.A.4\*\*\*: Develop a sense of story.  PK.KPB.A.5\*\*\*: Read environmental print and symbols.  PK.KPB.A.6\*\*\*: Identify some alphabet letters.  **Sounds of Language (Phonological Awareness)**  PK.SL.A.1\*\*\*: Repeat rhymes, simple songs, poems and fingerplays.  PK.SL.A.2\*\*: Participate in word games. enerate questions about text before, during, and after reading to deepen understanding and gain information.Make connections to personal experiences, ideas in other texts, and society.Use text evidence to support an appropriate response.  PK.SL.A.3\*\*\*: Discriminate some sounds in words.  Science  PK.PSI.A.2A Recognize that everything is made of matter.\*\*\*  PK.PSI.4A Notice change in matter.\*\*\*  PK.PSI.A.3A Participate in simple investigations of matter to answer a question or to test a prediction.\*\*  P.KPSI.A.2B Explore and Describe motion of toys and objects  PK.PSI.A.3C Participate in simple investigations of energy and motion to answer a question or to test a prediction.  PK.PSI.A.3B Create and describe variations of sound  **Social Studies**  High Priority Standards  PK.SED.I.B.1 Follow simple rules.  PK.SED.I.B.3 Express feelings through appropriate gestures, actions, and language. PK.SEL.I.E.3 Cope with frustration.  PK.SED.II.B.1 Participate successfully as a member of the group.  Secondary Standards  PK.SEL.I.D.1 Express ideas and opinions.  PK.SEL.I.A.1 Express interest in people.  PK.SEL.I.B.1 Initiate interaction with others.  PK.SED.I.B.2 Makes decisions independently.  PK.SED.I.C.1 Care for personal and group belongings.  PK.SED.II.B.2 Share experiences and ideas with others.  PK.SED.II.A.2 Seek comfort and security from significant adults.  PK.SED.I.A.1 Show respect for self.  **Kindergarten:**  **ELA:**  **K.R.1.A.a\*\*:With assistance, develop and demonstrate reading skills in response to read-alouds by predicting what might happen next in a text based on the cover, title, and illustrations.**  **K.R.1.A.b\*\*\*:With assistance, develop and demonstrate reading skills in response to read-alouds by asking and responding to questions about texts read aloud. K.R.1.A.c\*\*: With assistance, develop and demonstrate reading skills in response to read-alouds by retelling main ideas or important facts from a read aloud or familiar story.**  **K.R.1.A.d\*:--With assistance, develop and demonstrate reading skills in response to read-alouds by connecting the information and events of a text to experiences. K.R.1.A.e\*\*: With assistance, develop and demonstrate reading skills in response to read-alouds by recognizing beginning, middle, and end**  **K.R.1.B.a\*: With assistance, develop an understanding of vocabulary by identifying and sorting pictures of objects into conceptual categories.**  **K.R.1.B.b\*: With assistance develop an understanding of vocabulary by demonstrating understanding of opposites (antonyms).**  **K.R.1.B.c\*:With assistance, develop an understanding of vocabulary by distinguishing meaning between verbs describing the same action.**  **K.R.1.B.d\*: With assistance, develop an understanding of vocabulary by using a picture dictionary to find words.**  **K.R.1.B.e\*\*\*: With assistance, develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts.**  **K.R.1.C.a\*\*: With assistance, determine the connection between text to self (text ideas and own experiences).**  **K.R.1.C.b\*\*:With assistance, determine the connection between text to text (text ideas including similarities and differences in fiction and nonfiction).**  **K.R.1.D.a\*\*\*: Read independently for sustained periods of time by engaging with text as developmentally appropriate.**  **K.R.2.A.a\*\*\*: With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character and key events.**  **K.R.2.A.b\*\*: With assistance, read, infer, and draw conclusions to retell a main event from stories read aloud and familiar stories.**  **K.R.2.A.c\*:With assistance, read, infer, and draw conclusions to recognize sensory details and recurring phrases.**  **K.R.2.A.d\*:With assistance, read, infer, and draw conclusions to recognize different types of texts.**  **K.R.2.A.e\*\*:With assistance, read, infer, and draw conclusions to name author and illustrator of a story and describe how each is telling the story**  **K.R.2.A.f\*\*: With assistance, read, infer, and draw conclusions to compare and contrast adventures of characters in familiar stories.**  **K.R.2.A.g\*\*:With assistance, read, infer, and draw conclusions to ask and answer questions about unknown words in the text.**  **K.R.2.C.a\*: With assistance, read, infer, and draw conclusions to identify characters in a puppet play or performance by actors.**  **K.R.3.A.a\*\*\*: With assistance, read, infer, and draw conclusions to identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations.**  **K.R.3.C.a\*\*: With assistance, read, infer, and draw conclusions to ask and answer questions to clarify meaning.**  **K.R.3.C.b\*\*: With assistance, read, infer, and draw conclusions to identify basic similarities between two texts on the same topic. K.R.3.C.c\*\*\*: With assistance, read, infer, and draw conclusions to name the main topic and recall key details of the text. K.R.3.C.d\*\*: With assistance, read, infer, and draw conclusions to ask and answer questions about unknown words in a text. K.R.4.A.a\*\*:With assistance, develop an awareness of media literacy by identifying different forms of media. K.R.4.A.b\*: With assistance, develop an awareness of media literacy by identifying techniques used in media. K.RF.1.A.a\*\*\*: Develop print awareness in the reading process by identifying all upper-and lower-case letters. K.RF.1.A.b\*: Develop print awareness in the reading process by sequencing the letters of the alphabet. K.RF.1.A.c\*\*\*: Develop print awareness in the reading process by demonstrating that books are read left to right, top to bottom. K.RF.1.A.d.\*\*:Develop print awareness in the reading process by demonstrating that words are made up of different letters. K.RF.1.A.e\*\*: Develop print awareness in the reading process by knowing that a sentence is comprised of a group of words separated by spaces. K.RF.2.A.a\*\*\*: Develop phonemic awareness in thereading process by identifying sounds in spoken words. K.RF.2.A.d\*\*: Develop phonemic awareness in the reading process by recognizing spoken alliteration or groups of words that begin with the same onset or initial sound. K.RF.2.A.e\*\*\*: Develop phonemic awareness in the reading process by blending spoken onsets and rimes to form simple words. K.RF.2.A.f\*\*\*: Develop phonemic awareness in the reading process by blending spoken phonemes to form one-syllable words.K.RF.2.A.g\*\*\*: Develop phonemic awareness in the reading process by isolating the initial, medial, and final sounds in spoken words.K.RF.3.A.a\*\*\*: Develop phonics in the reading process by producing and writing letter(s) for most short vowel and consonant sounds.K.RF.3.A.b\*\*\*: Develop phonics in the reading process by reading high frequency words.K.RF.3.A.c\*\*\*: Develop phonics in the reading process by blending letter sounds to decode simple words.K.RF.3.A.d\*\*\*: Develop phonics in the reading process by recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words.K.RF.4.A\*\*:Read with support, appropriate texts with purpose and understanding.K.W.1.C.a\*\*: Reread, revise, and edit drafts with assistance from adults/peers to respond to questions and suggestions, adding details to strengthen writing.K.W.1.C.b\*\*: Reread, revise, and edit drafts with assistance from adults/peers to edit by leaving spaces between words in a sentence.K.W.2.A.a\*\*\*: With assistance, draw/write opinion texts that use a combination of drawing and/or writing to tell an opinion about a topic or text being studied.K.W.2.A.b\*: With assistance, draw/write opinion texts that give logical reasons for suggesting that others follow a particular course of action or line of thinking.K.W.2.A.c\*\*: With assistance, draw/write opinion texts that use words that are related to the topic. K.W.3.A.a\*\*:With assistance, apply research process to generate a list of open-ended questions about topics of class interest.K.W.3.A.b\*:--With assistance, apply research process to decide what sources or people in the classroom, school, library, or home can answer their questions.K.W.3.A.c\*:With assistance, apply research process to gather evidence from sources.K.W.3.A.d\*:With assistance, apply research process to use pictures in conjunction with writing when documenting research. K.L.1.A.a\*\*: In speech and written form, apply standard English grammar to identify naming words (nouns) and action words (verbs).K.L.1.A.b.\*\*:In speech and written form, apply standard English grammar to use plural words when speaking.K.L.1.B.a\*\*\*: In written text, print in upper-and lower-case letters.K.L.1.B.h\*\*: In written text, write and name letters for consonant and vowel sounds.K.L.1.B.i\*\*: In written text, use correct spelling of first and last names.K.SL.1.A.a\*\*:Develop and apply effective listening skills and strategies in formal and informal settings by following classroom listening rules.K.SL.1.A.b\*\*: Develop and apply effective listening skills and strategies in formal and informal settings by continuing a conversation through multiple exchanges.K.SL.1.A.c\*: Develop and apply effective listening skills and strategies in formal and informal settings by following one-step instructions, according to classroom expectations.K.SL.2.A.a\*\*:Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening, according to classroom expectations.**  **Math:**  K.NS.C.10 (K.CC.C.6)\*\*\* Compare two or more sets of objects and identify which set is equal to, more than or less than the other  K.NS.C.11 (K.CC.C.7) \*\* Compare two numerals, between 1 and 10, and determine which is more than or less than the other.  **Science:**  K.PS1.A.1 Make qualitative observations of the physical properties of objects (i.e., size, shape, color, mass).\*\*\*  K.PS2.A.1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.\*\*\*  K.PS2.A.2 Describe ways to change the motion of an object (i.e., how to cause an object to go slower, go faster, go farther, change direction, stop).\*\*\*  **Social Studies:**  K.TS.7.B Use visual tools to communicate information.  K.TS.7.D Share findings about a social studies topic.  K.TS.7.E Ask questions and find answers about a social studies topic, with assistance. | | | **Preschool:**  **Math**  **Students will demonstrate the ability to count objects.**  **Students will demonstrate the ability to rote count 1 to 30.**  **Students will demonstrate the ability to count 1 to 10 items using one to one correspondence.**  **Students will demonstrate counting up to 10 objects and demonstrate that the last item counted is the number of objects.**  **Students will demonstrate the ability to recognize one-digit numerals, 0 - 9.**  **ELA**  **Students will demonstrate the ability to communicate in a variety of ways.**  **Students will demonstrate the ability to listen to others.**  **Students will demonstrate the ability to follow simple directions.**  **Students will demonstrate the ability to respond to questions appropriately.**  **Students will demonstrate the ability to use scribbles, shapes, pictures, letter-like forms, and letters to write.**  **Students will demonstrate the ability to identify some alphabet letters.**  **Science**  **Students will observe, investigate, describe, and discuss properties and characteristics of common objects.**  **Students will use simple measuring devices to learn about objects.**  **Students will observe, investigate, describe, and discuss properties and characteristics of common objects.**  **Social Studies**  **Students will follow classroom rules and routines with occasional reminders from the teacher.**  **Students will begin to understand the difference and connection between emotion, feelings and behaviors.**  **Students will identify similarities and differences between themselves, classmates, and other children inclusive of specific characteristics and cultural influences.**  Kindergarten:  ELA:  Recognize characteristics and structures of informational text.  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Generate questions about text before, during, and after reading to deepen understanding and gain information.  Make connections to personal experiences, ideas in other texts, and society.  Use text evidence to support an appropriate response.  Use text evidence to support an appropriate response  Identify and match the common sounds that letters represent.  Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words  Explain the author’s purpose and message with a text.  Analyze the author’s use of print and graphic features to achieve specific purposes.  Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.  Use text evidence to support an appropriate response.  Explain the author’s purpose and message within a text.  Analyze the author’s use of print and graphic features to achieve specific purposes  Use text evidence to support an appropriate response.  Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.  Decode words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants  Generate questions about text before, during, and after reading to deepen understanding and gain information.  Make connections to personal experiences, ideas in other texts, and society.  Use text evidence to support an appropriate response.  Respond using newly acquired vocabulary as appropriate.  Decode words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.  Explain the author’s purpose and message with a text.  Analyze the author’s use of print and graphic.  Analyze the author’s use of print and graphic features to achieve specific purposes  Decode words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Decode words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.  Math:  Count using one-to-one correspondence to know that each standard number refers to a quantitative amount.  Count out using manipulatives to reach a number 1-10  Science:  Label objects with qualitative descriptors knowing shape and color.  Display understanding of the difference between hard and soft, up and down, left and right.  Demonstrate understanding of cause and effect in objects in motion.  Social Studies:  Use tools appropriately to demonstrate understanding of concept.  Share findings on a specific topic with adult or peers. | |
| **Essential Question & Vocabulary** | **Essential Question** | | | **Lesson Vocabulary** | |
| What are emotions and feelings?  What does it mean to be happy?  How do you feel today?  What do you do when you get mad or angry?  **Math**  **How can numbers represent objects?**  **ELA**  **How can we pretend when we play?**  **What are some of the books that I like listening to?**  **What are some signs that I see on my way to school?**  **What is my school like?**  **Why is it important to feel safe at school?**  **How can we learn and play at our school?**  **How is my school like other schools?**  **Science**  **What skills do you use when being a scientist?**  **What are the states of matter?**  **Social Studies**  **How do you feel?**  **How do you know how others feel?**  **How can I handle negative emotions?**  **What do you celebrate this quarter?** | | | Happy, Sad, Mad, Frustrated, Silly, Sleepy, Excited, Breathing, Calm Down, One, Two, Three, Counting, Listening, Looking, Ears, Eyes, Hands, Feet, Alike, belonging, different, routine, ask, backpack, class, supplies, together, compare, details, first, greeting, last, letter, lowercase, next, problem, uppercase, write, students, celebration, friends, name, same, special | |
| **List of resources or strategies related to learner’s style & needs embedded throughout lesson** | **Cultural Context Differentiation** | | | **Integrated Technology** | |
|  | | | IPad and Smart Board | |
| **Multi-Tiered Systems of Support (MTSS) Resources** | | | | |
| Support based on IEPs. | | | | |

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| 9/19/2022 | **Circle Time** | **ELA** | **Math** | **Small Group** | **Individual Instuction** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | Come to Circle Time Area- Carpet and take a seat. | Come to Carpet and take a seat | Come to carpet and take a seat | Come sit at the table | Come sit at the table |
| **Engage**  *(Hook / Launch)* | Watch video:  “This is a Happy Face”  https://youtu.be/lQZX1IIAnLw | Teacher read-aloud or video read aloud on board. (SPOT Feelings Books) | Counting to ten song, teacher emphasis on number 1 by pointing with pointer | Look at blue-print or model picture,  Fall leaf on tree paint-splatter art | What are you working for/What would you like to take a break with? (First/then) |
| **Explore**  *(Activities)* | Catch a feeling – Beach ball game | Group 1: silly CVC word versus correct CVC word using letter puzzle pieces  Group 2: fine motor practice on individual letters, starting with the first letter of their name using multimodality techniques | Fruit snack or preferred item handing students “one” saying one aloud, handing another and using language of “one more”  Write number 1 in shaving cream | Work with teachers to draw straight and curved lines to make trees.  Help teachers pour out fall color paint | G1: Name box for name identification and number identification for age  G2: Functional play skills with nonpreferred object to demonstrate appropriate use of tools |
| **Explain**  *(Demonstrate Learning)* | Feeling matching game | Group 1: Students work on CVC puzzle with picture for support  Group 2: Students work on identifying individual letters, starting with the first letter or their name using multimodality techniques. | Dobber to identify number 1 worksheet | Dip straw in paint and blow using mouth to make leaves. Some students may use in a different way- that’s ok. | G1: Students find their name in a field of two or three.  G2: Students engage in play by imitating adult, helping adult do it with hands, or doing independently. |
| **Elaborate***.*  *(Extend Thinking)* | Review | Review | Review | Review, Place pictures on ledge to dry | Review |
| **Evaluate**  *(Exit Ticket)* | Emotion Check-In | Group 1: Identify the word said aloud by teacher by pointing to correct word  Group 2: Point to correct letter of name in a field of 2 | Touch 1 in a field of 2 | How do you feel about your art- prompting question | Did you earn your preferred reinforcer? |
| **Closure**  *(Brief Review)* | Using AAC system to identify all done (picture, sign language) | Using AAC system to identify all done (picture, sign language) | Using AAC system to identify all done (picture, sign language) | Using AAC system to identify all done (picture, sign language) | Using AAC system to identify all done (picture, sign language) |
| **Extended Practice** (Homework) | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework |
| 9/20/2022 | **Circle Time** | **ELA** | **Math** | **Small Group** | **Individual Instruction** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | Come to circle time area- Carpet and take a seat | Come to carpet and take a seat | Come to carpet and take a seat or stand to dance | Come sit at the table | Come sit at table |
| **Engage**  *(Hook / Launch)* | Watch this video: https://youtu.be/iyQbmRm3TXU | Teacher read aloud or video recorded read aloud (Spot Feelings Books) | Number 2 Anchor chart, handing students two fruit snacks to represent number sense | Fall leaf tree paint-splatter art, Day 2 (finishing for other students) | What are you working for/What is your break of choice? (First, then) |
| **Explore**  *(Activities)* | Catch a feeling beach ball game | Group 1: silly CVC word versus correct CVC word using letter puzzle pieces  Group 2: fine motor practice on individual letters, starting with the first letter of their name using multimodality techniques | Number two sensory activity, shaving cream  Practice with Group 1 students on higher numbers | Work with teachers to draw straight and curved lines to make trees.  Help teachers pour out fall color paint  (finishing for other students) | Mirror activity for body part practice |
| **Explain**  *(Demonstrate Learning)* | Feeling match game | Group 1: Students work on CVC puzzle with picture for support  Group 2: Students work on identifying individual letters, starting with the first letter or their name using multimodality techniques. | Number 2 dobber activity to identify number | Dip straw in paint and blow using mouth to make leaves. Some students may use in a different way- that’s ok.  (finishing for other students) | Group 1: File folder for body part identification or other activity  Group 2: Errorless body part file folder (face only) |
| **Elaborate***.*  *(Extend Thinking)* | Review | Review | Review | Review, Placing pictures on ledge to dry | Review |
| **Evaluate**  *(Exit Ticket)* | Feeling Check in | Group 1: Identify the word said aloud by teacher by pointing to correct word  Group 2: Point to correct letter of name in a field of 2 | Find number 2 in a field of two | How do you feel about your art- feeling check in with prompting question | Point to/Show me body part informal assessment |
| **Closure**  *(Brief Review)* | Using AAC system to signal “all done”. | Using AAC system to signal “all done”. | Using AAC system to signal “all done”. | Using AAC system to signal “all done”. | Using AAC system to signal “all done”. |
| **Extended Practice** (Homework) | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework |
| 9/21/2022 | **Circle Time** | **ELA** | **Math** | **Small Group** | **Individual Instuction** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | Come to carpet and take a seat | Come to carpet and take a seat | Come to Carpet and Take a seat | Come to group table for craft | Come to table for one-on-one learning |
| **Engage**  *(Hook / Launch)* | Re-read Spot book from 9/20 ELA lesson | Teacher read aloud or video recorded read aloud (Spot Feelings Book) | Number 3 Interactive Anchor Chart, students may use stickers or dobbers to help | Have students assist in picking out colors on paint (demo with fall colored bag) | What are you working for/what do you choose for your break after work |
| **Explore**  *(Activities)* | Match the feeling mirror activity  (adult says and demonstrates emotion with student and has student imitate) | Group 1: Students work on CVC puzzle with picture for support  Group 2: Students work on identifying individual letters, starting with the first letter or their name using multimodality techniques. | Number 3 sensory activity or fine motor practice  Work with Group 1 students on higher numbers | Students help to pour their chosen colors in large ziplock | Body part file folder (varied leveling) with teacher |
| **Explain**  *(Demonstrate Learning)* | Paper plate Face/Emotion craft | Group 1: Students work on spelling and identifying last name using multimodality techniques  Group 2: Coloring Page of first letter of name | Number 3 dobber identify worksheet | Seal ziplock with students and use fine motor skills to move and mix paint in bag | Body part file folder independent |
| **Elaborate***.*  *(Extend Thinking)* | Review | Review | Review | Review | Review |
| **Evaluate**  *(Exit Ticket)* | Feeling Check-in | Group 1: Identify CVC word in field of two with supports as needed  Group 2: Match picture to name | Identify number 3 in a field of 1-2 | Wash hands and clean up | Point/show me body part informal assessment |
| **Closure**  *(Brief Review)* | Using AAC system to signal “all done”. | Using AAC system to signal “all done”. | Using AAC system to signal “all done”. | Using AAC system to signal “all done”. | Using AAC system to signal “all done”. |
| **Extended Practice** (Homework) | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework |
| 9/22/2022 | **Circle Time** | **ELA** | **Math** | **Small Group** | **Individual Instruction** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | Come to carpet and sit for circle time | Come to carpet and take a seat | Come to carpet and take a seat | Come to group table for craft | Come to table for one-on-one learning |
| **Engage**  *(Hook / Launch)* | Re-read spot book from 9/21 ELA lesson | Teacher read aloud or video recorded read aloud (Spot Feelings Book) | Number 4 Interactive Anchor Chart, students may use stickers or dobbers to help | Have students help with shaving cream and pick a color of food coloring | What are you working for/what do you choose for your break after work |
| **Explore**  *(Activities)* | Beach ball feeling game | Group 1: Students work on spelling and identifying last name using multimodality techniques  Group 2: Coloring Page of first letter of name | Number 4 sensory or fine motor practice  Work with group 1 on higher numbers | Engage in sensory play with shaving cream and colors | Group 1: Name box and age identification with teacher  Group 2: Functional play and attending while seated |
| **Explain**  *(Demonstrate Learning)* | Paper plate face/emotion craft | Group 1: student practice with manipulatives for spelling last name  Group 2: First Name puzzle | Number 4 identification worksheet with dobber | Practice letters, names, and numbers in shaving cream | Group 1: Name box puzzle independent  Group 2: Functional parallel and peer play |
| **Elaborate***.*  *(Extend Thinking)* | Review | Review | Review | Review | Review |
| **Evaluate**  *(Exit Ticket)* | Feeling check in | Group 1: Identify last name in a field of two-three  Group 2: Identify first letter of name in a field of 2 | Identify number 3 in a field of 1-2 | Wash hands and clean up | Did you earn your reinforcing activity? |
| **Closure**  *(Brief Review)* | Using AAC system to signal “All done” | Using AAC system to signal “All done” | Using AAC system to signal “All done” | Using AAC system to signal “All done” | Using AAC system to signal “All done” |
| **Extended Practice** (Homework) | Monthly Family homework | Monthly Family homework | Monthly Family homework | Monthly Family homework | Monthly Family homework |
| 9/23/22 | **Circle Time** | **ELA** | **Math** | **Small Group** | **Individual Instuction** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | Come to carpet and sit for circle time | Come to carpet and take a seat | Come to carpet and take a seat | Come to group table for craft | Come totable for one-on-one learning |
| **Engage**  *(Hook / Launch)* | This is a Happy Face song and dance | Teacher read aloud Spot Feelings Book | Number 5 Interactive Anchor Chart | Choose a marker to color with | What are you working for/what do you choose for your break after work |
| **Explore**  *(Activities)* | Mirror Activity for faces/emotions | Group 1: CVC word with puzzle for visual support  Group 2: Name puzzle | Number 5 sensory or fine motor practice  Work with group 1 on higher numbers | Students practice fine motor skills to draw self portrait | Group 1: CVC word reinforcement practice with teacher  Group 2: errorless body part folder match |
| **Explain**  *(Demonstrate Learning)* | Feeling match game | Group 1: CVC word build with teacher  Group 2: Name to picture match | Number 5 worksheet identification with dobber | Continue self portrait | Group 1: CVC word identification practice with teacher  Group 2: Informal body part assessment (show me) |
| **Elaborate***.*  *(Extend Thinking)* | Review | Review | Review | Review | Review |
| **Evaluate**  *(Exit Ticket)* | Feeling check in | Group 1: Identify correct CVC word in field of 2  Group 2: Identify first letter in name with name match | Find 5 in a field of 1-2 | Help teacher display artwork or send home in daily folder | Did you earn your preferred reiforcer? |
| **Closure**  *(Brief Review)* | Using AAC system to signal “All done” | Using AAC system to signal “All done” | Using AAC system to signal “All done” | Using AAC system to signal “All done” | Using AAC system to signal “All done” |
| **Extended Practice** (Homework) | Monthly Family homework | Monthly Family homework | Monthly Family homework | Monthly Family homework | Monthly Family homework |
| 9/26/2022 | **Circle Time** | **ELA** | **Math** | **Small Group** | **Individual Instuction** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | Come to carpet and sit for circle time | Come to carpet and take a seat | Come to carpet and take a seat | Come to table for craft | Come to table for one-on-one work |
| **Engage**  *(Hook / Launch)* | Feelings song and dance | Read book chosen by student or choose read aloud from storyline online | Numbers one and two interactive anchor chart review | Student choice in making glad or mad monster | What are you working for/what do you choose for your break after work |
| **Explore**  *(Activities)* | Beach ball feeling game | Alphabet Puzzles and name boxes | Match one and two with manipulatives to represent number sense | Cut and/or paste practice for parts of monster (arms, legs), fine motor coloring practice | Group 1: Teacher and student last name spelling practice with multimodality approach  Group 2: Errorless task box for attending and matching practice |
| **Explain**  *(Demonstrate Learning)* | Adult-student mirror feeling play | Letter A worksheet coloring sheet | Number 1 dobber worksheet review | Choose glad or mad emotions and paste | Group 1: Last name spelling with multimodality approach and visual support  Group 2: Errorless task box for 1-2 minutes |
| **Elaborate***.*  *(Extend Thinking)* | Review | Review | Review | Review | Review |
| **Evaluate**  *(Exit Ticket)* | Feeling check in | Letter A in field of one-two | Number 2 worksheet review | Help clean up and wash hands | Did you earn your reinforcer/preffered activity? |
| **Closure**  *(Brief Review)* | Using AAC system to signal “All done” | Using AAC system to signal “All done” | Using AAC system to signal “All done” | Using AAC system to signal “All done” | Using AAC system to signal “All done” |
| **Extended Practice** (Homework) | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework |
| 9/27/2022 | **Circle Time** | **ELA** | **Math** | **Small Group** | **Individual Instuction** |
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| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | Come to carpet for circle time | Come to carpet and take a seat | Come to carpet and take a seat | Come to group table for craft | Come to table for one-on-one instruction |
| **Engage**  *(Hook / Launch)* | Dance your feelings activity/movement song | Song about the letter A | Counting to 1-2-3 interactive anchor chart | Hand over hand students write name on paper | What are you working for? |
| **Explore**  *(Activities)* | Adult-student mirror face/emotion activity | Letter A coloring sheet | 1,2,3 paper plate-puzzle activity | Rocket ship poster craft. Observing demo and pasting pieces on paper | Group 1: Name boxes with first and last name with visual supports  Group 2: Functional play with preferred and nonpreferred task with teacher |
| **Explain**  *(Demonstrate Learning)* | Paper Plate face/emotion activity | Letter A dobber worksheet for identification | Arrange 1 2 and 3 in numerical order with visual supports as needed | Arrange middle pieces as 1,2 and 3 in order on rocket ship | Identify and match first name to last in field of 3 |
| **Elaborate***.*  *(Extend Thinking)* | Review | Review | Review | Review | Review |
| **Evaluate**  *(Exit Ticket)* | Feeling check in | Identify A in field of 2 | Identify 1, 2, and 3 in a field of 1-2 | Clean up and present work | Did you earn your reinforcer or preferred activity |
| **Closure**  *(Brief Review)* | Signal “all done” with aac system | Signal “all done” with aac system | Signal “all done” with aac system | Signal “all done” with aac system | Signal “all done” with aac system |
| **Extended Practice** (Homework) | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework |
| 9/28/2022 | **Circle Time** | **ELA** | **Math** | **Small Group** | **Individual Instuction** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | Come to carpet for circle time | Come to carpet and take a seat | Come to carpet and take a seat | Come to group table and take a seat | Come to table for one-on-one work |
| **Engage**  *(Hook / Launch)* | Read Spot Feelings Book | Song about the letter B | Counting to 5 song  https://youtu.be/SV6iC34a46w | Choose play doh color for activity | What are you working for? |
| **Explore**  *(Activities)* | If you’re happy and you know it... movement activity | Making the letter B on play doh mats | Counting to 5 chart with manipulatives | Number 4 play doh activity on 4 mat | Group 1: Vocabulary building with common objects using file folder and language reinforcement with teacher  Group 2: Colors Match file folder errorless with teacher |
| **Explain**  *(Demonstrate Learning)* | Emotions photo card activity | Letter B tracing activity on SmartBoard or table top | Interactive Anchor chart counting to 5 | Number 5 play doh activity on 5 mat | Group 1: Vocabulary building with common objects using file folder and language reinforcement independent  Group 2: Colors Match file folder errorless with teacher independent |
| **Elaborate***.*  *(Extend Thinking)* | Review | Review | Review | Review | Review |
| **Evaluate**  *(Exit Ticket)* | Feeling check in | Identify B in field of 1-2 | Arrange numbers in order with visual supports 1-5 | Clean up and present work | Did you earn your preferred activity or reinforcer? |
| **Closure**  *(Brief Review)* | Signal “all done” with AAC system | Signal “all done” with AAC system | Signal “all done” with AAC system | Signal “all done” with AAC system | Signal “all done” with AAC system |
| **Extended Practice** (Homework) | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework |
| 9/29/2022 | **Circle Time** | **ELA** | **Math** | **Small Group** | **Individual Instuction** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | Come to carpet for circle time | Come to carpet and take a seat | Come to carpet and take a seat | Come to group table and take a seat | Come to table for one-on-one work |
| **Engage**  *(Hook / Launch)* | Read aloud Spot Feelings Book | Song about the letter C | Number 4 interactive anchor chart for reinforcement | Discuss colors of the rainbow and pour paints into egg carton | What are you working for? |
| **Explore**  *(Activities)* | Rainbow Deep Breathing movement activity | C interactive anchor chart | Build the number 4 (four piece floor puzzle) | Using q-tips and paint to make rainbow heart poster | Group 1: Vocabulary practice with word matching and photo identification using visual supports (file folders) with teacher  Group 2: Number match errorless file folder with teacher |
| **Explain**  *(Demonstrate Learning)* | Feeling match game | matching C-words to the letter C on board | Arrange numbers in numerical order 1-4 | Discuss and identify colors on heart (colors of rainbow) | Group 1: Vocabulary practice with word matching and photo identification using visual supports (file folders) with independent  Group 2: Number match errorless file folder independent |
| **Elaborate***.*  *(Extend Thinking)* | Review | Review | Review | Review | Review |
| **Evaluate**  *(Exit Ticket)* | Feeling check in | Identify C in field of 1-2 | Identify 4 in a field of 2 | Wash hands and clean up | Did you earn your reinforcer or preferred activity? |
| **Closure**  *(Brief Review)* | Signal “all done” with AAC system | Signal “all done” with AAC system | Signal “all done” with AAC system | Signal “all done” with AAC system | Signal “all done” with AAC system |
| **Extended Practice** (Homework) | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework |
| 9/30/2922 | **Circle Time** | **ELA** | **Math** | **Small Group** | **Individual Instuction** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | Come to carpet and sit for circle time | Come to carpet and sit | Come to carpet and sit | Come to group table for craft | Come to table for one-on-one work |
| **Engage**  *(Hook / Launch)* | Emotions Social Story or Song | Alphabet song and dance | Number 5 interactive anchor chart for reinforcement | Observe sample craft and gather materials (Lady Bug) | What are you working for? |
| **Explore**  *(Activities)* | Play with our emotion/face paper plate craft | ABC letter sensory play (ziplock paint bags or shaving cream) | Build the number 5 four piece floor puzzle | Practice cutting and/or pasting body and head of lady bug | Groups 1 and 2: Body part mirror activity with teacher (just face for group 2) |
| **Explain**  *(Demonstrate Learning)* | Show me... (emotion) game as whole group | Order A-B-C puzzle with visual support | Arrange numbers 1-5 in numerical order with visual supports | Use dobber to make spots on bug. | Group 1: Body part puzzle  Group 2: errorless body part match with teacher |
| **Elaborate***.*  *(Extend Thinking)* | Review | Review | Review | Review | Review |
| **Evaluate**  *(Exit Ticket)* | Feeling check in | Identify A,B, and C in field of 2 activity | Identify 5 in field of 2 | Point and count spots with teacher. | Point to/show me body part game |
| **Closure**  *(Brief Review)* | Signal “all done” with AAC system | Signal “all done” with AAC system | Signal “all done” with AAC system | Signal “all done” with AAC system | Signal “all done” with AAC system |
| **Extended Practice** (Homework) | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework | Monthly Family Homework |

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| **Learning Centers**  *How are skills being extended, enriched and/or generalized across themes and/or academic content areas?* | | |
| **Dramatic Play** | **Writing** | **Library/Reading** |
| Dramatic play available in student choice boxes from figurines, transportation, dinosaurs, and stuffed animals. | Writing incorporated in most math lessons with unit.  Fine motor and pre-writing used in craft/small group time. | Library books and reading incorporated in parts of Circle Time, ELA, and during student choice time. |
| **Math** | **Science** | **Blocks** |
| **Small group/craft emphasizes math skills in this unit.** | **Science concepts implemented in small group activity of mixing paint.** | **Blocks implemented as a part of student choice and some one-on-one instruction with functional play tasks.** |
| **Technology** | **Sensory** | **Outdoor/etc.** |
| **Technology accessed through videos presented as hooks for lesson, read alouds, tracing time, feeling games, and concept identification as a part of ELA/MATH** | **Sensory activities incorporated in number and letter practice, name practice, and small group.** |  |

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| **Small Groups Differentiation**  *How are centers modified and/or differentiated based on scholar’s developmental and/or ability level based on the DRDP and other assessments?* | | | | | |
| **Content Area** | **Group A** | **Group B** | **Group C** | **Group D** | **Group E** |
| **ELA** | Group 1 is focusing on composing words, as they have mastered identification of some letters and their names.  Lessons will be differentiated by allowing for phonemic sound identification in terms of when letters are being taught (ABC) | Group 2 does not have the prerequisite knowledge of any letters or their names. |  |  |  |
| **Math** | Group 1 is able to identify numbers but are still heavily working on number sense. | Group 2 is more focused on number identification with number sense work for support or understanding. |  |  |  |

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| **Lesson Reflections** |
| ***Prompts to help you get started on your lesson reflection...***  Did scholars demonstrate, through their work and activities, that they are moving towards proficiency? If so, how do you know? What pieces of scholar evidence did you use to determine this?  How have you / will you provide feedback to scholars?  What questions or activities did you plan for to help scholars increase their depth of knowledge (DOK)?  Were the scaffolds planned in last week’s instruction effective? What new supports might be added this week to help scholars demonstrate proficiency?  How are formative assessments or exit tickets being used for the following day’s Do Now?  How are you embedding and/or using vocabulary throughout your lesson? |