

ST. JOSEPH'S COLLEGE
Special Education Lesson Plan Format

Name of Student: Ariana Bakalo

School: West Gates Avenue Elementary

Child Study Course #: CS 414

Date of Lesson: 04/26/2023

Cooperating Teacher: Ms. Evans-Mason

Grade and/or Age: First Grade

Size of Group: 4

Special Education Classification(s): LD, ADHD

Curriculum Area or Learning Domain: ELA

Specific Lesson/Skill Taught: Sequencing

CENTRAL FOCUS:

- Students will be able to sequence events in the story *Kate Finds a Caterpillar*

BEHAVIORAL OBJECTIVE:

- Given the text *Kate Finds a Caterpillar* learners will be able to identify the important details in a story, and sequence events using first, next, then, last language.

CURRICULUM RATIONALE:

In the past, students have been practicing reading fluency. Currently, students are working on answering sequencing and supplying pieces of information in regards to an informational text.

In the future students will be able to retell important details from an instructional text, and determine varied WH questions in verbally presented sentences and paragraphs.

IEP or IFSP GOAL(S):

- When presented with an informational text at the student's instructional reading level, the student sequence details of a text with objectives (IEP Direct Goals and Objectives) 90% success.


NEW YORK STATE COMMON CORE LEARNING STANDARDS:

- 1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or

ACADEMIC LANGUAGE:

- Details
- Describe
- Sequence
- First
- Next
- Then
- Last

MATERIALS:

- Learning Target
- Sequencing Video:  Sequencing
- Writing Extension Activity
- SMARTBoard
- Google Slides Activity
- Word Wall
- *Kate Finds a Caterpillar*
- Laminated Vocabulary Index Cards
- Laminated Morning Sequencing Flashcards
- Pencils

INTRODUCTION:

- *Good morning everyone! Please take a seat and set your Chromebooks aside.*

- Tell the students that you would like to share with them the sequence of your morning routine.
- As you tell the students your routine, hold up the corresponding laminated image for each step,

and place them on the table as you describe your morning routine to the students. For example, say,

"First, I wake up and put on my coat. Next, I come to school. Then I brush my teeth with my pink toothbrush.

Lastly, I go to the kitchen and eat pancakes for breakfast.

- After finishing describing your morning routine, have students correct the order of the morning routine.
- Explain to students the words first, next, then, and last are sequencing words and that these words help tell us the order in which events happened. *It is important that when we retell a story, we can tell the order that the events happen using our very special words: First, Next, Then, and Last!*

DEVELOPMENT/PROCEDURES:

- The teacher will present a laminated image of a caterpillar for students to look at. While the students look at the image, the teacher will conduct a see-think-wonder exercise (*what do you see? What do you think? What do you wonder?*). Students will identify key points that are depicted within the picture.
- The teacher will ask students if they have ever seen a caterpillar before, and ask students to share what they know about caterpillars. Afterwards, the teacher will ask, *does anyone know what a caterpillar turns into?* Have students discuss what they think/know about caterpillars growing up. After discussing, the teacher will say *today we will be learning about the life cycle of a caterpillar! Some of you might know that caterpillars turn into butterflies, but today we are going to be learning about all of the different stages of the life cycle. Caterpillars, just like people, have different stages. Caterpillars don't just magically turn into butterflies, just like how babies don't magically turn into adults! The*

life cycle has stages, or steps that must go in order. Just like in our writing when we use First, Next, Then, and Last.

- The teacher will then display the book being read to the students using the document camera. The teacher will ask the students to make a prediction based on the cover of the book through a small group discussion to allow students to share their thoughts and predictions
- After the discussion, the teacher will then review the learning target, and display it on the SMARTboard using the Google Slides application.
- Vocabulary words such as *hatch, chrysalis, and cycle* will be printed out on index cards along with the image describing each term. These will be reviewed prior to the reading and placed in the pocket chart for students to view and refer back to throughout the guided reading session.
- The teacher will use the Document Camera to display the pages of the guided reading book. Beginning with the first page, the teacher will select one student to begin reading, and turn order will be clockwise, starting from the first student selected to read. The teacher will remind students that they can use their reading strategies while reading.
- The first student will read *Today Kate finds a Caterpillar*. The second student will read *What will it become?* The third student will read *Kate plays at the park. She finds a caterpillar on a leaf*. Ask students *what do you think the caterpillar is doing on a leaf?* The fourth student will read *Kate learned about Caterpillars in school. Caterpillars begin as eggs. They hatch*.
- The rotation will go back to the first student, and he/she will read *The caterpillar eats leaves. It grows bigger*. The second student will read *Soon it hangs from a twig. The*

caterpillar is in a shell. The shell is called a chrysalis. The third student will read *The chrysalis does not move. But the caterpillar changes inside.* The fourth student will read. *Then, a butterfly comes out! It has colorful wings.* Ask students, *How do you think a butterfly gets out of a chrysalis?*

- The rotation will go back to the first student, and he/she will read *The butterfly will lay its own eggs. The cycle starts again.* Ask students *Butterflies come in many different colors. What kinds of butterflies have you seen?* Once the book is finished, ask students *Can you think of any other animals that hatch from eggs?*
- The teacher will then pull up the Google Slides with the butterfly life cycle activity, where students will be instructed to label the parts of the life cycle by dragging each vocabulary term to the designated empty space of the life cycle.
- The teacher will call students up to the SMARTboard to label each part of the butterfly life cycle
- Afterwards, the teacher will hand out the sequencing writing worksheet to each student in addition to the word wall worksheet that students can utilize. The teacher will instruct students to recall details from the book, and sequence the events of the butterfly life cycle using First, Next, Then, and Last language (which have been provided on the worksheet as sentence starters).
- The teacher will explain that students will use the words first, then, next, and last to write about the butterfly life cycle, and will demonstrate how students would begin their writing.

TECHNOLOGY COMPONENT:

- The SMARTboard will be utilized to display the learning objective and essential question, in addition to the butterfly life cycle activity.

ASSESSMENT:

Informal:

Throughout the lesson, the teacher will observe whether or not students are understanding the task at hand. In addition to this, questioning/answering sessions during the lesson will be incorporated, alongside ongoing classroom observation. Lastly, an exit ticket will be provided which will be collected at the end of the lesson.

Formal:

Students will be assessed using a sequencing writing activity that recalls the parts of a butterfly life cycle. The teacher will collect the exit ticket and write feedback regarding each student's work and where they can improve.

RE-ENGAGEMENT:

For a child that has under 90% accuracy (in accordance with student IEP goals), a small review lesson will be done with the group. For those who had already achieved 90% mastery it will be to reinforce the content. If the child continues to struggle with the concept, the student will receive additional support on the concept through one to one instruction