



5 DAYS OF LESSON PLANS

DAY 5		MATERIALS NEEDED
Fine Motor Table Activities	Students work quietly in fine motor tubs at their tables while you check their folders for paperwork/notes from parents.	Quiet manipulatives – foam pattern blocks, connecting cubes, build blocks.
Morning Meeting	<p>Review morning meeting rules (make sure to set expectations for sitting on the carpet and noise level/waiting turns) – and repeat the greeting from yesterday.</p> <p>Play a greeting song.</p> <p>Greeting: each student takes a turn to say “Hi, I name is ____” and the class responds with “Hi, ____”</p> <p>Sharing: If you think they are ready, you could in students to take turns sharing their favorite toy or game.</p>	
Brain Break	Choose an alphabet brain break.	
Read Aloud	<p>Chicka Chicka Boom Boom</p> <p>Chat about the alphabet and what letters are in each student's name.</p> <p>If you have extra time this week – there is a fun Chicka Boom Boom video that tells the story with song.</p>	
Activity	<p>Chicka Chicka Boom Boom Craft –</p>  <p>Each student will create a Coconut tree with the name to make an adorable bulletin board.</p> <p>Directions are included in the craft PDF file.</p>	
Recess/break time	Give students time to play and interact. This soc time is so important. Be sure to interact with stud and observe behaviors.	
Practice Procedures	Practice any procedures you haven't yet introd Or review procedures your when students need practice.	

DAY 5		MATERIALS NEEDED
Math	Practice with numbers 1-5. Remind students that there are many ways to represent numbers. You can use numerals, fingers, other objects, draw pictures, etc.	
Math Activity	<p>Math Mats – Students can use play dough, pom poms, or even mini eraser letters to put the correct number of coconuts on the trees.</p> <p>You can choose to use numbers 1-5 or 1-10. Use a different manipulative than you used yesterday to keep things interesting.</p>	Coconut Tree Mats (1 set per group/table) and manipulatives of choice (play dough, pom poms, mini erasers, etc.) for students to use on the mats.
Brain Break	Math or Counting Song Brain Break	
Activity	<p>Read Aloud – <u>Groffle Can't Dance</u></p> <p>This book is perfect for introducing a growth mindset to your students. Groffle is upset because all his friends know how to dance and he can't, yet. Then he finally learns because he doesn't give up.</p> <p>It's great to teach students about the power of yet. You can have a discussion about things students don't know how to do yet.</p>	Book
Activity	<p>Hopes & Dreams Page:</p>  <p>Students will draw a picture of something they want to learn how to do this school year on their hope & dreams page. You may want to record their answers so you remember.</p> <p>I like to hang these somewhere in the classroom to remind students about their goals for the year.</p>	Hopes & Dreams Page for each student
Closing Meeting	<p>Just like morning meeting, students sit in a circle. You can choose how you'd like to say goodbye.</p> <p>Share favorite part of the week and ch</p> <p>1st week certificates you put in the folder to go home. Celebrate a great week!</p> <p>End your day with a h</p>	Printed 1 st week of school certificates – Put out these in the folder to go home
Dismissal	Make sure each st with dismissal procedures.	

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Lesson Plans For Kindergarten Intervention

WrightGroup/McGraw-Hill Staff



Lesson Plans For Kindergarten Intervention:

Matching Reading Data to Interventions Jill Dunlap Brown, Jana Schmidt, 2019-08-23 This accessible and reader friendly book will help you assess and determine the foundational reading needs of each of your K 5 students Literacy leaders Jill Dunlap Brown and Jana Schmidt offer an easy to use data analysis tool called The Columns for teachers at all levels of experience to make sense of classroom data for elementary readers This book will guide you in using the tool to identify the root causes of foundational reading deficits and to plan appropriate interventions Sample case studies allow you to practice identifying needs and matching interventions Stories and examples throughout the book will encourage you as you help your students meet their full potential The book provides easy to use and printable versions of the data analysis columns that will enable you to put the authors advice into immediate action These tools are available for download on the book s product page www.routledge.com/9780367225070

Handbook of Evidence-Based Interventions for Children and Adolescents Lea Theodore, 2016-07-20 A step by step resource for treating more than 40 prevalent issues with proven strategies This comprehensive handbook for evidence based mental health and learning interventions with children and adolescents is distinguished by its explicit yet concise guidance on implementation in practice With a compendium of proven strategies for resolving more than 40 of the most pressing and prevalent issues facing young people the book provides immediate guidance and uniform step by step instructions for resolving issues ranging from psychopathological disorders to academic problems Busy academics practitioners and trainees in schools and outpatient clinical settings will find this resource to be an invaluable desktop reference for facilitating well informed decision making Unlike other volumes that ignore or merely reference the evidence base of various interventions this book focuses on providing immediate empirically supported guidance for putting these strategies into direct practice Issues covered include crisis interventions and response social and emotional issues academic learning issues psychopathological disorders neuropsychological disorders and the behavioral management of childhood health issues Each chapter follows a consistent format including a brief description of the problem and associated characteristics etiology and contributing factors and three evidence based step by step sets of instructions for implementation Additionally each chapter provides several websites offering further information about the topic Featuring contributions from leading scholars and practitioners on each issue covered this book will be a valuable resource for child clinical and school psychologists counselors social workers and therapists as well as other health and mental health professionals whose primary practice is with children and adolescents Key Features Demonstrates step by step evidence based interventions for more than 40 common childhood issues Provides treatment procedures that can be immediately put into practice Covers a wide range of mental health and academic learning issues for children and adolescents Relevance for both school based and clinically based practice Includes contributions by noted experts in the field

Teaching Reading Barbara M. Taylor, P. David Pearson, 2005-04-11 This unique book tells the story of a select group of schools and teachers

who have managed to beat the odds in terms of improving elementary students reading achievement Originating with the CIERA School Change Project directed by Barbara Taylor and David Pearson it was subsequently expanded to include the work of other research teams doing similar work It combines large scale studies of effective schools and teachers Part I with case studies of individual schools and teachers who have successfully transformed research findings into situation specific strategies appropriate to their schools and classrooms Parts II and III The book's distinct contribution is showing that no matter how consistent the research findings on effective school and classroom practice groups of teachers must improvise their own situation specific programs and practices In short they must be able to create variations on a common theme Key features of this outstanding new volume include Integration of research and cases One cannot fully understand research based general principles without knowing how they play themselves out in specific settings Similarly one cannot fully understand cases without seeing the commonalities across different schools and classrooms sharing similar goals This book provides both perspectives Diverse cases The schools and classrooms depicted in this book are urban rural and suburban poor and middle class and English only and bilingual Rather than telling readers how to beat the odds it provides them with a wide variety of cases from which they can extrapolate to build their own customized teaching programs and practices Summarizing section The final section contains a summary of research on effective schools and teachers and a concluding chapter by Gerry Duffy and Jim Hoffman in which they reflect on the book's content and possible directions for future research The book is targeted to both in service elementary teachers and literacy students in advanced college courses

Resources in Education, 1998 **SRA Open Court Reading** WrightGroup/McGraw-Hill Staff, 2002 Intervention Workbook BLM and ATE Activities provide practice and support for lessons presented in the intervention Guide **Learning Academic Language Through Science in Two Linguistically Diverse Kindergarten Classes** Pamela Alice Spycher, 2007 **The Iowa Program Standards for Interventions in Behavioral Disorders**, 1988 This curriculum project was undertaken with these concerns in mind 1 some programs provided appear to be primarily focused on controlling undesirable behavior rather than teaching more appropriate behaviors 2 some programs appear to be largely academic in nature and 3 some programs do not provide for systematic reintegration to regular education for these students p i

Improving the Odds, 2010 This study examined the efficacy of a structured literacy based intervention for at risk kindergarten students The intervention used in this study was the Pre A Lesson Plan developed by Dr Jan Richardson Sixteen students participated in the study Eight of the students were in the experimental group and eight were in a control group Students in the experimental group were given a 20 minute intervention daily for a total of 33 lessons in groups of four Post measures reveal that students receiving the intervention made gains in print related abilities letter identification phonological awareness phonemic awareness and concepts of print Both groups made modest gains on vocabulary indicating that gains in literacy abilities were directly associated with the components of the Pre A Lesson Plan leaf 3

Social/affective Interventions in Behavioral Disorders ,1984 To present examples of intervention alternatives geared toward teaching prosocial adaptive and self enhancing behaviors to behaviorally disordered youth Planning and Evaluating Tobacco Use Interventions for Minority School Children Bonnie Sue Bruerd,1991 Early Literacy Intervention Activities, Grades PK - K Sherrill B. Flora, M.S.,2011-01-03 Facilitate literacy in special education learners in pre kindergarten kindergarten using Early Literacy Intervention Activities This 160 page book provides teachers with activities that boost 11 proven literacy skills and intervention strategies In addition the book discusses four important interventions covering early and special education literacy in great detail Key Education products are intended to engage and educate young and special learners as well as assist teachers in building a strong and developmentally appropriate curriculum for these children The product line comprised of teacher parent resource books photographic learning cards and other activity and game oriented materials is designed to assist in Unlocking the Potential in Every Child Educational Psychology.

Google eBook Angela M. O'Donnell,Eva Dobozy,Brendan Bartlett,Fiona Bryer,Johnmarshall Reeve,Jeffrey K. Smith,2012-02-02 Educational psychology is the scientific study of how people learn and how teachers can foster learning An understanding of these principles and how they can be applied to classroom situations is as crucial as it ever has been for the contemporary Australian school teacher from early childhood through to secondary school Australian school environments and students are changing Many issues are having an impact on the dynamics of the contemporary learning and teaching environment such as Increasing student diversity including those with special needs The pervasive impact of technology The introduction of the Australian National Curriculum The public reporting of school NAPLAN results This text prepares pre service teachers for their profession by encouraging reflective practice and critical thinking It helps inform the practical teaching experience and develop skills through thought provoking questions activities and lesson plan analysis It is suited for educational psychology subjects taught to student teachers from all sectors early childhood primary middle and secondary

CDC Guide to Breastfeeding Interventions ,2005 **Official Decisions, Opinions and Related Matters** New York (State). Public Employment Relations Board,2004 **Response to intervention for mathematics in the kindergarten classroom** Randi Alferink,2015 Research shows that students who struggle with number sense in kindergarten continue to struggle with mathematics in future grades Research also shows that partnering these struggling students with a high achieving peer as well as providing them with Response to Intervention RTI results in improved mathematics achievement While the need for RTI is apparent there are very few research based programs that have been created with the kindergarten student in mind This project reviews the literature on the history of RTI number sense development and how to best intervene when our youngest learners are struggling with the most foundational concepts in mathematics This project provides lesson plans for providing quality mathematics interventions to kindergarten students in small groups and it also provides talk cards to be used during mathematics practice with high achieving partners **Infant-toddler Intervention**

,1997 Resources in Education ,1996 *Journal of the Division for Early Childhood* ,1981 Learners with Mild Disabilities Eileen B. Raymond,2004 The students you teach With a clear focus on the nature and characteristics of students with the four most prevalent disabilities this revision allows students and professors to concentrate on the issues that most commonly faced in a school setting The text explores the cognitive perceptual language academic learning and social emotional characteristics of students with Mild Mental Retardation Learning Disabilities ADHD and Emotional Behavioral Disorders With real stories and cases and additional resources on the web this book provides students and teachers with a clearer understanding of the ways children with these disabilities present themselves in the classroom provides strategies for use when teaching these individuals and emphasizes the complex nature of mild disabilities I am impressed by Learners with Mild Disabilities global view and the reality of dealing with a cluster of issues around individuals with mild disabilities This book begins with a realistic and promising premise that is useful from a functional educational perspective the case studies and initial descriptions were superb and resulted in excellent discussions in my class Bernard H Graney PhD CRC Springfield College both undergraduate and graduate students find the text very user friendly and written at an appropriate intellectual level Diane M Gut Ohio University I LOVED the BEST PRACTICES SECTIONS they are a very nice addition to the text Moniqueka E Gold Ed D Austin Peay State University **The Handbook of School Psychology** Cecil R. Reynolds,Terry B. Gutkin,1999 As the standard reference in the field this edited handbook focuses on how a school psychologist can operate and create change within the educational system instead of focusing solely on the diagnosis and treatment of an individual Chapters have been updated and revised to provide a contemporary view of the field

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