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| **Teacher** **Shelley Rish/PLC** | **Date****Week of 3/19** | **Grade****3-5** | **Content Area** **Science** |
|  **Objective/Essential Question:****What are the 4 parts of a plant?** **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 different parts of a plant by creating a KWHL chart and participating in investigations and experiments involving plants.**Symbolic:** the students will identify the four different parts of a plant 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 parts of a plant, 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 |
| **Materials**Picture Symbols, worksheets, smartboard lesson, Ipad,  |
| **Vocabulary (Literacy)**Leaf, flower, stem, roots, plant |
| **Technology**Switches, smartboard lesson, Ipad |
| **Curriculum Standard:****3rd Understand how plants survive in their environment*** 2.1 Identify the structures (leaf, flower, roots, and stem) of a plant and their function.
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| **Lesson Procedures** |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**:** Students are exposed to plants in everyday life (trees, grass, etc). Students are exposed to plants out on the playground and in their home lives. |
| **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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