**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson** The Snowman **Subject** Science **Date** 2/18/14

**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

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.

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).

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.

*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, “Why can’t snowmen be around in the summer?” (too hot) 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 5/5n 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.  After hearing a story read aloud starting at a first grade reading level, Pink will retell the story by identifying the first, next, last, character(s) (“who”), setting (“where”) and problem and solution (if presented within the story) for at least 5/7 of the criteria listed. | 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.  During reading instruction and when given a visual model of each letter of the alphabet (upper or lowercase letter), Red will correctly label the sound of each letter 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.  After listening to a story (starting at an end of kindergarten/beginning first grade reading level), Green will retell the story by identifying and/or labeling character(s) (who?), setting (where?), beginning, middle and end (what?) and problem (what?)/solution (how?) (if applicable) for at least 5/7 criteria listed 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.  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.  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 short story (starting at a beginning 2nd grade reading level), Blue will read the story and retell/summarize the story by verbally identifying the beginning, middle, end (firs, next, last), character(s), setting, and problem and solution (if applicable) for 7/7 criteria over 3 consecutive weekly probes. |
| Navy:  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. |

| **IEP Based Learning Objectives by Student** | **Aligned Summative Assessments** |
| --- | --- |
| 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. | Weekly Probes |
| 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. |
| 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.  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 written or typed visual of each upper and lowercase letter, Yellow will correctly label each letter with 100% accuracy. |

**5. Materials Needed:**

* Movie: “The Snowman” (1982) based on book by Raymond Briggs
* Book: “The Snowman” by Raymond Briggs

**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** |
| Activity:  Students will sit on the carpet area near the television. Show students the book, “The Snowman” by Raymond Briggs. Tell the students that today they are going to watch a movie based on this picture book. Tell them to watch carefully to see what happens when the snow gets warmer or colder. Ask Green (or another student if he is not there) to recount what happened on Day 2 when they observed the snowball. Then, start the movie.  Discussion:  After the movie, recount the movie to help with comprehension. Ask what happened first, next, next, and last. Talk about the characters and the problems and solutions. You may choose to use the book to help with this recounting. When using the book, Yellow and Red should be targeted to identify the letters and letter sounds in the title. Now, talk about what happened to the snowman throughout the film. Discuss how they used a freezer to help keep him frozen inside, but how the heat from inside and the motorcycle made the snowman begin to melt. At this time introduce the terms SOLID and LIQUID. Tell students that when water is snow or ice, then it is a solid. Then explain that when water is water, it is a liquid. Have the students repeat each word and answer back the definitions (i.e. What do we call water when it is water? What do we call water when it is ice or snow?)  Formative Assessment:  Use the questioning and answering and the retell of the story to assess student learning.  Accommodations:  Students who cannot follow the movie may be given the book to help them with comprehension.  Review and Preview:  Recap the terms solid and liquid and tell the students they will learn about one more way that water might be next week. |

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

Students who cannot follow the movie may be given the book to help them with comprehension.

Some students are working on IEP objectives related to reading 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, Blue, Green and Pink’s objectives for reading require them to read or listen to a story before answering comprehension questions. In this lesson, the students will answer the same kinds of comprehension questions related to a movie to build general comprehension strategy development.

**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:

Can you keep a snowball in your pocket overnight? Answer: no

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 = \_\_\_\_\_\_\_\_\_\_\_\_ |
| After hearing a story read aloud starting at a first grade reading level, Pink will retell the story by identifying the first, next, last, character(s) (“who”), setting (“where”) and problem and solution (if presented within the story) for at least 5/7 of the criteria listed.   1. First + - 2. Next + - 3. Last + - 4. Who (Character/s) + - 5. Where (Setting) + - 6. Problem (if applicable) + - 7. Solution (if applicable) + - \_\_\_\_\_\_\_\_% |
| 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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - \_\_\_\_\_%   During reading instruction and when given a visual model of each letter of the alphabet (upper or lowercase letter), Red will correctly label the sound of each letter 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. + - |  | |
| 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 + - \_\_\_\_\_%   After listening to a story (starting at an end of kindergarten/beginning first grade reading level), Green will retell the story by identifying and/or labeling character(s) (who?), setting (where?), beginning, middle and end (what?) and problem (what?)/solution (how?) (if applicable) for at least 5/7 criteria listed over 3 consecutive weekly probes.   1. First + - 2. Next + - 3. Last + - 4. Who (Character/s) + - 5. Where (Setting) + - 6. Problem (if applicable) + - 7. Solution (if applicable) + - \_\_\_\_\_\_\_\_% |
| 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 + - \_\_\_\_\_%   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. + - \_\_\_\_%   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 short story (starting at a beginning 2nd grade reading level), Blue will read the story and retell/summarize the story by verbally identifying the beginning, middle, end (firs, next, last), character(s), setting, and problem and solution (if applicable) for 7/7 criteria over 3 consecutive weekly probes.   1. First + - 2. Next + - 3. Last + - 4. Who (Character/s) + - 5. Where (Setting) + - 6. Problem (if applicable) + - 7. Solution (if applicable) + - \_\_\_\_\_\_\_\_% |
| Navy:  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. + - \_\_\_\_\_\_% |
| 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. + - \_\_\_\_\_\_% |
| 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. + - \_\_\_\_\_\_% |
| 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. + - \_\_\_\_\_\_%  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 written or typed visual of each upper and lowercase letter, Olivia will correctly label each letter with 100% accuracy.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 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. + - |  | |

**11. Reflections**: This lesson went rather well. The students really enjoyed the movie and it was very calming to them. This lesson would work very well after gym to help the students relax. One student even began to fall asleep from the calming music, but stayed awake to watch the movie. Students were very capable of telling which things were making the snowman melt and which helped him stay frozen in the movie. They also had a lot of success with recalling the story. Even the younger students were able to use short phrases or words to help describe what happened in the story.

**12. Sources:**

Coates, J. (Producer), & Jackson, D. (Director). (1982, Dec 26). *The Snowman* [Motion Picture]. USA: Sony Pictures Entertainment. Available at: http://www.youtube.com/watch?v=3d YQNAl48E

Briggs, R. (1978). *The Snowman*. New York, NY: Random House.