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| **Teacher**  **Shelley Rish** | | **Date**  **4/16 – 6/8** | | **Grade**  **3-5** | | **Content Area**  **Science** | | | |
| **Objective/Essential Question:**  **What are the four different types of habitats?**  **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 distinguish between the different types of habitats by creating a KWHL chart and participating in investigations and experiments involving plants.  **Symbolic:** the students will identify the 4 different types of habitats independently interact with materials, and answer prediction and comprehension questions independently without the use of objects.  **Early Symbolic:** the student will identify the 4 different types of habitats, 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, glue, and markers | |
| **Vocabulary (Literacy)**  **Week 1 & 2:** Ocean, dolphin, shark, fish, starfish  **Week 3 & 4**: Desert, snake,  Hawk  **Week 5 & 6:** Lake, fish, frog  **Week 7 & 8:** Forest, toucan, monkey, jaguar | |
| **Technology**  Switches, smartboard lesson, Ipad | |
| **Curriculum Standard:**  **4th Understand the effects of environmental changes, adaptations and behaviors that enable plants and animals to survive in changing habitats**   * 1.1 Describe how animals adapt to their environment (e.g. bears hibernate in the winter, birds fly south for the winter, lizards change color) * 1.4 Understand why adaptations and changes in behavior are essential for survival   **5th Understand the interdependence of plants and animals with their ecosystem**   * 2.1 Identify common ecosystems (e.g. oceans, deserts, lakes, forest) * 2.2 Identify animals and plants found in common ecosystems (e.g. ocean, forest, lake, desert, artic) * 2.3 Classify parts of different ecosystems as living or non-living | | | | | | | | | |
| **Lesson Procedures** | | | | | | | | | |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**:** Students are exposed to animals in everyday life (cats, dogs, etc.). Going on a field trip to review on May 15th. | | | | | | | | | |
| **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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