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| **Teacher**  **Shelley Rish/ 3-5PLC** | | **Date**  **2.5 – 3.16** | | **Grade**  **3-5** | | **Content Area**  **Science** | | | |
| **Objective/Essential Question:**  **How many seasons are there 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 the four different seasons by creating a KWHL chart and participating in investigations and experiments involving the different seasons.  **Symbolic:** the students will identify the four different seasons – summer, winter, spring, and fall, independently interact with materials, and answer prediction and comprehension questions independently without the use of objects.  **Early Symbolic:** the student will identify the four different seasons, 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 season with minimal prompting, interact with objects representing the different seasons 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)**  1st Week: Winter, Seasons, Holidays, blizzard, cold  2nd week: Spring, Easter, Sun, Rain, Flowers, thermometer  3rd and 4th Week: Summer, Fourth of July, swim gear/suit, shorts  5th Week: Fall, leaves changing, Halloween, Thanksgiving | |
| **Technology**  Switches, smart board lesson, Ipad | |
| **Curriculum Standard:**  **3rd Understand how changes in the seasons affect the earth**   * 1.1 Identify common characteristics of the four seasons (Winter, Spring, Summer, and Fall) * 1.2 Compare the changes which occur during each season (e.g., temperature changes, leaves falling, snow, wind blowing, flowers blooming)   **4th Use the tools for observing, recording, and measuring changes in weather conditions.**   * 1.1 Use a thermometer to record temperature changes, during the day, from day to day, and season to season. * 1.2 Measure precipitation and note amounts (none, some, much) from day to day. * 1.3 Understand that moving air is wind, and it affects the weather and our environment.   **5th Understand dangerous weather conditions**   * 1.1 Describe different types of weather (e.g., rain showers, thunderstorms, hail, tornados, hurricanes, blizzards) * 1.2 Identify reasons for staying inside during severe weather (e.g., thunderstorms, hail, tornadoes, hurricanes) | | | | | | | | | |
| **Lesson Procedures** | | | | | | | | | |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**:** Students are exposed to weather and the different seasons each and every day or throughout the year. The weather affects what the students wear each day to school. Do they need a rain coat, shorts, or long pants? | | | | | | | | | |
| **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 smart board. 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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