

Lesson Number 5- English Language Approach		Outcomes Measured (P) 1. Identifying /b/ 2. Identifying /d/ 3. How/when/frequency of measurement? Teacher will keep track of correctly identified letters.
Materials list (supplies and tools): • Notebook paper • Writing utensil	Environmental setup (preparation): Student will be pulled from his general education classroom with another student into the resource room for one-on-two instruction.	
Prior Knowledge Activation: Throughout the school year, and especially this week, the student has had intervention on the letters /b/ and /d/. The student has mentioned he enjoys playing jokes.	Lesson Objectives: After completing the lesson, the student will have an easier time generalizing the letters /b/ and /d/ across various contexts.	Diverse Needs (learning levels, IEP goals): The student has an IEP goal for fluency. He has a tier three need of identifying certain letters before he can make progress toward his fluency goal.
Targeted Vocabulary/Signs: Letters /b/ and /d/.	Additional Information:	
Getting Started/Set Up Teacher will ask student to think of a couple silly jokes he wants to share.	Sequence of Steps (S&S) Student dictates jokes to teacher and she writes them down on paper. After all the jokes are written, the student reads the jokes from the paper. After student has a chance to read through the jokes he goes through each joke and identifies /b/ and /d/ by pointing or underlining and verbally saying which letter it is.	Closing/Transition After /b/ and /d/ have been identified, the student can be asked to identify any of the vocabulary terms from lesson 1 (welded sounds, diagraphs, bonus letters, etc.) to extend the language/communication targets.
Gathering Evidence Teacher will make cross out the letter if the student incorrectly identifies it.	Feedback (prompt) Student will be corrected when he says a letter incorrectly and will be given nonverbal feedback in the form of a smile or head nod, or a verbal affirmation, when he correctly identifies a letter.	Next Steps Continue to have the student identify the letters in familiar texts. Continue working on the student's identification of these letters until he is able to generalize them in other settings, with other people, and in different contexts.
Planned accommodations, modifications, ideas on creating <u>embedded</u> learning opportunities): This is an embedded learning strategy into a game which is of interest to the student.		
Adult strategies utilized for promoting communication and language (how often delivered): The target language/communication words and symbols can be reviewed while reading the jokes. The student can be asked if they see any digraphs or welded sounds, or he can be asked to point to any words with bonus letters (carrying on vocabulary from Lesson 2).		