

Welcome to School

Whole group • All Activities

ACTIVITY DESCRIPTION

Students will sit in a whole group activity space and engage in interactive, routine-based hello activities to transition into the school day. Visuals and activities will differ to address this theme, Welcome to School. This lesson plan will be utilized for the entire week, but there is a separate teacher-led technology lesson for each day. Throughout the lesson plan, there are differentiation suggestions included for each activity. Please refer to the differentiation sections throughout to meet the needs of individual students across different ability levels.

Please select as many activities as fit in the time you have available for Hello Circle. If you are using the Welcome to School Hello Circle Teacher-Led Technology Lessons, simply skip the trials that you do not plan on completing. Keep in mind your students may be ready for fewer activities at the beginning of the school year and more as the year goes on.

Learning Objectives

- Exhibits curiosity, interest, and willingness to learn new things and have new experiences
- Uses language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting
- Remains focused on engaging, teacher-led group activities for up to 20 minutes
- Discusses daily weather conditions and the impact of weather
- Expresses and engages using movement elements and skills (locomotor and non-locomotor) to a series of sensory stimuli

ACCOMPANYING TEACHER-LED TECHNOLOGY LESSONS

The following teacher-led technology lessons are designed to be used while you teach this activity-based lesson. They can be found in the TeachTown Launch for PreK app. Technology lessons are designed to enhance activity-based lessons and can supplement student learning.

- Welcome to School Hello Circle Activity 1-5 (five individual lessons, one for each day of the theme)

KEY LANGUAGE

The following words are likely to be used by students to participate or respond. When

appropriate, these words can be built into your students' communication supports. Visual supports are available for these words in the Visual Supports Library on the TeachTown Launch for PreK app. Common classroom language (e.g., yes, no, your turn, my turn) is not included in this list.

Key Language

- | | | | | | |
|-------------------|-----------|------------|-------------|--------------|----------|
| • Hello! | • wave | • calendar | • friend | • teacher | • wheels |
| • Hi! | • choose | • month | • student | • backpack | • wipers |
| • Good morning! | • song | • season | • classroom | • playground | • driver |
| • Good afternoon! | • weather | • schedule | • school | • bus | • horn |

Materials

BOOKS AND RESOURCES

- | | |
|--|---|
| • Welcome to School Hello Circle Visual Supports Activities 1-5 | • <i>Classroom Resources</i> Position Words Cards |
| • Welcome to School Hello Circle Measurement and Data Sorting Activity 3 | • <i>Classroom Resources</i> Letter L Card |
| • Welcome to School Hello Circle Vocabulary 1 Activity 2 | • <i>Classroom Resources</i> ASL Letter L Card |
| • Welcome to School Hello Circle Rhyme Time Activity 3 | • <i>Classroom Resources</i> Weather Types Cards (Real Images) |
| • Welcome to School Hello Circle Vocabulary 2 Activity 4 | • <i>Classroom Resources</i> Weather Types Cards (Icons) |
| • <i>Classroom Resources</i> Visual Choice Board (2 Options) | • <i>Classroom Resources</i> Temperature Cards |
| • <i>Classroom Resources</i> Visual Choice Board (4 Options) | • <i>Classroom Resources</i> Dressing the Animal for the Weather Animals |
| • <i>Classroom Resources</i> Visual Choice Board (6 Options) | • <i>Classroom Resources</i> Dressing the Animal for the Weather Clothing |
| • <i>Classroom Resources</i> Hello Song Visuals | • <i>Classroom Resources</i> Months of the Year Cards |
| • <i>Classroom Resources</i> Activity Plan Song Lyrics Sheets | • <i>Classroom Resources</i> Seasons of the Year Cards |
| • <i>Classroom Resources</i> Student Picture Cards Template | • <i>Classroom Resources</i> Schedule Cards |
| | • <i>Classroom Resources</i> Schedule Review Checklist |

MANIPULATIVES KIT

- Magnetic Whiteboard
- Art Tray
- Mystery Box
- Fine Motor Tweezer Tongs
- Tweezers

THEME BOXES

- School Bus Set (School Bus only)
- Children with Differing Abilities Set

CLASSROOM

- Interactive whiteboard
- Magnet (per student)
- 2 sets of small classroom items for students to work on patterns (e.g., crayons, markers, etc.)
- 2 different colored dry erase markers
- 4-5 items beginning with L

PREPARING FOR THE LESSON

1. Gather materials, including printing and/or cutting resources as needed. Keep the materials organized by resource. Consider laminating and adding Velcro to all Classroom Resources.
2. If using the teacher-led technology lesson, pull up the lesson on your interactive whiteboard.
3. Transition class to the instructional area.

GREETING AND ATTENDANCE

Use the Hello Song Trial(s) from the Welcome to School Hello Circle Activities 1-5 Teacher-Led Technology Lesson or show students the Visual Choice Board (2, 4, or 6 Options) with song choices from the Hello Song Visuals and play the audio file.

Welcome to school today! I'm so happy you're here. Who wants to pick our Hello Song for today? Call on a student to choose a song by saying, pointing to, or looking at a song.

We are going to sing [Song Title] for our Hello Song today! Let's sing to this student first. Hold up a Student Picture Card. **Is this student here today?** Encourage all students to respond. If appropriate, have the student on the Student Picture Card point to, read, or spell their name aloud or with support. Sing the chosen Hello Song to the student, incorporating the student's name where appropriate in the song. Repeat for all students who are present. Alternatively, sing the song once as a class before identifying which students are in school.

Hold up Student Picture Cards for each student who is not present as well, and let students identify who is not at school today.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY

LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Hold up the Visual Choice Board with two Hello Song Visuals. Do you want [Song Title] or [Song Title]? Point to each Hello Song Visual as you say the title.	Ask students to identify if the task of singing to everyone is complete. Are we all done singing or do we need to sing to more friends?	Allow students to choose how they want to sing. Should we sing [loudly] or [quietly]?
SOCIAL SKILLS AND PEER INTERACTION		
Wave to your friends!	Hold up a Student Picture Card and point to the specific student. Wave to [student name] and tell [him/her] hello.	Hold up a Student Picture Card. High five [student name] and tell [him/her] hello.
MOTOR SKILLS		
Acknowledge students' efforts to do the song's hand motions, even when they cannot complete them as modeled. Great job moving your hand to wave at your friend.	Before singing, have students practice one or more hand motions from the chosen Hello Song.	After singing, have students demonstrate their favorite hand motions from the chosen Hello Song.

EMERGING MATH ACTIVITY

ACTIVITY 1: Counting

Use the Counting Trial(s) from the Welcome to School Hello Circle Activity 1 Teacher-Led Technology Lesson or the Magnetic Whiteboard and one magnet for each student in the classroom. If you are not using the teacher-led technology lesson, modify the language below to fit the materials you are using.

Let's find out how many friends are here today. Point to the classroom on the interactive whiteboard. **Here is a classroom.** Point to the carpet in the image. **There is a carpet in the classroom. Each friend will get a turn to put a backpack on the carpet, like this.** Demonstrate dragging a backpack to the carpet and then returning it to its starting point.

Raise your hand if you want to go first. Call on a student. Repeat with the remaining students.

Now, we have a backpack for every friend! Let's count how many backpacks are on the carpet to see how many friends are here today. Count aloud as a group. Call on 1-2 individual students to count out loud or with communication supports as appropriate.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY

LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Have students point to each backpack as you count aloud with 1:1 correspondence. [Number] friends!	Have students point to each backpack and count aloud with you using 1:1 correspondence. There are [number] friends here today.	How many friends are here today? After counting the backpacks as a group, call on a student to count the number of students at Hello Circle to "check" the group's counting.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY

LEVEL P1	LEVEL P2	LEVEL P3
SOCIAL SKILLS AND PEER INTERACTION		
After students drag a backpack to the carpet, have them choose the next student by looking at or pointing to a peer.	After students drag a backpack to the carpet, have them choose the next student by saying, “Your turn, [student name]” and pointing to a peer.	Have students ask each other what color their backpacks are.
MOTOR SKILLS		
Let’s tap our feet as we count the backpacks. Count aloud for students. Students do not have to tap for each backpack.	Let’s stomp as we count the backpacks. Count with me. Students do not have to stomp for each backpack.	Let’s jump as we count the backpacks. Instruct students to count with 1:1 correspondence as they jump for each backpack counted.

ACTIVITY 2: Patterns

Use the Patterns Trial(s) from the Welcome to School Hello Circle Activity 2 Teacher-Led Technology Lesson. If you are not using the teacher-led technology lesson, use the Art Tray and small classroom items for students to look at and work on patterns. Consider using the following items: crayons, markers, etc. Modify the language below to fit the materials you are using.

Let’s practice patterns. Point to the first school bus in the first row on the interactive whiteboard. **Here is a bus.** Point to the next image of a school on the interactive whiteboard. **This is a school. Listen to me as I say the pattern.** Point to and name each image. **Bus, school, bus, school, bus.** Point to the blank box. **What comes next?** Choose a student to respond by dragging the correct image to the empty box, saying the correct image, or pointing to the correct image. **Great thinking! School comes next. So, our pattern is bus, school, bus, school, bus, school.**

Repeat for additional pattern(s), calling on different students to participate.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY

LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
When a peer is sharing [his/her] pattern with the class, have a student point to each image as the peer names it.	Have students copy or extend a pattern that their peer created with classroom materials.	Have students make their own patterns with classroom materials and tell the class what the pattern is.
SOCIAL SKILLS AND PEER INTERACTION		
After a peer completes a pattern, encourage peer interaction. Give a thumbs up to [student name].	As a peer is working on a pattern using classroom materials, have students give them the classroom materials one at a time.	After a peer completes a pattern, have a student check [his/her] work and provide feedback to the peer.
MOTOR SKILLS		
Pair a hand motion with each image in the pattern. For example, students can tap their feet for “bus” and clap for “school.” Encourage students to tap and clap as the patterns are said aloud.	Have a student point to each image on the interactive whiteboard as the pattern is said aloud.	Instead of using classroom materials to create a pattern, have students use two different colored dry erase markers to draw a dot pattern on the Magnetic Whiteboard.

ACTIVITY 3: Measurement and Data

Use the Measurement and Data Trial(s) from the Welcome to School Hello Circle Activity 3 Teacher-Led Technology Lesson or the Welcome to School Hello Circle Measurement and Data Sorting Activity 3. If you are not using the teacher-led technology lesson, modify the language below to fit the materials you are using.

Many different things can be found inside and outside of our classroom. Let’s practice sorting things found inside and outside. Point to the left column of the interactive whiteboard. **We will put things inside the classroom here.** Point to the right column of the interactive whiteboard. **We will put things outside of the classroom here.** Point to the image of a rug. **This is a rug. Rugs are inside the classroom.** Point to a rug in your classroom. **We will sort inside and outside images like this.** Demonstrate dragging the rug to the inside column. Repeat with an outside image.

Raise your hand if you want to go first. Call on a student. Repeat with additional students for the following words until all images have been sorted: book, tree, shelf, grass, cloud, crayon, and playground. **Excellent job sorting things found inside and outside!**

ALL ACTIVITIES

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Provide additional supports when discussing the concepts of “inside” and “outside.” For example, the signs for “in” and “out” can be paired with the words “inside” and “outside” to support understanding.	What is your favorite item inside our classroom? What is your favorite thing right outside of our school?	What is your favorite item inside our classroom? What is your favorite thing right outside of our school? Why is it your favorite?
SOCIAL SKILLS AND PEER INTERACTION		
After students take a turn, instruct them to give a thumbs up or a high five to the person sitting next to them.	After students take a turn, have them pick a peer to go next by giving the peer a thumbs up or a high five.	Call on two students to work together to sort a group of 2-3 images.
MOTOR SKILLS		
Have students point to examples of images in the classroom or outside the classroom as they are discussed.	Have students walk/wheel to items within the classroom or to the window to look for outside items as the specific items are discussed. Prompt students to repeat after you: This [item] is [inside/outside].	For items within the classroom, call on students to go get an item and move around the circle to show it to their peers.

ACTIVITY 4: Comparisons and Directionality

Use the Comparison and Directionality Trial(s) from the Welcome to School Hello Circle Activity 4 Teacher-Led Technology Lesson or the Position Words Cards, the School Bus from the School Bus Set, and the Children with Differing Abilities Set. **Today, we are going to practice “on” and “off.” Watch me put the student on the bus.** Place a figure from the Children with Differing Abilities Set on the School Bus. **Now, watch me take the student off the bus.** Remove the figure from the School Bus.

Your turn! Call on multiple students to practice placing the figures on and off the School Bus.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Place a figure on the School Bus. [He/she] is on the bus. Take [him/her] off the bus.	Place a figure on the School Bus. Is the student on or off the bus?	Have students place a specific number of figures on or off the School Bus. Put three students on the bus. Take two students off the bus.
SOCIAL SKILLS AND PEER INTERACTION		
After each student has a turn, allow students to choose the next student by passing a figure to a peer.	After each student has a turn, allow students to choose the next student by saying, “Your turn, [student name]” and passing a figure to a peer.	After each student has a turn, have students work together to put a group of figures on the School Bus or to take figures off the School Bus.
MOTOR SKILLS		
Place one figure on the School Bus and one figure off the School Bus. Have students point to or reach for the figure that is on/off the School Bus.	Place a figure on the School Bus. Take the student off the bus. Put the School Bus just out of reach of students so they have to move to take the figure out of the School Bus.	Encourage students to practice placing the figures on and off additional items within the classroom. Scatter items in front of students so they must reach and cross the midline as they complete this activity.

ACTIVITY 5: Shapes

Let’s talk about shapes! Hold up the School Bus from the School Bus Set. **Here is a bus. Where are the wheels on the bus?** Choose one student to point to the wheels on the School Bus. **Very good! You found the wheels.**

Wheels are circles. Let’s draw a circle in the air. Copy me. Demonstrate using your finger to draw a circle in the air and encourage students to do the same, providing support as needed. **We can draw big circles or little circles. Let’s draw a big circle first, like this.** Demonstrate using your finger to draw a big circle in the air and encourage students to do the same, providing support as needed. **Now, let’s draw a little circle. Copy me.** Demonstrate using your finger to draw a little circle in the air and encourage students to do the same, providing support as needed. **Wow, you drew awesome circles!**

Use the Shapes Trial(s) from the Welcome to School Hello Circle Activity 5 Teacher-Led Technology Lesson. **We can see circles all around us. Let’s look for circles in this classroom scene.** Allow a few students to locate the circles within the classroom scene by pointing to or putting a circle around the images. Alternatively, this can be done by looking around the classroom. **Let’s look around our classroom. Who**

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can find a circle? Call on a student to name, point to, or look at a circular item in the classroom. Examples may include a mirror, a clock, or a wheel. **Nice job finding circles!**

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Say the names of images in the classroom scene that are circles and have students point to the images.	Have students point to each of the circles in the classroom scene. Count them aloud for students and encourage them to count with you.	Have students point to images in the classroom scene that are NOT circles.
SOCIAL SKILLS AND PEER INTERACTION		
Have students take turns drawing circles in the air. [Student name]’s turn. Watch [student name].	Have students take turns drawing circles in the air. It’s [student name]’s turn. Let’s watch [student name].	Have students take turns drawing circles in the air. It’s [student name]’s turn. Let’s watch [student name]. Encourage students to give positive feedback to their peers.
MOTOR SKILLS		
For students having difficulty drawing the shape in the air, provide a model on the Magnetic Whiteboard for them to trace with their fingers.	When tracing the shape in the air, encourage students to do so first with their dominant hand and then with their non-dominant hand.	Have students draw circles in the air in different ways (e.g., above their heads, in front of their feet, around their noses).

THEME SONG

Our theme this week is Welcome to School. Let’s listen to the “Welcome to School” song and sing along. Use the Theme Song Trial(s) from Welcome to School Hello Circle Activities 1-5 Teacher-Led Technology Lesson or play the audio file of “Welcome to School.” Use the hand motions described in the Welcome to School Lyrics Sheet.

Raise your hand, smile, or give me a thumbs up if you liked the song. Allow students to respond.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
After listening to the song, ask, Are the students in school in the song?	After listening to the song, ask, Are the students in school or at the park in the song?	After listening to the song, ask, What time of day is it in the song?
SOCIAL SKILLS AND PEER INTERACTION		
Have students show their peers whether or not they liked the song by giving a thumbs up or a thumbs down.	Have students ask one another whether or not they liked the song.	Have students ask one another what they liked most about the song.
MOTOR SKILLS		
After singing, have students practice singing the song slower and doing the motions slower.	After singing, have students practice singing the song faster and doing the motions faster.	After singing, have students make up their own motions for the song.

EMERGING LITERACY ACTIVITY

ACTIVITY 1: Letter Introduction

Use the Letter Introduction Trial(s) from the Welcome to School Hello Circle Activities 1-5 Teacher-Led Technology Lesson and the ASL Letter L Card. If you are not using the teacher-led technology lesson, use both the Letter L Card and the ASL Letter L Card. Modify the language below to fit the materials you are using.

Our letter of the week is L. Point to the uppercase L on the interactive whiteboard. **This is an uppercase L.** Trace the letter as you say, **Uppercase L has two straight lines. One, two.** Point to the lowercase l on the interactive whiteboard. **This is a lowercase l.** Trace the letter as you say, **Lowercase l has one straight line.**

Point to the image on the interactive whiteboard. Alternatively, use the Letter L Card. **Look at this image. What is it?** Allow students to respond. **Yes, this is a lion! Lion starts with the letter L.**

Let’s use our body to make the letter L. First, we will use our whole body. Watch me! Demonstrate sitting on the ground with both legs extended and both arms raised straight above your head. **My body is making the letter L. You try!** Ensure students have enough space to make the letter safely.

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Now, let's use our fingers to make the letter L. Watch me! Demonstrate signing “L” (thumb and index finger extended with the three remaining fingers curled in to signify the shape of the letter L) while also displaying the ASL Letter L Card. **Nice job using your fingers to make the letter L!**

Next, let's sing the Letter Song. If you are not using the Welcome to School Hello Circle Activities 1-5 Teacher-Led Technology Lesson, play the audio file of the letter song or sing it on your own.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Show students the Letter L Card. Point to the lion.	Show students the Letter L Card. Do lions move fast or slow?	Show students the Letter L Card. Lion starts with the letter L. What sound does a lion make?
SOCIAL SKILLS AND PEER INTERACTION		
Encourage students to watch as a peer makes the letter L. Watch [student name].	Encourage students to praise a specific peer by saying, “Good job, [student name].”	Encourage two students to make the letter L together. One student can stand upright while the other lays on the ground. Ensure student safety while in close proximity.
MOTOR SKILLS		
For students who are unable to use their whole bodies to form the letter L, model using other parts of the body: just arms, two feet, etc.	We used our bodies to make uppercase L. Now, let's draw uppercase L in the air.	Let's think about other items we could use to make the letter L. Could we make the letter L with two crayons? Let's try!

ACTIVITY 2: Theme Vocabulary

Use the Vocabulary Trial(s) from the Welcome to School Hello Circle Activity 2 Teacher-Led Technology Lesson and the Welcome to School Hello Circle Vocabulary 1 Activity 2. If you are not using the teacher-led technology lesson, modify the language below to fit the materials you are using.

Let's learn about some classroom tools that students and teachers may use. Using the interactive whiteboard, point to each image. **Crayon, paint, paper, glue.** Point to the first image on the interactive whiteboard. **This is a crayon. I will look for a crayon in the classroom.** Search within the classroom for crayons. **Here is a crayon!** Point to the crayon and then return to the interactive whiteboard. **Now, I will find the crayon in the “I Spy” jar.** Model pointing to the crayon in the jar on the interactive whiteboard.

Your turn! Call on a student to find another image in the classroom and then in the “I Spy” jar. Repeat with the remaining images.

Let's review. Say or point to the classroom tools with me. Hold up the Vocabulary Cards from the Welcome to School Hello Circle Vocabulary 1 Activity 2 or point to them on the interactive whiteboard as you say them. **Nice job learning about classroom tools today!**

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Show students two Vocabulary Cards. Touch the [crayon].	Point to the [crayon] Vocabulary Card. What is this?	Point to the [crayon] Vocabulary Card. What is this? After the students respond, ask, What do we use [crayons] for?
SOCIAL SKILLS AND PEER INTERACTION		
After a peer finds an image in the “I Spy” jar, encourage social praise for the peer. Let's clap for [student name]!	After a peer finds an image in the “I Spy” jar, ask the student to identify their peer. Did [student name] or [student name] find the [crayon]?	After a peer finds an image in the “I Spy” jar, have a student check their work and provide positive feedback to the peer.

ACTIVITY 3: Rhyme Time

Use the Rhyme Time Trial(s) from the Welcome to School Hello Circle Activity 3 Teacher-Led Technology Lesson or the Welcome to School Hello Circle Rhyme Time Activity 3. If you are not using the teacher-led technology lesson, modify the language below to fit the materials you are using.

We are going to practice rhymes. Rhyming words have the same ending sounds. Using the interactive whiteboard, point to the rug and the bug. **Let's listen to some words. Rug, bug. These words rhyme! They both end with the sound /ug/. Circle the thumbs up icon on the interactive whiteboard.**

Point to the next set of images on the interactive whiteboard. **Listen to these words. Play, hay. Do they rhyme?** Choose a student to respond by pointing to or putting a circle around the thumbs up or thumbs down icon on the interactive whiteboard. **Great! Yes, these words rhyme. They both end with the sound /ay/.**

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Point to the next set of images on the interactive whiteboard. **Listen to these words. Bell, bus. Do they rhyme? Choose a student to respond by pointing to or putting a circle around the thumbs up or thumbs down icon on the interactive whiteboard. Nice job! No, these words do NOT rhyme. They do not sound the same at the end.**

Repeat with the remaining words. **Great job practicing rhyming today!**

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Repeat the words one at a time and encourage students to say or approximate the words.	Encourage students to say word pairs aloud with you multiple times so they have the opportunity to clearly hear the sounds.	After determining if two words rhyme, encourage students to think of a third rhyming word.
SOCIAL SKILLS AND PEER INTERACTION		
If words rhyme, encourage students to give a thumbs up to their peers. If words do not rhyme, encourage students to give a thumbs down.	Have students repeat the words to each other and ask whether they rhyme.	Have a student pick a word and choose a friend to say a rhyming word.
MOTOR SKILLS		
Prompt students to point toward the thumbs up or thumbs down icon on the interactive whiteboard.	As a student circles the thumbs up icon on the interactive whiteboard, encourage other students to also give a thumbs up or thumbs down from their seats.	As a student circles the thumbs up icon on the interactive whiteboard, encourage other students to jump in the air if words rhyme and touch their toes if words do not rhyme.

ACTIVITY 4: Theme Vocabulary

Use the Vocabulary Trial(s) from the Welcome to School Hello Circle Activity 4 Teacher-Led Technology Lesson and the Welcome to School Hello Circle Vocabulary 2 Activity 4. If you are not using the teacher-led technology lesson, modify the language below to fit the materials you are using.

Our classroom has a lot of important things that are big. Let's learn about some of the big things in our classroom. Using the interactive whiteboard, point to each image. **Table, rug, chair, door.** Point to the first image on the interactive whiteboard. **This is a table. I will look for a table in the classroom.** Search within the classroom for a table. **Here is a table!** Point to the table and then return to the interactive whiteboard. **Now, I will find a table in the box.** Model pointing to the table in the cardboard box on the interactive whiteboard.

Your turn! Call on a student to find another image in the classroom and then in the box. Repeat with the remaining images.

Let's review. Say or point to the big things in our classroom with me. Hold up the Vocabulary Cards from the Welcome to School Hello Circle Vocabulary 2 Activity 4 or point to them on the interactive whiteboard as you say them. **Nice job learning about big things in our classroom today!**

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Show students two Vocabulary Cards. Touch the [table].	Point to the [table] Vocabulary Card. What is this?	Point to the [table] Vocabulary Card. What is this? After students respond, ask, What do we use [tables] for?
SOCIAL SKILLS AND PEER INTERACTION		
After a peer finds an image in the box, encourage social praise for the peer. Let's clap for [student name]!	After a peer finds an image in the box, ask the student to identify their peer. Did [student name] or [student name] find the [table]?	After a peer finds an image in the box, have a student check their work and provide positive feedback to the peer.

ACTIVITY 5: Letter Box

Our letter of the week is L. L says /l/. L, /l/, lion. Make the sign for the letter L as you say the letter.

Let's find items that start with L in our Mystery Box! Use the Letter Box Trial(s) from Welcome to School Hello Circle Activity 5 Teacher-Led Technology Lesson or the Mystery Box filled with classroom items that begin with L.

Who would like to pull out our first mystery item? Choose a student to pull a mystery item out of the Mystery Box. **What is it?** Allow the student to respond. **You're right! This is a [leaf]. [Leaf] starts with L. Let's say and sign "L" together.** Students may either say or sign the letter L. Repeat with the remaining items in the Mystery Box.

ALL ACTIVITIES

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Provide two choices when asking students to name the item that has been pulled out of the Mystery Box. Is it a [cat] or a [leaf]?	Before pulling items out of the Mystery Box, ask students to guess what the item is.	Before pulling items out of the Mystery Box, ask students to guess what the item is. Ask students why they guessed that item.
SOCIAL SKILLS AND PEER INTERACTION		
After students take a turn pulling an item out of the Mystery Box, have students choose a peer to go next.	Allow students to pull the items out of the Mystery Box as a team. One student can pull the item out of the Mystery Box, and a peer can label the item. Encourage students to provide positive feedback to their peers throughout the activity.	After all items have been pulled out of the Mystery Box, allow students to work in groups to brainstorm additional items beginning with the letter L that could have been included.
MOTOR SKILLS		
Instead of using the Mystery Box, place a few items on a flat surface near the students. Have students close their eyes and touch an item.	Hold the Mystery Box steady as students pull out items.	Encourage students to try to pull items out of the Mystery Box using a variety of different items, such as the Fine Motor Tweezer Tongs and Tweezers.

RHYMES, FINGER PLAYS, AND MOVEMENT SONGS

Our Movement Song this week is “The Wheels on the Bus.” Hold up the School Bus from the School Bus Set. **Here is a Bus. Bus wheels spin around like this.** Demonstrate the hand motions for “round and round.” **Let’s spin our hands around while we sing.**

Use the Rhymes, Finger Plays, and Movement Songs Trial(s) from the Welcome to School Hello Circle Activities 1-5 Teacher-Led Technology Lesson. Alternatively, play the audio file of the Movement Song or sing it on your own. Encourage students to participate by singing along and/or imitating the hand motions.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Show students the School Bus. Model pointing to a part of the School Bus. Your turn. Point to the [part].	Point to different parts of the School Bus. What is this?	Point to different parts of the School Bus. What is this? What does it do?
SOCIAL SKILLS AND PEER INTERACTION		
Point to a student. Pass the Bus to [student name].	After each student’s turn holding the School Bus, encourage the student to pick a peer and ask [him/her] if [he/she] wants a turn.	Have students pass the School Bus back and forth and ask each other to point to different parts.
MOTOR SKILLS		
Adapt the movements to fit student abilities. For example, students can lean from side to side for the wipers.	Before singing, model each motion from the song and have students practice it.	After singing, have students pick specific lyrics from the song and make up different motions to go with them.

WEATHER

Use the Weather Trial(s) from the Welcome to School Hello Circle Activities 1-5 Teacher-Led Technology Lesson. Alternatively, use the following: Weather Types Cards (Real Images) or Weather Types Cards (Icons), Temperature Cards, Dressing the Animal for the Weather Animal, and Dressing the Animal for the Weather Clothing.

It’s weather time! Let’s look outside. Model looking out the classroom window. Point to the weather images on the interactive whiteboard. Alternatively, hold up two options from the Weather Types Cards (the current weather and a distractor). **Is it [current weather] or [distractor]?** Choose a student to say, point to, look at, or put a checkmark over the weather. **Super! The weather is [current weather].**

Now, let’s figure out the temperature. Point to the temperature images on the interactive whiteboard. Alternatively, hold up two options from the Temperature Cards (the current temperature and a distractor). **Is it [current temperature] or [distractor]?** Choose a student to say, point to, or put a checkmark over the temperature. **Yes, the temperature is [current temperature].**

Today’s weather is [weather type] and [temperature]. Let’s help the animal choose the right clothes for the weather. A different animal should be used for each day of the week. Call on students to help place appropriate clothing on the animal for the day’s weather.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY

LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Encourage students to practice answering silly questions by using no appropriately. For example, point outside on a sunny day and say, It's raining, right?!	Repeat the weather. Ask students if the class will play inside or outside today.	Repeat the weather of the day and ask the students what people might do during that type of weather (e.g., What do people do when it's sunny?).
SOCIAL SKILLS AND PEER INTERACTION		
The temperature is ____ today. Show your friends how you feel when the temperature is ____. Encourage students to shiver if it is cold or to pant if it is hot outside.	It is [current weather]. Turn to a friend and show [him/her] how [current weather] makes you feel.	Allow students to group themselves depending on whether or not they like the weather of the day. It's [current weather]. Find a friend who likes this weather.
MOTOR SKILLS		
Provide a model and physical guidance to help students act out something they do in this type of weather.	Have students act out something they do in this type of weather.	Have students work together to act out something they do in this type of weather.

CALENDAR

Use the Calendar Trial(s) from the Welcome to School Hello Circle Activities 1-5 Teacher-Led Technology Lesson. Alternatively, use the following: Months of the Year Cards and Seasons of the Year Cards.

Now, it's time to look at our calendar. Who remembers what month it is? Depending on the students' needs, drag two, three, or four months from the bottom of the interactive whiteboard for students to choose from. Alternatively, hold up two options from the Months of the Year Cards (the current month and a distractor). **Is it [current month] or [distractor]?** Choose a student to say, point to, or look at the month. **Great work! The month is [current month].** Repeat with the seasons.

Now, let's talk about special activities. Who would like to share a special activity that you do this month or season? Call on students to respond one at a time, sharing something special that is going on in their house or with their families. Continue until everyone has had the opportunity to share.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY

LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Point to your favorite season. Say the name of the season as the student points.	Do you like [current season] or [distractor season] better?	Can you name the four seasons? Which season is your favorite?
SOCIAL SKILLS AND PEER INTERACTION		
Have students show their peers how they feel about the month by giving a thumbs up or a thumbs down.	Ask [student name] whether [he/she] likes playing outside or inside during [current month].	Turn to a friend to share what you like to do during [current month].
MOTOR SKILLS		
[Current month] is the [ordinal number] month. Let's hop [number] times. Count aloud for students as they hop [number] times. Provide students with physical assistance as needed.	[Current month] is the [ordinal number] month. Let's hop [number] times. Count with me. One, two, three...	[Current month] is the [ordinal number] month. Let's hop [number] times. Instruct students to count with 1:1 correspondence as they hop [number] times.

SCHEDULE

You have done a great job with Hello Circle! Let's talk about our schedule for today. Point to the daily schedule displayed in the classroom.

Let's review what we have already done today. Read each of the activities on the schedule that have already been completed. Call on students to tell you if each activity has already been completed or to tell you what they did during that activity. **Wow, we did a lot already!**

Here is Hello Circle on our schedule. We're doing that right now! What comes after Hello Circle? Call on a student to tell you the name of an activity for each of the remaining activities of the day, or state the activity and ask students to tell you if they are excited about (for minimally-verbal students) or what they like about the activity (for verbal students and students with AAC supports). **Whoa, this is going to be a fun day!**

ALL ACTIVITIES

Let's make sure we reviewed our schedule the right way. Once you have reviewed the day's schedule, use the Schedule Trial(s) from the Welcome to School Hello Circle Activities 1-5 Teacher-Led Technology Lesson or the Schedule Review Checklist to answer the following questions:

- Did we review our schedule?
- Did we talk about what is different today?
- Are we meeting someone new today?
- Are we doing something new today?

Call on a student to respond to each question. Encourage students to first answer with yes or no. Then, ask follow-up questions to encourage students to provide more details using verbal language or communication supports. For example, ask, **What will be different today? Who are we going to meet? and How do you feel about doing something new?**

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Call on a student to point with you as you name each activity on the daily schedule.	Point to Hello Circle on the daily schedule. What activity is this?	Call on a student to lead the class in naming each activity on the daily schedule.
SOCIAL SKILLS AND PEER INTERACTION		
Give your friends a thumbs up if you are excited about [activity name] and a thumbs down if you are NOT excited.	Choose a friend to point to the activity [he/she] is most excited about today.	Turn to a friend to share which activity you are most excited about today.
MOTOR SKILLS		
Have students point to the areas of the classroom where each activity takes place. If the activity takes place outside of the classroom, have students point to the door.	After pointing to each activity on the daily schedule, have students move to different areas of the classroom where each activity will take place.	After Hello Circle is [name of the next activity]. Show me an action you think we might do during [name of the next activity].

PROMPTING

Provide a prompt immediately after an error or incorrect response or after a student does not perform a task or respond for 10 seconds. Use the System of Least Prompts to provide the least invasive prompt first, like an attention-getting verbal prompt. Use physical prompts only when students are actively attempting to complete an activity but struggling to do so. Always use physical prompts in accordance with your district's or state's guidelines on physical prompting.

Here are some examples of prompts for tasks or responses students may struggle with in this lesson:

TASK OR RESPONSE	RECOMMENDED PROMPTS
Moving an image on the technology-based lesson or on the Magnetic Whiteboard	Gestural prompt. Point to [image name]. Attention-getting verbal prompt. Hey, [student name], show everyone where the [image name] goes! Model prompt. Watch me, [student name]. Move the image to the appropriate place. Your turn.

REINFORCEMENT

Use specific verbal praise or social or tangible reinforcers in response to appropriate student engagement in the lesson activity. See Reinforcement section of Resources in the Curriculum Tab of the TeachTown Launch for PreK app.

Here are some examples of specific verbal praise for this lesson:

- **I love the way you helped us count everyone who is here today.**
- **Great job doing the hand motions for the wipers on the bus!**

CLOSING AND TRANSITION

Hello Circle was so fun! Thanks for participating with me. Now, we are going to [name of the next activity]. Let's move like a bus to [name of the next activity]. Model moving to the next activity while circling your forearms around each other like the wheels on a bus.