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| **Teacher**  **Shelley Rish/3-5 PLC** | | **Date**  **10/31 – 11/9** | | **Grade**  **3-5** | | **Content Area**  **Science** | | | |
| **Objective/Essential Question:**  **What is force and motion and how does it affect our lives?**  **Physical Skills:**  Each student will participate to the extent of their physical abilities of the lesson. They will practice not only gross motor but fine motor skills by activating switches, reaching for materials and interacting with peers and classroom staff.   * **Cognitive Skills:**   The students will learn to distinguished between fast and slow movement by creating a KWHL chart and participating in investigations and experiments involving fast and low moving objects.  **Symbolic:** the students will identify fast and slow objects, independently interact with materials, and answer prediction and comprehension questions independently without the use of objects.  **Early Symbolic:** the student will identify fast and slow objects, interact with science materials when provided gestural prompts, and answer prediction and comprehension questions with minimal prompting.  **Pre-Symbolic:** the students will point to or eye gaze at fast or slow objects with minimal prompting, interact with fast and slow objects with maximum assistance if needed, and answer prediction and comprehension questions with the use of objects, and point to or look at vocabulary words.   * **Social Skills (learning teams):** The students will have the opportunity to interact with peers not only during whole group instruction but also in small group. | | | | | | | | **Plan for Differentiation:**  **Using Bloom’s Revised Taxonomy**  [http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg](http://www.google.com/url?sa=i&rct=j&q=bloom's+revised+taxonomy&source=images&cd=&cad=rja&docid=HHMgWSTc2GLBlM&tbnid=waefmcADfSviFM:&ved=0CAUQjRw&url=http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm&ei=4ZkBUvi8Aova8wTqtIG4Dw&bvm=bv.50310824,d.eWU&psig=AFQjCNE4Da-gBjEEx6WtZVmkahO7N6abvA&ust=1375922932821985) | |
| **Materials**  Picture Symbols, worksheets, smartboard lesson | |
| **Vocabulary (Literacy)**  Week 1 & 2: fast, slow, cheetah, dog, fish  Week 3: slow, jellyfish, snail, turtle | |
| **Technology**  Switches, smartboard lesson | |
| **Curriculum Standard:**  **3rd**  Essence: Understand the factors that affect motion   * EX.3.P.1 Understand the factors that affect motion. * EX.3.P.1.1 Identify different ways objects move (to include falling to the ground when dropped): Straight, Up and Down, Fast and slow   **4th**  Essence: Understand how force affects the motion of an object   * EX.4.P.1 Understand how force affects the motion of an object. * EX.4.P.1.1 Describe the motion of a moving object (away from or closer, fast or slow). | | | | | | | | | |
| **Lesson Procedures** | | | | | | | | | |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**:** Students are exposed to force and motion in everyday lives. The students will be exposed to the idea of fast and slow in everyday life such as pushing someone in a swing or pulling the lunch cart. | | | | | | | | | |
| **What the teacher will do:**   1. The teacher will prepare the environment so all students have their AAC devices needed to optimize their participation. 2. The teacher will direct the lesson from the smartboard. Giving many opportunities for the students to participate.   **What the teacher assistants will do:**  The teacher assistants at the beginning of the lesson will assist the students with access to the devices. They will collect data to track responses from the students. | | | | | | | | | |
| **Guided/Independent Practice/Group Work**  **Guided practice:** The teacher will present the lesson and utilize constant time delay to increase accuracy.  **Independent practice**: Each student has the opportunity to participate in the lesson by using their switches, and answering questions.  **Group Work/Working teams:** Students will be divided into groups either based on ability/understanding or the groups will be chosen by the students themselves. | | | | | | | | | |
| **Assessment/Check for Understanding**  The teacher will use comprehension questions throughout the lesson varying the type and or the amount of choices presented to the students. She will utilize constant time delay to increase the accuracy of the responses. The students will complete activities related to the topic and will be assessed using the prompting levels. | | | | | | | | | |
| **Closure/Summary**  Students will be assessed on the objectives and/or comprehension questions. | | | | | | | | | |
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| **Reflection**  **(after teaching the lesson)** | **Differentiation** | | **Student Engagement** | | **Data**  **Collection** | | **Higher Level Question** | | **Lesson Effectiveness** |
| **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** |
| **Comments** | **What would you do differently and what worked well?** | | | | | | | | |
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