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| **Teacher**  **Shelley Rish/PLC** | | **Date**  **12/11 – 1/5** | | **Grade**  **3-5** | | **Content Area**  **Science** | | | |
| **Objective/Essential Question:**  **What is the difference between healthy and unhealthy foods?**  **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 identify healthy and unhealthy foods by creating a KWHL chart and participating in investigations and experiments involving ourselves.  **Symbolic:** the students will identify healthy and unhealthy foods independently interact with materials, and answer prediction and comprehension questions independently without the use of objects.  **Early Symbolic:** the student will identify the healthy and unhealthy foods in order to 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 different picture symbols or object representing each function with minimal prompting, interact with objects representing the different functions 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, Ipad, | |
| **Vocabulary (Literacy)**  Week 1: Healthy, fruit, vegetables  Week 2 and 3: unhealthy, cake, candy, chips | |
| **Technology**  Switches, smartboard lesson, Ipad | |
| **Curriculum Standard:**  **3rd EX.3L.1Understand basic functions of the human body.**   * EX.3.L.1.1 Identify basic functions of the human body (e.g. eating, breathing, moving, sleeping) * EX.3.L.1.2 Identify basic needs of the human body (food, water, rest, protection). * EX.3.L.1.3 Understand how the functions and basic needs of the human body are essential for life.   **4th EX.4.L.1 Understand the needs of living things.**   * EX.4.L.1.1 Identify healthy and unhealthy food choices for humans. * EX.4.L1.2 Understand the effects of healthy and unhealthy food choices on the body. | | | | | | | | | |
| **Lesson Procedures** | | | | | | | | | |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**:During lunch and breakfast, teachers can teach students about healthy and unhealthy choices**. | | | | | | | | | |
| **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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