**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson** Inside Snow **Subject** Science **Date**

**2. Target Grade/Age Level:** Grades K-2, Autistic Support

**3. PDE Standards:**

Reading, Writing, Speaking and Listening:

1.6.**K**.B. Speak clearly enough to be understood by all audiences using appropriate volume. Share stories, familiar experiences, and interests, employing gestures where appropriate.
PA 1.6.**1**.B. Use appropriate volume and clarity in individual or group situations. Deliver brief oral presentations on a topic supported by visual aids.

1.6.**K**.A. Listen and respond appropriately to others in small and large group situations.

1.6.**1**.A. Listen actively and respond to others in small and large group situations with appropriate questions and ideas.

1.8.**K**.A. Ask appropriate questions on a variety of topics.

1.8.**1**.A. Generate appropriate questions about a topic.

Mathematics

2.1.**K**.A. Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.

2.1.**1**.A. Demonstrate the relationship between numbers and quantities, including place value, one-to-one correspondence, rote counting, counting by twos to 20, counting by tens and fives, and comparing values of whole numbers up to 100.

Science:

3.2.**K**.A1. Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.

3.2.**1**.A1. Observe and describe the properties of liquids and solids. Investigate what happens when solids are mixed with water and other liquids are mixed with water.

3.2.**1**.A4. Observe and describe what happens when substances are heated or cooled. Distinguish between changes that are reversible (melting, freezing) and not reversible (e.g. baking a cake, burning fuel).

Science as Inquiry:
• Distinguish between scientific fact and opinion.

• Ask questions about objects, organisms, and events.

• Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known.

• Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.

• Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.

• Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.

• Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.

 Student Interpersonal Skills:

16.2.**K**.A Interact with peers and adults in a socially acceptable manner.

16.2.**K**.C Engage in reciprocal communication with adults and peers.

**PA Common Core Standards:**

CC.1.5.**K**.E Speak audibly and express thoughts, feelings, and ideas clearly.

CC.1.5.**1.**E Produce complete sentences when appropriate to task and situation.

CC.1.5.**K-1**.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten/Grade 1 level and content.

CC.2.1.K.A.2 Apply one‐to‐one correspondence to count the number of objects

*Note: Grade levels for all standards are bolded.*

**4. Learning Objectives and Aligned Summative Assessments:**

*Note: The overall objective is the aim of this lesson; however, individual IEP objectives are included in this lesson as they can be worked on in ways that complement the content of this lesson.*

| **Overall Learning Objective** | **Aligned Summative Assessments** |
| --- | --- |
| Given a one-on-one question, the student will respond to the questions, “Is inside snow (show example) really snow?” and for older students, “How are inside snow and outside snow different?” correctly with 100% accuracy. | Summative interview |

| **IEP Based Learning Objectives by Student** | **Aligned Summative Assessments** |
| --- | --- |
| Pink:During small or large group instruction, Pink will sit appropriately (keeping hands to herself, waiting to be called on before speaking, sitting up straight, etc.) for at least 10 minutes for 5/5 opportunities presented.During instructional time (i.e. work centers, deskwork, etc.), Pink will increase appropriate behaviors (task completion without incident) by reducing escape related behaviors in the form of saying, “I can’t do it,” flipping through her materials, staring at the instructor to direct attention away from the task, etc. from a current rate of approximately 6 per week to 1 or less per week.Given instruction using a handwriting program, a small pencil (under 3” in length), and a visual model of each upper/lowercase alphabet letter and numbers 0-9, Pink will neatly copy each letter and number, with a concentration on correct formation with 80% accuracy. | Weekly Probes |

| **IEP Based Learning Objectives by Student** | **Aligned Summative Assessments** |
| --- | --- |
| Red:During small group instruction and when no prompt is given, Red will remain seated with a quiet voice for 15 minutes for 4/5 weekly opportunities over 3 consecutive probes.During work stations/centers, Red will remain engaged in the task for at least 5 minutes before taking a break for at least 8/10 weekly opportunities over 3 consecutive weekly probes.Throughout the school day, and when an item/ activity is or is not present, Red will accurately request and item/activity (e.g. say, “skittle” instead of “green”) using a phrase consisting of 2 or more words for at least 10 different items/activities throughout the school week over 3 consecutive weekly probes.When presented with a written/typed number card and objects/counters totaling more than the amount on the number card, Red will produce sets of objects equal to the amount on the number card for numbers 1-10 with at least 80% accuracy of all sets presented over 3 consecutive weekly probes. | Weekly ProbesWeekly Probes |
| Green:During small/large group instruction in either the regular education or special education classroom, Green will remain on topic while contributing to the discussion (e.g. he will not bring up his dog while the group is discussing the weather, etc.) for 10/10 opportunities presented over 3 consecutive weekly probes.When asked about a past event, Green will accurately report about it by stating 3 (or more) details including when it occurred, for at least 4/5 past events over 3 consecutive weekly probes.Given a pencil, a slant board, and lined paper with a written model of each uppercase and lowercase letter, Green will copy each letter with a concentration on formation and letter-to-line orientation with 80% accuracy for each of the criterion over 3 consecutive weekly probes. |
| Blue:Throughout the day, when a peer asks Blue a question, Blue will answer their question within 5 seconds for 9/10 opportunities present over 3 consecutive weekly probes.When provided with a “question card” or a verbally prompted question, Blue will ask his peer a question and report the answer back to the instructor for 9/10 opportunities over 3 consecutive weekly probes.Throughout the school day (task demand, transitions, preferred activities, etc.), Blue will continue to improve appropriate behaviors (i.e. squeezing head or hands) by decreasing the number of times he hits the sides of his head/bangs his head, from a current rate of 230 per week to 5 or less per week over 5 consecutive weekly probes.During group instruction (e.g. Morning Opening/Circle), Blue will independently ask for a break or remove himself from the group quietly and calm down for 90% of opportunities present throughout the school week over 3 consecutive weekly probes. |
| Navy:When an adult places an object in a targeted position in relation to a second object, Navy will independently label the targeted position (in, on, under, etc.) with 100% accuracy for 8 targeted prepositions over 3 consecutive weekly probes. (targeted prepositions: in, out, on, over, under, behind next to/beside, in front)Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Navy will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes.When participating in a group activity, or after he has completed an independent activity, and Navy wants to gain the attention of an adults, Navy will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes.Given instruction using a handwriting program and a visual model of each targeted letter or number, Navy will neatly copy each letter or number attending to size, spacing and orientation within 1” blocks with a midline, with 80% accuracy of letters and numbers attempted. |
| Purple:Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Purple will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes.When participating in a group activity, or after he has completed an independent activity, and Purple wants to gain the attention of an adult, Purple will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes.When an adult places an object in a targeted position in relation to a second object, Purple will independently label the targeted position (in, on, under, etc.) with 100% accuracy for 8 targeted prepositions over 3 consecutive weekly probes. (targeted prepositions: in, out, on, over, under, behind next to/beside, in front)Given instruction using a handwriting program and a visual model of each targeted letter or number, Purple will neatly copy each letter or number attending to size, spacing and orientation within 1” blocks with a midline, with 80% accuracy of letters and numbers attempted. |

| **IEP Based Learning Objectives by Student** | **Aligned Summative Assessments** |
| --- | --- |
| Black:During instructional time and when asked a “how” question referring to a specific activity or task (e.g. How do you wash your hands?), Black will correctly answer at least 10 “how” questions using the correct sequence of steps for each task/activity with 100% accuracy.During naturally occurring situations throughout the day and in the event that a peer is engaging in a behavior that Black does not approve of, Black will focus on his own appropriate behaviors and the appropriate behaviors of his other peers by remaining quiet and engaged in the instruction/activity for 9/10 weekly opportunities.During instructional and non-instructional time, when Black is required to sit and/or wait quietly (i.e. morning opening, deskwork, centers, transitions, etc.), Black will sit quietly without making loud noises/calling out for 15 minutes or 9/10 weekly opportunities.During instructional time, Black will raise his hand and wait to be called on before answering a question for 9/10 weekly opportunities.During group instruction and in the event that Black raises his hand to answer a question and another peer is called on, Black will accept this by sitting quietly and waiting for his turn to be called on for 9/10 weekly opportunities. Throughout the day, during instructional/non-instructional time, when Black wants to gain the attention of an instructor, he will raise his hand quietly and wait to be called on for 9/10 weekly opportunities.Given paper and a pencil, Black will improve handwriting skills by copying all upper and lowercase letters and numbers 0-10 with a concentration on appropriate formation AND letter-to-line orientation with 90% accuracy on each element on all letters and numbers attempted. | Weekly Probes |
| Yellow:Throughout the day, Yellow will request for items/activities she wants using a 2-word phrase (e.g. green skittle, doll please) for at least 10/10 items/activities.When presented with an item that Yellow may or may not want, Yellow will say, “Yes” or “No” to accept or refuse the item for 10/10 opportunities presented.During instructional time and when verbally given a 2-step direction (i.e. “walk t the door, knock 3 times”) , Yellow will follow the 2-step direction in the order it was given for 90% of all 2-step directions presented.Throughout the entire day and when given a verbal direction and a visual prompt (e.g. picture, gesture) to transition, perform a task, etc. Yellow will follow each direction within 10 seconds with 100% accuracy of all directions given.Given a model of each pre-writing stroke (horizontal line, vertical line, O, X, +, and /) and each uppercase letter, Yellow will trace each stroke and letter within ¼ inch of the model with 100% accuracy of all strokes/uppercase letters. |

**5. Materials Needed:**

* “slush powder” aka sodium polyacrylate
* Bowl or plate for each student
* Ziplock bag for each student
* Water
* Droppers and cups for each child
* 10 snowmen “eyes” (black beads)

**6. Expectations for Behavior and Class Activities:**

* The child will follow teacher directions.
* The child will actively engage in all activities to her best ability.
* The child will treat others respectfully and courteously.
* The child will keep hands and feet to himself.
* The child will remain quiet and seated during the lesson.
* First and second grade student will use a quiet, raised hand to be called on during lesson.

**7. General or Specific Accommodations for Special Needs Learners:**

* + This is a classroom for students with autism, so many accommodations are already in place. Specific accommodations are in each child’s IEP; general accommodations include:
		- Frequent reinforcement using verbal praise or edible rewards.
		- Very low student-teacher ratio, with 2 paraprofessionals and 1 main teacher at the minimum for 8 students.
		- Separation by at least 2 peers for students who are learning to interact with each other.
		- Seating that allows all students in close proximity of the instructing teacher.
		- Differentiated objectives to allow for individualized goal acquisition.

**8. Description of Learning Activities**

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| **Lesson Implementation** |
| Introductory Activity:The teacher should begin by reviewing the previous day’s activity of observing snow melt. Student green may be targeted to recount the previous day in order to work on his objective. Once students collectively recall the snowball melt, introduce the idea of making “inside snow.”Modeling/Demonstration:Now, the teacher should demonstrate how to mix the “slush powder” and water droplets. (Note: different brands of sodium polyacrylate have different absorptions, so check packaging for appropriate amount of water to add. The 1/8 teaspoon to 1 Tbsp of water (~120 drops of water) ratio is used here.) Measure one 1/8 teaspoon of slush powder into the teacher bowl and 1 Tbsp of water into a cup. Use the dropper to drop only a few drops of water into the powder at a time and continue until the slush powder looks like snow. Be sure to clearly demonstrate how to use the dropper by squeezing the top, placing the tip in the water, and then releasing the top to allow it to fill. Then, demonstrate squeezing the dropper to only add a bit of water at a time. Touch the snow to show the students it is safe and then give them a try.Guided Practice and Feedback:Give each child one scoop of “slush powder” in a bowl. Then give the younger students a cup filled with water and have the older students measure out their own water into the cup. Allow the students to drop the water into the powder as independently as possible. Teachers may help students if the physical demand of using the dropper is too much.Independent Practice/Exploring: Once each child has inside snow, break into tasks. Student red should be assisted to add “snowman eyes” to the plate for specific numbers in each set per his IEP objective. He may be given time to make various faces (happy, scary, angry) in the inside snow to help act as a reinforcer.Student yellow should be assisted to draw various letters and pre writing strokes in her inside snow. This can allow her practice with 2-step instructions, as well as continued practice with creation and exposure to various letters and numbers.The remaining students should be given time to explore the snow, and then gathered together to discuss the similarities and differences between inside and outside snow. The teacher should write an S on the board for ‘same’ and a D on the board for different. She should then ask students to compare inside and outside snow on the topics below. The students need to be instructed to make an S or D in their snow to denote if they think the snows are the same or different based on this item. This should be modeled first using the question about they are both called snow for S and they are not both made by clouds for D. The teacher may choose to draw a Venn Diagram on the board to help record the responses of the students during this activity as well. Comparison Topics: Temperature (hot/cold), Natural/Man-made, Appearance, Feel/texture, color, melting, where found.Formative Assessment: Students should be formatively assessed based on their individual explorations. Student red should be assessed while working with one teacher for his one-to-one correspondence. Similarly, Yellow should be assessed based on her letter and pre-writing stroke practice in the snow. Formative assessment for Yellow should be more focused on following directions and proper social skills and requesting rather than science. Both younger students should also be talked to about how this snow is different than outside snow. The older students should be assessed based on their analysis of the similarities and differences between the inside and outside snow, as well as letter production.Accommodations:If students cannot use the dropper and are getting frustrated the water may all be added at once for that student and the dropper may be used for stirring.Students may be given a larger plate of snow if they need more room to write their letters in.Review and Preview:Bring the students back together to discuss the snow. Remind them that this is not real snow, so they can keep it. Assist the students to move their snow into baggies to bring home. Tell students tomorrow they will work with a special snow treat. |

**9. Potential Areas of Difficulty with the Content and Correction Procedures:**

The younger students will likely not be able to make detailed comparisons about the inside and outside snow. To keep these students engaged, they will be worked with in a one-on-one setting with exploration aligned to their individual developmental areas as defined above.

Some students have trouble with fine motor skills. The dropper requires a challenging fine motor manipulation; however, many students highly enjoy using the dropper. Students should be given a chance to use the dropper independently, first. If this does not work a hand over hand approach may be used or total teacher assistance. In the worst case, the water may be simply poured onto the slush powder.

Some students are working on IEP objectives related to fine motor skills that do not necessary mirror the format of this lesson. In order to help them develop those academic skills in a multi-curricular setting inductive of generalization, targeting of objectives may be modified to include these goals. For example, Green normally writes with a grip on a slant board; however, he will use his finger to write in the snow during this lesson to keep it related to the activity and enjoyable.

**10. Summative Assessments:**

At the end of this unit, students will participate in a one-on-one student teacher interview. For this lesson, the following question will be included:

Is inside snow (show example) really snow? (no)

1st and 2nd grade: How are inside snow and outside snow different? (give at least one difference, i.e. inside snow isn’t cold/doesn’t melt/isn’t made of water)

Students in this class are frequently being probed for all of their IEP objectives. They are assessed for each weekly. Below are sample weekly data collections for the IEP objectives included in this lesson for each student.

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| --- |
| Pink:During small or large group instruction, Pink will sit appropriately (keeping hands to herself, waiting to be called on before speaking, sitting up straight, etc.) for at least 10 minutes for 5/5n opportunities presented.1. + - \_\_\_\_\_/10 min
2. + - \_\_\_\_\_/10 min
3. + - \_\_\_\_\_/10 min
4. + - \_\_\_\_\_/10 min
5. + - \_\_\_\_\_/10 min \_\_\_\_\_%

During instructional time (i.e. work centers, deskwork, etc.), Pink will increase appropriate behaviors (task completion without incident) by reducing escape related behaviors in the form of saying, “I can’t do it,” flipping through her materials, staring at the instructor to direct attention away from the task, etc. from a current rate of approximately 6 per week to 1 or less per week. Weekly Total = \_\_\_\_\_\_\_\_\_\_\_\_Given instruction using a handwriting program, a small pencil (under 3” in length), and a visual model of each upper/lowercase alphabet letter and numbers 0-9, Pink will neatly copy each letter and number, with a concentration on correct formation with 80% accuracy.1. + - 6. + -
2. + - 7. + -
3. + - 8. + -
4. + - 9. + -
5. + - 0. + - \_\_\_\_\_\_%

Note: Same list, but for letters for uppercase and lowercase letters. |
| Red:During small group instruction and when no prompt is given, Red will remain seated with a quiet voice for 15 minutes for 4/5 weekly opportunities over 3 consecutive probes. 1. + - \_\_\_\_\_/15 min
2. + - \_\_\_\_\_/15 min
3. + - \_\_\_\_\_/15 min
4. + - \_\_\_\_\_/15 min
5. + - \_\_\_\_\_/15 min \_\_/5 = \_\_\_\_\_%

During work stations/centers, Red will remain engaged in the task for at least 5 minutes before taking a break for at least 8/10 weekly opportunities over 3 consecutive weekly probes. 1. + - \_\_\_\_\_/5 min
2. + - \_\_\_\_\_/5 min
3. + - \_\_\_\_\_/5 min
4. + - \_\_\_\_\_/5 min
5. + - \_\_\_\_\_/5 min \_\_/5 = \_\_\_\_\_%

Throughout the school day, and when an item/ activity is or is not present, Red will accurately request and item/activity (e.g. say, “skittle” instead of “green”) using a phrase consisting of 2 or more words for at least 10 different items/activities throughout the school week over 3 consecutive weekly probes.1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + -
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + -
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + -
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + -
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - 10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - \_\_\_\_\_%

When presented with a written/typed number card and objects/counters totaling more than the amount on the number card, Red will produce sets of objects equal to the amount on the number card for numbers 1-10 with at least 80% accuracy of all sets presented over 3 consecutive weekly probes.1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_% |
| Green:During small/large group instruction in either the regular education or special education classroom, Green will remain on topic while contributing to the discussion (e.g. he will not bring up his dog while the group is discussing the weather, etc.) for 10/10 opportunities presented over 3 consecutive weekly probes.1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%When asked about a past event, Green will accurately report about it by stating 3 (or more) details including when it occurred, for at least 4/5 past events over 3 consecutive weekly probes.1. 1 2 3 + -
2. 1 2 3 + -
3. 1 2 3 + -
4. 1 2 3 + -
5. 1 2 3 + - \_\_\_\_\_%

Given a pencil, a slant board, and lined paper with a written model of each uppercase and lowercase letter, Green will copy each letter with a concentration on formation and letter-to-line orientation with 80% accuracy for each of the criterion over 3 consecutive weekly probes.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. + - | J. + - | R. + - | Z. + - | a. + - | j. + - | r. + - | z. + - |
| B. + - | K. + - | S. + - |  | b. + - | k. + - | s. + - |  |
| C. + - | L. + - | T. + - |  | c. + - | l. + - | t. + - |  |
| D. + - | M. + - | U. + - |  | d. + - | m. + - | u. + - |  |
| E. + - | N. + - | V. + - |  | e. + - | n. + - | v. + - |  |
| F. + - | O. + - | W. + - |  | f. + - | o. + - | w. + - |  |
| G. + - | P. + - | X. + - |  | g. + - | p. + - | x. + - |  |
| H. + - | Q. + - | Y. + - |  | h. + - | q. + - | y. + - |  |

\_\_\_\_\_\_% |

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| --- |
| Blue:Throughout the day, when a peer asks Blue a question, Blue will answer their question within 5 seconds for 9/10 opportunities present over 3 consecutive weekly probes.1. \_\_\_\_ sec + - 6. \_\_\_\_ sec + -
2. \_\_\_\_ sec + - 7. \_\_\_\_ sec + -
3. \_\_\_\_ sec + - 8. \_\_\_\_ sec + -
4. \_\_\_\_ sec + - 9. \_\_\_\_ sec + -
5. \_\_\_\_ sec + - 10. \_\_\_\_ sec + - \_\_\_\_\_%

When provided with a “question card” or a verbally prompted question, Blue will ask his peer a question and report the answer back to the instructor for 9/10 opportunities over 3 consecutive weekly probes.1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%During instruction time, and when asked at least 20 “how” questions, Blue will answer the “how” question or 20/20 questions over 3 consecutive weekly probes. 1. + - 6. + - 11. + - 16. + -
2. + - 7. + - 12. + - 17. + -
3. + - 8. + - 13. + - 18. + -
4. + - 9. + - 14. + - 19. + -
5. + - 10. + - 15. + - 20. + - \_\_\_\_%

Throughout the school day (task demand, transitions, preferred activities, etc.), Blue will continue to improve appropriate behaviors (i.e. squeezing head or hands) by decreasing the number of times he hits the sides of his head/bangs his head, from a current rate of 230 per week to 5 or less per week over 5 consecutive weekly probes. \_\_\_\_\_/weeksDuring group instruction (e.g. Morning Opening/Circle), Blue will independently ask for a break or remove himself from the group quietly and calm down for 90% of opportunities present throughout the school week over 3 consecutive weekly probes.1 2 3 4 5 6 7 8 9 10 + - \_\_\_\_\_%Note: Probes taken from first 10 opportunities presented. |
| Navy:When an adult places an object in a targeted position in relation to a second object, Navy will independently label the targeted position (in, on, under, etc.) with 100% accuracy for 8 targeted prepositions over 3 consecutive weekly probes. (targeted prepositions: in, out, on, over, under, behind next to/beside, in front)1. in + - 5. under + -2. out + - 6. behind + -3. on + - 7. next to/beside + -4. over + - 8. in front + - \_\_\_\_\_\_%Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Navy will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes. 1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%When participating in a group activity, or after he has completed an independent activity, and Navy wants to gain the attention of an adult, Navy will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes. 1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%Given instruction using a handwriting program and a visual model of each targeted letter or number, Navy will neatly copy each letter or number attending to size, spacing and orientation within 1” blocks with a midline, with 80% accuracy of letters and numbers attempted.1. + - 6. + -
2. + - 7. + -
3. + - 8. + -
4. + - 9. + -
5. + - 0. + - \_\_\_\_\_\_%

Note: Same list, but for letters for uppercase and lowercase letters. |
| Purple:Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Purple will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes.1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%When participating in a group activity, or after he has completed an independent activity, and Purple wants to gain the attention of an adult, Purple will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes. 1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%When an adult places an object in a targeted position in relation to a second object, Purple will independently label the targeted position (in, on, under, etc.) with 100% accuracy for 8 targeted prepositions over 3 consecutive weekly probes. (targeted prepositions: in, out, on, over, under, behind next to/beside, in front) 1. in + - 5. under + -2. out + - 6. behind + -3. on + - 7. next to/beside + -4. over + - 8. in front + - \_\_\_\_\_\_%Given instruction using a handwriting program and a visual model of each targeted letter or number, Purple will neatly copy each letter or number attending to size, spacing and orientation within 1” blocks with a midline, with 80% accuracy of letters and numbers attempted.1. + - 6. + -
2. + - 7. + -
3. + - 8. + -
4. + - 9. + -
5. + - 0. + - \_\_\_\_\_\_%

Note: Same list, but for letters for uppercase and lowercase letters. |
| Black:During instructional time and when asked a “how” question referring to a specific activity or task (e.g. How do you wash your hands?), Black will correctly answer at least 10 “how” questions using the correct sequence of steps for each task/activity with 100% accuracy. 1. + - 6. + - 11. + - 16. + -
2. + - 7. + - 12. + - 17. + -
3. + - 8. + - 13. + - 18. + -
4. + - 9. + - 14. + - 19. + -
5. + - 10. + - 15. + - 20. + - \_\_\_\_%

During naturally occurring situations throughout the day and in the event that a peer is engaging in a behavior that Black does not approve of, Black will focus on his own appropriate behaviors and the appropriate behaviors of his other peers by remaining quiet and engaged in the instruction/activity for 9/10 weekly opportunities. 1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%During instructional and non-instructional time, when Black is required to sit and/or wait quietly (i.e. morning opening, deskwork, centers, transitions, etc.), Black will sit quietly without making loud noises/calling out for 15 minutes or 9/10 weekly opportunities. 1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%During instructional time, Black will raise his hand and wait to be called on before answering a question for 9/10 weekly opportunities. 1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%During group instruction and in the event that Black raises his hand to answer a question and another peer is called on, Black will accept this by sitting quietly and waiting for his turn to be called on for 9/10 weekly opportunities. 1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%Throughout the day, during instructional/non-instructional time, when Black wants to gain the attention of an instructor, he will raise his hand quietly and wait to be called on for 9/10 weekly opportunities.1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%Given paper and a pencil, Black will improve handwriting skills by copying all upper and lowercase letters and numbers 0-10 with a concentration on appropriate formation AND letter-to-line orientation with 90% accuracy on each element on all letters and numbers attempted.1. + - 6. + -
2. + - 7. + -
3. + - 8. + -
4. + - 9. + -
5. + - 0. + - \_\_\_\_\_\_%

Note: Same list, but for letters for uppercase and lowercase letters. |
| Yellow:Throughout the day, Yellow will request for items/activities she wants using a 2-word phrase (e.g. green skittle, doll please) for at least 10/10 items/activities.1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%When presented with an item that Yellow may or may not want, Yellow will say, “Yes” or “No” to accept or refuse the item for 10/10 opportunities presented.1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%During instructional time and when verbally given a 2-step direction (i.e. “walk t the door, knock 3 times”) , Yellow will follow the 2-step direction in the order it was given for 90% of all 2-step directions presented.1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%Throughout the entire day and when given a verbal direction and a visual prompt (e.g. picture, gesture) to transition, perform a task, etc. Yellow will follow each direction within 10 seconds with 100% accuracy of all directions given.1. + - 6. + -2. + - 7. + -3. + - 8. + -4. + - 9. + -5. + - 10. + - \_\_\_\_\_\_%Given a model of each pre-writing stroke (horizontal line, vertical line, O, X, +, and /) and each uppercase letter, Yellow will trace each stroke and letter within ¼ inch of the model with 100% accuracy of all strokes/uppercase letters.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. + - | J. + - | R. + - | Z. + - | a. + - | j. + - | r. + - | z. + - |
| B. + - | K. + - | S. + - |  | b. + - | k. + - | s. + - |  |
| C. + - | L. + - | T. + - | |. + - | c. + - | l. + - | t. + - | X. + - |
| D. + - | M. + - | U. + - | /. + - | d. + - | m. + - | u. + - | O. + - |
| E. + - | N. + - | V. + - | +. + - | e. + - | n. + - | v. + - | —. + - |
| F. + - | O. + - | W. + - |  | f. + - | o. + - | w. + - |  |
| G. + - | P. + - | X. + - |  | g. + - | p. + - | x. + - |  |
| H. + - | Q. + - | Y. + - |  | h. + - | q. + - | y. + - |  |

\_\_\_\_\_\_% |

**11. Reflections**: This lesson went amazingly well, and the kids absolutely loved it! All of the students were successful using the pipette/dropper tool and seemed to feel more scientifically empowered by using a tool that one might find in a real science lab. The students were very excited as the snow powder grew larger and really wanted to play with the snow. In fact, when other students returned from inclusive specials they also wanted to make the snow. Unfortunately, two of first graders again could not be there at all, but we sent the mock snow home with them to enjoy instead. The kids were very good at telling the differences between inside and outside snow and even the younger children had a great deal of success with choices regarding the comparisons. We did not make or use the Venn diagram because the students were far too engaged with the snow to attend to anything else. It also did not feel needed as the students truly grasped the comparisons well without it. The only thing I’d change teaching this again would be to put down a discardable table cloth or something of that sort since this was really difficult to thoroughly clean up quickly.

**12. Sources:**