Integrated Lesson Plan

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| Topic  Pumpkins  Counting and numbers to 10 | | | | | | | Active Supervision | | Behavior Specific Praise | High-P Request Sequence | Instructional Choice | | Instructional Feedback | Opportunities to Respond | Precorrection |
| Standards (Early Learning Standards)  Mathematics:  Strand 1: Counting and Cardinality - Concept 1: Counts Out Loud, The child counts out loud and uses number words in daily conversations.  Concept 2: Knows Number Names and Symbols The child identifies numerals and uses number words in daily activities.  Social Emotional Standard:  Strand 1: Self - Concept 3: Self-Regulation The child manages the expression of feelings, thoughts, impulses and behaviors.  Strand 2: Relationships Concept 2: Social Interactions The child displays socially competent behavior. | | | | | | |
| Core Lesson Elements | | Tier 1 (for all) | | | Equitable Access and Inclusion | |  | |  |  |  | |  |  |  |
| Academic Objective(s) | | To count items to 10.  To identify and name numbers 1 – 10. | | | Differentiated Objectives | |  | |  |  |  | |  |  |  |
| Count one to one with teacher/ assistant/ or intern.  Touch and repeat teacher.  Write numbers 1-10 | |  | |  |  |  | |  |  |  |
| Social Skills Objective(s) | | To understand and follow classroom expectations.  Responds when adults or other children initiate interactions. | | | Use communication device to respond to adults or other children initiated interactions.  Look in the direction of the initiator. | |  | |  |  |  | |  |  |  |
| Behavioral Expectation(s) | | Stay seated at circle time.  Share your idea when called on.  Take turns asking questions.  Follow the teacher’s directions. | | | Stay within the circle time space – may be seated on rug (most students) or in sensory chair on the rug. | |  | |  |  |  | |  |  |  |
| Materials & Technology | | * Bucket of pumpkin manipulatives. * Big book – 10 Little Pumpkins sitting on a fence * 10 pumpkin finder puppets, per student * 10 pumpkin stick puppets, a number 1-10 written on each pumpkin, per student * Markers/ crayons/ Dot paints/ pumpkin stamp and ink * Drawing paper * Individual books for students to complete: 10 Little Pumpkins sitting on a fence. | | | Adapted or Assistive Technologies | |  | |  |  |  | |  |  |  |
| * Individual books – Spanish and English text for student books. * Books adapted for students ready to write numbers 1 – 10. * Pumpkin stick puppets on iPad for student to tap in place of picking up and holding. | |  | |  |  |  | |  |  |  |
| Instructional Choices | |  |
| Choose writing method (markers, crayons, dot paints, stamps and ink).  Individual book (Spanish/English, blank paper booklet, story with space to write their own numbers, booklets with text and students color and count). | |  |
| Opening Activity (independent) | | Students sit on the carpet and count out 10 pumpkin manipulatives.  Play song “10 Little Pumpkins Sitting on a Fence” | | | Provide pattern strips with pictures of 10 pumpkins  Provide strips with 10 squares to hold the pumpkins. | | X | | X |  |  | |  | X | X |
| Introduction:   1. Activate prior knowledge 2. Rationale / purpose 3. Lesson vocabulary | | * Precorrection for social skills: * Have students repeat rhyme for putting hands in lap for mini lesson. (e.g., open shut them, open shut them, give a little clap, put them in your lap) * Show numbers from morning calendar time and the sentence strip of counting the 100 days of school. * Count to 10 on fingers, all together. * Vocabulary: pumpkin, fall/autumn, fence * Today we are going to practice counting with pumpkins because it is almost Halloween. How has a pumpkin at their house? Where is your pumpkin sitting? * Have you seen a pumpkin sitting on a fence? (no) * We are going to practice a counting songs with pumpkins sitting on a fence - What do you think will happen? (predict) * Let’s see what happens to those silly pumpkins. | | | Have a pumpkin in the classroom to show students who are unfamiliar.  Have a variety of fall and pumpkin books in the reading corner.  Talk about jack-o-lanterns. | | X | | X | X |  | |  | X | X |
| Practice sequence   1. Modeling 2. Guided practice 3. Independent practice | | 1. Precorrection for social skills and behavioral expectations: 2. Adults model puppets and counting. 3. Read book one time through. 4. Second reading have students put the pumpkin puppets on (or use the iPad touch), as the story is read the students take a pumpkin off and count with the story. 5. Third reading have students pick up the number stick puppet to match number in story. And say number out loud to count. 6. Students then move to one of three tables with adult to create their individual book to take home for practice. | | | Reteaching, Additional Instruction | |  | |  |  |  | |  |  |  |
| Instructional Assistant (or other adult in class) sits with students to monitor pointing (hand over hand needed) and technology needs.  Adults provide prompting and instructional feedback (match to mine? you have a 2 what comes next?)  Instructional Choices  Choice of materials to create  Choice of booklet style | | X | | X |  | X | | X | X | X |
| Closing Activity   1. Review/Assessment 2. Connection to future learning | | 1. Students “read” their book to an adult. 2. Books will remain in the classroom until the end of the week for counting and identifying numeral practice. 3. Will be sent home at the end of the week for families – with a note for tips for reading them with their child. 4. Instructional feedback (clarify, confirm, extend) and BSP for each child. | | | Differentiation (content/process) | |  | |  |  |  | |  |  |  |
| Dependent on booklet style choice and objective or modified objective. | | X | | X |  |  | |  | X |  |
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| **Teacher Reflection**  Implementation: 0=*not at all*, 1=*limited*, 2=*partial*, 3=*full* | | | | | | | | | | | | | | | |
| Active Supervision (AS) | Behavior Specific Praise (BSP) | | High-P Request Sequence (HPRS) | Instructional Choice (IC) | | Instructional Feedback (IF) | | Opportunities to Respond (OTR) | | | | Precorrection (PC) | | | |
| 0 1 2 3 | 0 1 2 3 | | 0 1 2 3 | 0 1 2 3 | | 0 1 2 3 | | 0 1 2 3 | | | | 0 1 2 3 | | | |
| Met individual student plan for academic, social skill, and behavioral supports. | | | | | | | | 0 1 2 3 | | | | | | | |
| What went well?  What did not go as expected?  What would I change in the future? | | | | | | | | | | | | | | | |