

ST. JOSEPH'S COLLEGE
Special Education Lesson Plan

Name of Student: Ariana Bakalo

School: Alternatives for Children

Child Study Course #: CS 324

Date of Lesson:

Cooperating Teacher: Ms. Ada

Grade/Age: Preschool/2.5 years old

Size of Group: 12

Special Education Classification(s): Preschool Children with Disabilities

Curriculum Area or Learning Domain: English Language Arts

Specific Lesson/Skill Taught: Uppercase letters, identifying and recognizing

CENTRAL FOCUS:

The children will be able to understand uppercase letters by identifying and creating their shape.

BEHAVIORAL OBJECTIVE:

Given a worksheet on letters, students will be able to identify uppercase letters and what the letter stands for.

CURRICULUM RATIONALE:

In the past, students have learned what letters are and where they see them. In the current curriculum students will be able to identify uppercase letters. In the future, students will be able to know the difference between uppercase and lowercase letters.

IEP or IFSP GOAL(S):

I did not have access to this information.

NEW YORK STATE COMMON CORE LEARNING STANDARDS:

PART B: ENGLISH LANGUAGE ARTS AND LITERACY

Print Concepts

Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.

LANGUAGE STANDARDS

Conventions of Standard English

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a) Print some upper- and lower-case letters

ACADEMIC LANGUAGE:

Letter, match, alphabet, trace

MATERIALS:

Alphabet Video: <https://www.youtube.com/watch?v=783EsrHchXA>

PowerPoint:

<https://en.islcollective.com/english-esl-powerpoints/vocabulary/alphabet/abc-powerpoint/19768>

The book, *An Old Lady who Swallowed the ABCs* by Lucille Colandro

Audiobook of *An Old Lady who Swallowed the ABCs* by Lucille Colandro:

https://www.youtube.com/watch?v=2zu-4Uo_Do.

Video: https://www.youtube.com/watch?v=2zu-4Uo_Do

Clothespins

Laminator

Laminating Sheets

Bingo Dots

Ribbon

Wooden Dowels

Magnets

Playdough

Brown Paper Bag

Activity based on the book:

<https://abcsofliteracy.com/there-was-an-old-lady-who-swallowed-the-abcs-letter-recognition-activity/>

Alphabet Fishing Activity: <https://www.pre-kpages.com/fishing-for-letters-alphabet-game/>

Hot Chocolate Clothespin Activity: <https://www.pinterest.com/pin/139189444723184266/>

I SPY Formal Assessment Worksheet: <https://homeschoolpreschool.net/i-spy-letters/>

Playdough Mats: <https://www.pre-kpages.com/products/alphabet-play-dough-mats/>

SMART Board Game:

<https://www.teacherspayteachers.com/Product/Smart-Letters-Lite-Uppercase-Letter-Recognition-Smartboard-Game-3760155?st=d0c3869017172a3b22f8a62d0ba6f989>

SMART Board

Computer

DEVELOPMENT/PROCEDURES:

INTRODUCTION/MOTIVATION

The students will be called individually one at a time to the carpet based on who is sitting quietly. When a student is called to the carpet, he/she will bring his/her chair to the carpet. *Today we are going to learn more about the alphabet, everyone say Alphabet! Who here knows what the alphabet is?* (students will answer, will also tell the teacher if they have any prior knowledge on the topic or what may have been covered at home with them by their parents). *I'm going to have some help with introducing us to our ABC's today. Does anyone here know who Big Bird and Elmo are?* (creating excitement and engagement for the students) *They're going to help us out!* The teacher will play this Sesame Street Video that introduces the Alphabet. While the video plays, the teacher will pause the video and certain parts to ask the students questions to make sure the children are following along. (only the capital letters part of the video will be gone over, which will have the teacher stop the video at the 1:18 mark).

INSTRUCTIONAL STRATEGIES:

- 1) The students will remain at the carpet area, where they will read a story. *Wasn't that a fun video! Now we are going to read a book called An Old Lady who Swallowed the ABCs. To peak interest and curiosity in the book they will be asked what they see on the cover.*

What do we see on the cover of the book, what's happening? What is the old lady doing?
The teacher will then begin reading the book to the class.

(Dialogue from the actual book)

There was an old lady who swallowed 26 letters. She ate them too fast-she should have known better! Back out they tumbled From A down to Z. So let's follow along and learn the ABCs .

Teacher: *How are we learning the ABCs?*

A is for alligator, astronaut, and apple pie. B is for Birds, bugs, and butterfly. C is for cactus, car, and a chicken that clucks. D is for a dog, digging, daisies, and to Dancing Ducks. E is for Earth, eggs, and an elf in disguise. F is for fish, flowers, and a Frog catching flies. G is for gold, Green Goblin, and ghosts out at night. H is for a horse at a hoedown oh-oh, what a sight! I is for inchworm, an iguana, and insects invited to tea.

Teacher: *Who can tell me, what insects do you see on the page?*

R is for rabbits, rows, and the most radiant rainbow you've ever seen! S is for scarecrow, spider, and more spooky stuff.

Teacher: *When do all the spooky things come out again? What holiday is it called?*

T is for Tugboat and turtle and things that are tough.

Teacher: *And what do we do when we're all done with a long day (fake snowing), that's right! We go to sleep (turns page)*

Z is for sleep when the ABCs are all done.

For any student who comes in late, they will listen to the audiobook version on an iPad/laptop. Moreover, a Teacher's Aid will sit alongside the student and interact with him/her throughout the story similarly to the teacher. *Ready boys and girls, now we are going to see how much Big Bird and Elmo helped us learn about uppercase letters.*

- 2) *Now it's time to take a look at some of these letters we just learned!* Teacher pulls up PowerPoint. *Alright what letter is this? That's right! Now who can tell me what this thing is right here?* If the children can't think of the word, the first letter sound will be made by the teacher. *Now that we learned even more about our letters, we are going to do some fun activities with the alphabet. Calm bodies and calm feet.* From there the teacher will call one student at a time to bring their chair from the reading rug back to their table and sit quietly. Once students are all back at their tables and sitting quietly, the teacher will break the students into two groups of three for stations.
- 3) The first station will be where students complete an activity based on the book students listened to on the carpet. Also, at this station the teacher's aid will assist students. The activity consists of laminated flashcards of the alphabet, and an old lady cutout attached to a brown paper bag. For this activity the teacher will spread out laminated flashcards of all twenty six letters of the alphabet on the table. *Can anyone find the letter A?* The

student will identify and find the letter a and feed it into the old lady's mouth. From here, the letter will go into the paper bag to alleviate a big clean-up. the students will take turns feeding each letter into the old lady's mouth at the direction of the teacher or teachers Aid. the teacher will ask *can anybody find the letter d? The old lady is very hungry and she wants to eat the letter D!* The student next in line will identify the letter D from the pile of letters and feed it into the old lady's mouth. from here. Students will take turns recognizing the different letters and feeding it into the old lady's mouth.

- 4) The second station will be for the playdough mats activity. Each child will be given a double sided laminated play dough mat. Each student will also be given their own play dough. Students will mold the play dough and follow the outline of the letter on their play dough mat to "trace" the letter. A teacher will be observing each student in the group. Once the student has traced the letter on both sides of the laminated Play-Dough mat, the student will receive another playdough mat in order to practice more.
- 5) At the third station, students will work on the Alphabet fishing station. Here each student will be handed a fishbowl worksheet. In addition, each child will receive one bingo dot marker. Each student will use their "fishing rod" and cast their line to catch one fish. Each fish has a magnetic back, so when the child catches a fish they will use their bingo dot marker to select which letter in the fishbowl matches the letter on the fish they just caught. *Wow look at the fish we just caught! Ashley, can you tell me what letter we just caught? Perfect! Parker, can you show me where the letter e is in the Fishbowl? great! Now that we see dividers match we are going to dot the letter e like this.* The teacher will proceed to use a bingo dot marker and mark the letter e. *When you are all done make sure to put your fish back in the swimming pond! And use your fishing rod to catch another fish.* Students will continue to use their fishing rods and catch the fish in the pond. The teacher will walk around the group and observe whether or not the students are following the directions, and also correct students who are
- 6) At the fourth station, students will work on the Hot Chocolate clothespin activity. For this activity, there will be fifteen letters. *Boys and girls Look at the hot chocolate! We are going to use these clothes pins and put the clothes pin on the letter of the marshmallow That matches the letter on the hot chocolate.* The teacher will hold up an example all of the letter c hot chocolate. *Can anybody tell me what letter this is? Yes that is correct it is the letter c! can anybody tell me what this picture is? Yes it is hot chocolate! Joshua oh, can you tell me what do use our? We put this in hot chocolate.* The students will place the clothespin on the marshmallow that matches the letter on the hot chocolate.

CLOSURE:

The teacher will call the students back to the carpet individually based on behavior. Here the students will be playing the SMART Board Game, Smart Letters Lite - Uppercase Letter

Recognition. When a student is called to the SMART Board, he/she will bring his/her chair to the carpet. *We will be playing a special Alphabet game using the Smartboard.* The first slide I will do with the class in order to demonstrate how to play the game. Students will then be called up to participate.

The students will then take part in their formal assessment of the topic. Each child will be provided with ISPY worksheets. Each sheet will have a different letter to search for. Once the student finds the letter on the sheet they circle the letter and then continue onto the next sheet. The students will do this for letters A-Z.

TECHNOLOGY COMPONENT:

I will show a YouTube video to introduce the lesson called Sesame Street: Sing the Alphabet Song. I will also use the SMART Board for the closure activity, where they will play an interactive game, Smart Letters Lite - Uppercase Letter Recognition Smartboard Game.

ADAPTIVE PROCEDURES:

1. For a child with a visual impairment, they will receive materials that are larger (the picture and font size).
2. For a child with a visual impairment or sensory challenge, some of the materials, such as the clothespins can be replaced textured in order to incorporate a tactile component
3. For a child with an intellectual impairment, they will have additional assistance to complete the activities as needed. This will be provided either by the teacher or the teacher's aide.
4. For a child that has communication challenges, they will have additional prompts and directed questions to make sure they participate.

ASSESSMENT:

Informal Assessment: Throughout the station activities, I will observe the students and see the progress they are making and how they are applying what they learned.

Formal Assessment: Each child will be provided with an ISPY worksheets. Each sheet will have a different letter to search for. Once the student finds the letter on the sheet they circle the letter and then continue onto the next sheet.

RE-ENGAGEMENT:

For a child that has under 80% accuracy, a small review lesson will be done with the class. For those who had already achieved 80% mastery it will be to reinforce the content. If the child continues to struggle with the concept, they will be taken to the side for one on one instruction, working with counters with the teacher.



