**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson** Snow Food **Subject** Science **Date** 2/17/14

**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.

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.

2.3.**1**.A. Demonstrate that a single object has attributes that can be measured.

2.6.**K**.C. Answer questions based on data shown on graphs or charts.  
2.6.**1**.C. Describe data displayed in a diagram, graph or table.

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

CC.2.4.**1**.A.4 Represent and interpret data using tables/charts.

*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 verbally respond to the questions: K: Can you count out three items (with me for Yellow)? (one, two, three)  1 & 2: If 3 students have blue snow treats and 1 has an orange snow treat, then which color did most students pick? (show pictograph to help)  with 100% accuracy. | Summative interview |

| **IEP Based Learning Objectives by Student** | **Aligned Summative Assessments** |
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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 5/5 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 a number line, a vertically written addition/subtraction problem and the verbal prompt to solve the problem, Pink will solve 5/5 addition and 5/5 subtraction problems consisting of single- and double-digit numbers. | Weekly Probes  Weekly Probes  Weekly Probes  Weekly Probes  Weekly Probes |
| 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. |
| Green:  During 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.  With the use of manipulatives (e.g. counters, etc.) or drawings (as needed), Green will correctly solve single-digit addition problems for 10/10 problems 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.  During instruction time, and when asked at least 20 “who” questions, Blue will answer the “who” question or 20/20 questions 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.  Given a pictograph and 5 questions pertaining to the pictograph(e.g. Which food did the most student like to eat for dinner?), Blue will refer to the pictograph and solve/answer at least 4/5 math problems over 3 consecutive weekly probes. |
| Navy:  In the absence of pictures or objects and asked, “Where can you find \_\_\_?” Navy will answer the “where” question regarding items found in the home or school for 10 new questions with 90% accuracy, over 3 consecutive weekly probes.  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 variety of materials (manipulatives, flashcards, marker board, worksheets, etc.) and the verbal direction to add/subtract, Navy will demonstrate the ability to add/subtract numbers smaller than 10, by providing verbal or written answers to problems with at least 90% accuracy of problems attempted, over 3 consecutive weekly probes. |
| 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.  In the absence of pictures or objects and asked, “Where can you find \_\_\_?” Purple will answer the “where” question regarding items found in the home or school for 10 new questions with 90% accuracy, 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 variety of materials (manipulatives, flashcards, marker board, worksheets, etc.) and the verbal direction to add/subtract, Purple will demonstrate the ability to add/subtract numbers smaller than 10, by providing verbal or written answers to problems with at least 90% accuracy of problems attempted, over 3 consecutive weekly probes. |
| Black:  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 materials/manipulatives (counters, number line, etc.) and addition/subtraction problems consisting of single-digit numbers (to start), Black will correctly solve 90% of all addition/subtraction problems presented. |
| Yellow:  Throughout the day, Yellow will request 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.  When given a list of numbers 1-10 (at least) presented horizontally, and a verbal cue to count, Yellow will count numbers in succession while pointing at each number counted with 100% accuracy for 10/10 opportunities presented. |

**5. Materials Needed:**

* Manual ice shaver (Sunbeam FRSBMN01 for example)
* Blender
* Ice (about 1 cup per participant)
* Ice cups (1 per participant)
* Snow cone syrups (3 flavors/colors; recipe available at http://hoosierhomemade.com/homemade-snow-cones-3-ingredient-syrup-recipe/)
* Pictograph template
* Stickers for pictograph

**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 start by reviewing the previous days’ activities of making inside snow and observing outside snow melt. Then she should say that since the students worked so hard that they are going to making a special snow-like treat.  Modeling/Demonstration 1:  The teacher should show the students the manual ice shaver. She can show the students how you turn the handle to shave the ice to make a snow cone. She can also show the students that she will use the blender too to make sure they have enough ice for everyone since the hand crank takes a long time.  Guided Practice and Feedback 1:  Now, the teacher should have each student pretend that they have the ice shaver and crank the imaginary machine. Provide assistance and feedback as needed. Be sure to formatively assess the students at this time to see if they will require teacher assistance during the ice shaving.  Independent Practice/Exploring 1:  Now, pass around the ice shaver and give each student a turn shaving the ice. Every student should make about a tablespoon of their own shaved ice to be complemented with the ice from the blender.  Modeling/Demonstration 2:  Once each student has had a turn shaving ice and their ice cups have been filled to equal-ish amounts with the blended ice, begin modeling pouring the syrup. Take a spoon and measure out about one tablespoon of syrup, then drizzle the syrup onto the snow treat and mix the snow treat together. Now, show the students three flavors of syrup to choose from, and the pictograph template. Tell students that when they pick a flavor, it will be put on the pictograph so we can see which flavors were the most and least liked.  Guided Practice and Feedback 2:  Go around the class and let students pick a flavor. When students are drizzling the spoonfuls of syrup, be sure to engage all students to work on one-to-one correspondence goals. Put colored sticker on the pictograph for each flavor choice. Student red may be given the stickers to count out to help develop his one-to-one correspondence IEP objective growth.  Independent Practice/Exploring 2:  Once all the students have gotten syrup, hand out spoons for eating the snow treats. While the students enjoy the snow treats, discuss the pictograph. Have students working on addition, subtraction, and chart analysis goals by working through questions about the graph. Ask questions about the graph with a particular focus on Student Blue to work on his pictograph objective. Ask about which was most liked, least like, and how many more or all together. Be sure to count out loud on the pictures frequently to help develop Yellow’s counting.  While the students eat their snow treats, they may notice they are melting. If this occurs, tie the lesson into the snow melt lesson and talk about how ice melts into water. You may introduce the terms solid and liquid here, but they will be focused on in more detail in the next lesson.  Formative Assessment:  This lesson works mostly on pictographs, one-to-one correspondence, and following directions. Assess students based on their individual objectives throughout the lesson and correct and praise as needed. Most assessment will occur during questioning and answering as well as observation.  Accommodations:  Students with less developed muscle tone will require hand over hand assistance to use the ice shaver crank. Allow all students to participate, even in this is needed.  Review and Preview:  At the end of the lesson, review the day’s activity and introduce the movie for the next lesson, “The Snowman.” Tell the students that although it is a make believe movie they will watch to see what happens when the ice and snow gets warmer and/or colder. |

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

Students may struggle with interpreting the pictograph. If this occurs, allow students that are stronger in these skills to help explain the graph to reinforce their learning.

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, Pink, Navy, and Purple normally use a variety of manipulatives and number lines during addition/subtraction practice. In this lesson, the students will use only the pictograph and scaffolding to help answer math questions.

**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 questions will be included:

K: Can you count out three items (with me for Yellow)? (one, two, three)

1 & 2: If 3 students have blue snow treats and 1 has an orange snow treat, then which color did most students pick? (show pictograph to help)

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 a number line, a vertically written addition/subtraction problem and the verbal prompt to solve the problem, Pink will solve 5/5 addition and 5/5 subtraction problems consisting of single- and double-digit numbers.  Addition Subtraction  1. + - 1. + -  2. + - 2. + -  3. + - 3. + -  4. + - 4. + -  5. + - \_\_\_\_\_\_% 5. + - \_\_\_\_\_\_% |
| 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 + - \_\_\_\_\_%   With the use of manipulatives (e.g. counters, etc.) or drawings (as needed), Green will correctly solve single-digit addition problems for 10/10 problems over 3 consecutive weekly probes.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_% |
| 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 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 “who” questions, Blue will answer the “who” 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. \_\_\_\_\_/week  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.  1 2 3 4 5 6 7 8 9 10 + - \_\_\_\_\_%  Note: Probes taken from first 10 opportunities presented.  Given a pictograph and 5 questions pertaining to the pictograph(e.g. Which food did the most student like to eat for dinner?), Blue will refer to the pictograph and solve/answer at least 4/5 math problems over 3 consecutive weekly probes.   1. + - 2. + - 3. + - 4. + - 5. + - \_\_\_\_\_% |
| Navy:  In the absence of pictures or objects and asked, “Where can you find \_\_\_?” Navy will answer the “where” question regarding items found in the home or school for 10 new questions with 90% accuracy, 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, 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 variety of materials (manipulatives, flashcards, marker board, worksheets, etc.) and the verbal direction to add/subtract, Navy will demonstrate the ability to add/subtract numbers smaller than 10, by providing verbal or written answers to problems with at least 90% accuracy of problems attempted, over 3 consecutive weekly probes.  Addition Subtraction  1. + - 1. + -  2. + - 2. + -  3. + - 3. + -  4. + - 4. + -  5. + - \_\_\_\_\_\_% 5. + - \_\_\_\_\_\_% |
| 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. + - \_\_\_\_\_\_% |

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| 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. + - \_\_\_\_\_\_%  In the absence of pictures or objects and asked, “Where can you find \_\_\_?” Purple will answer the “where” question regarding items found in the home or school for 10 new questions with 90% accuracy, 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 variety of materials (manipulatives, flashcards, marker board, worksheets, etc.) and the verbal direction to add/subtract, Purple will demonstrate the ability to add/subtract numbers smaller than 10, by providing verbal or written answers to problems with at least 90% accuracy of problems attempted, over 3 consecutive weekly probes.  Addition Subtraction  1. + - 1. + -  2. + - 2. + -  3. + - 3. + -  4. + - 4. + -  5. + - \_\_\_\_\_\_% 5. + - \_\_\_\_\_\_% |
| Black:  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 materials/manipulatives (counters, number line, etc.) and addition/subtraction problems consisting of single-digit numbers (to start), Black will correctly solve 90% of all addition/subtraction problems presented.  Addition Subtraction  1. + - 1. + -  2. + - 2. + -  3. + - 3. + -  4. + - 4. + -  5. + - \_\_\_\_\_\_% 5. + - \_\_\_\_\_\_% |
| Yellow:  Throughout the day, Yellow will **request 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. + - \_\_\_\_\_\_%  When given a list of numbers 1-10 (at least) presented horizontally, and a verbal cue to count, Yellow will count numbers in succession while pointing at each number counted with 100% accuracy for 10/10 opportunities presented.   1. 1 2 3 4 5 6 7 8 9 10 + - 2. 1 2 3 4 5 6 7 8 9 10 + - 3. 1 2 3 4 5 6 7 8 9 10 + - 4. 1 2 3 4 5 6 7 8 9 10 + - 5. 1 2 3 4 5 6 7 8 9 10 + - 6. 1 2 3 4 5 6 7 8 9 10 + - 7. 1 2 3 4 5 6 7 8 9 10 + - 8. 1 2 3 4 5 6 7 8 9 10 + - 9. 1 2 3 4 5 6 7 8 9 10 + - 10. 1 2 3 4 5 6 7 8 9 10 + - \_\_\_\_\_\_\_% |

**11. Reflections**: This lesson went well and the students had quite a lot of fun. The students worked well with the pictograph and were able to answer simple questions about it while eating their treats. They also picked many different ice colors, which made the graph more interesting. Some students did not like the treat, but they did not seem upset by that. They simply threw theirs away and joined in the conversation. This was a great activity for working on gross motor skills as well. The students really liked grinding the ice even though it was quite hard to do at times. I would not change this lesson if taught again.

**12. Sources:**

Hoosier (2013, Jun 28). Homemade Snow Cones: 3 Ingredient Syrup Recipe. Retrieved from http://hoosierhomemade.com/homemade-snow-cones-3-ingredient-syrup-recipe/