

Adapted CMS Lesson Plan

UNC Charlotte General Curriculum Access Project

Date: 4/22/04	Subject: <u>LITERACY</u> Students: 4 Kindergarten students in a self-contained Trainable Mentally Disabled classroom Location of Lesson: <u>Special Ed classroom with generalization to Reg. Ed Classroom</u> Special Ed Teacher: <u>Bree A. Jimenez</u> General Ed Teacher: <u>Ms. A</u> Who Will Teach Lesson/Read Story: <u>B. Jimenez</u> NCSOS Obj # <u>1,2,3,4</u> Source of Lesson <u>Open Court Reading Curriculum</u> <i>(What grade level standards are addressed in this lesson?) (What curriculum is being used to develop this lesson?)</i> Book/Story Title <u>JAFTA (lesson 1 – unit games)</u> Material/Technology Needed <i>(How will this lesson be made accessible to students with disabilities?):</i> Teacher-made Total Communication board with picture symbols, Open court book, Tape of story with switch, auditory output switch (Big Mack)	Homework: Picture Symbols of animals sent home for parents to review with students. Parents were to ask students to point to a given animal.
Start Time 9:00 am	Link to Prior Learning <i>(Anticipatory Set- How will you start the lesson?)</i> <i>Students can identify other games they have played. (e.g. duck-duck-goose, patty-cake)</i> <i>Ask students to identify parts of a book (title, author's name, front and back of the book).</i>	
End Time 9:45	Purpose/Objective of the Lesson <i>(What priority skills do you want the students to demonstrate in this lesson?)</i> The students will identify animals/ characters from the story and recall information from story.	
	Lesson Input/Modeling <i>(How will this student participate in the reading of the story? What responses will be used to check for this student's comprehension as the story is read again or reviewed?)</i> <i>Students will hit the switch to activate the book on tape to start the tape when it stops (on timer).</i> <i>Students will show comprehension by recalling the names of the animals in the story through choice of picture symbols (2 or 3).</i> <i>Students will "say" name of animals using the Big Mack auditory device.</i> <i>Students will be asked to "act" like a given animal when asked.</i> Key Questions 1. ___Where is the picture of the (animal) ? _____ 2. ___When Jafta gets (description), he ? (action), like a (animal). _____ 3. ___I am (description), like a ? (animal) _____	

Class Activity

Guided Group Practice: *What specific literacy skills are targeted and how will students demonstrate these (phonemic awareness; phonics; sight words; picture symbols)? Lesson may only target one or two "Big Ideas" of Reading.*

"Big Idea" of Reading Target	Typical Student Activity	Response for this Student
Comprehension	Students will listen to the book, read the book as a group and re-read individually. Then talk about the book by answering recall questions verbally.	Students will identify the different characters from the story by pointing to the picture symbol of the animal.
Fluency		
Phonemic Awareness		
Phonics (Letter-sound association)		
Vocabulary	Students will identify the written words (animals) in the text and be able to identify through the illustrations in the story.	Students will identify the verbal name of the characters (Animals) and match to the picture symbols.

Independent Practice *(What individual activities will you use for students to practice skills taught in group, independently engage with the book, and/or do writing activity related to story?)*

"Big Idea" of Reading Target	Typical Student Activity	Target Skills/Activity for this Student
Comprehension	Students will answer questions to recall information from the story through the use of worksheets.	Students will identify pictures of the animals when asked questions to recall information regarding what activity the character did in the story. Students will demonstrate comprehension by "playing a game" and pretending to be the animals by doing their action stated in the book.
Fluency		
Phonemic Awareness		
Phonics (Letter-sound association)		
Vocabulary	Students will be asked to verbally identify the characters in the story.	Students will identify the picture symbols and move to Total communication board to show comprehension of new words. (Thinking map)
Writing	Students will be write sentences about the story to show recalled information.	Students will complete picture symbol sentences to recall information. (Analogies)