**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson** Snow **Subject** Science **Date** 2/20/14

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

**3. PDE Standards:**

Reading, Writing, Speaking and Listening:

1.1.**K**.D. Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge.

1.3.**K-1**.A. (Read, understand, and; 1 only) respond to works of literature.

1.3.**K-1**.C. Identify literary elements (characters, settings, and problems(K) main ides(1)) in stories(K)/ selected readings (1).

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.

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.

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).

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**PA Common Core Standards:**

CC.1.2.**K-1**.A (With prompting and support; K only) identify the main idea and retell key details of text.

CC.1.2.**K-1**.B (With prompting and support; K only)(ask and; 1 only) answer questions about key details in a text.

CC.1.2.**K**.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.2.**K**.L Actively engage in group reading activities with purpose and understanding.

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 aim of this lesson is to help students remember the snow lessons from last week and prepare them to think more this week; however, individual IEP objectives are included in this lesson as they can be worked on in ways that complement the content of this lesson.*

| **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 5/5n 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.  During reading instruction and when presented with 3 letters that make up a real (p-o-p) or nonsense (r-a-z) word, Pink will sound out each letter, blending sounds together to read and then say the for at least 20 different words. | 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.  During reading instruction and when verbally given the sound of each letter of the alphabet in an array of 3 or more letters (upper or lowercase), Alex will receptively identify (select the letter that corresponds with the letter sound provided over 3 consecutive weekly 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 at least 20 3-letter real/nonsense CVC words (p-a-t, r-a-z, etc.) David will say the sound of each letter in each word and bled the sounds together to say/read the word for at least 20 CVC words 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 “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. |

| **IEP Based Learning Objectives by Student** | **Aligned Summative Assessments** |
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| 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 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.  Given instruction using a sight word reading program, Navy will read at least 30 new sight words on 3 consecutive weekly probes for each word. | Weekly Probes  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.  Given instruction using a sight word reading program, Purple will read at least 30 new sight words on 3 consecutive weekly probes for each word. |
| 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 a written or typed sight word and the verbal direction to, “read,” Black will read at least 50 new sight words from the kindergarten sight word list with 100% accuracy for each word 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 to 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 written or typed visual of each upper and lowercase letter, Olivia will correctly label each letter with 100% accuracy. |

**5. Materials Needed:**

* Book: “Snow” by Uri Shulevitz
* Village coloring page (attached), cotton balls, crayons and glue for each student

**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 will bring in a snow ball and put it in a place where all the children can see it to review that snow is made of water and that it melts.  Modeling/Demonstration 1:  Now, the teacher will read the story “Snow” to the students. Students should be engaged to look at the pictures and sound out three letter words in the text as appropriate during the reading. Check for understanding frequently.  Guided Practice and Feedback 1:  During the book, when the teacher comes across a regular 3 letter word (b-u-t, c-a-n), she should write it on the dry erase board. First, ask Yellow to identify the letters in the word and then ask Red to identify each sound. Finally, the teacher should ask Green or Pink to decode the word. Similarly, whenever a word on a student’s sight word this is approached, that word should be written on the board for the appropriate student to identify. As this process may hinder fluency, this may be done before or after reading the page. After this is complete, the page should be reread to maintain fluent comprehension. (Example sight words include: gray and three for Black and Green on Pages 1 and 8, and melts for Navy an Purpe on Page 11)  After the story is finished, guide the students through a discussion of the book. Ask what happened first (the town looked gray), next (the boy went outside and everyone said it wasn’t going to snow much), and last (it snowed a lot) as well as for the setting (a village), problem (everyone said it would just melt), and solution (it snowed a lot). If students are having trouble with these questions, go back and reread parts of the story as needed. Target students with goals for identifying these parts of the story (Green, Blue, and Pink). This is also a good time to have students practice social objectives such as sitting quietly, using raised hands, ignoring others’ behaviors, etc.  Now, talk about how sometimes people cannot tell if it will or will not snow. Give a recent example of this in real life if possible to make a text to world connection.  Independent Practice/Exploring:  Allow students to share some snow stories they have from recent storms to practice hand raising and proper speaking and listening skills.  Now move on to the activity.  Modeling/Demonstration 2:  Bring the students’ attention back to the picture in the book and note how the snow looks on the roof tops. Show students the coloring page and tell them that they will color it and then add their own snow using cotton balls. Allow students to choose between markers or crayons for coloring. Take out a pre-colored picture and model how to glue on the snow to the roofs.  Independent Practice/Exploring 2a:  Give the students time to independently color their villages.  Guided Practice and Feedback 2:  When students are finished coloring help them layout their snow (cotton balls) to plan where to put them. Once each student’s layout is checked, they may be provided with glue.  Independent Practice/Exploring 2b:  Allow students to glue on their snow.  Formative Assessment:  Students should be formatively assessed during questioning and answering after the story and during the snow village activity. If students are putting their snow in random places they may need further teaching.  Accommodations:  Some students may not be proficient using glue. These students may be provided with a glue stick instead or glue may be pre applied to the page and they can simply place the cotton balls.  Review and Preview:  Remind students about the story and snow activity. Tell them that tomorrow you will explore how the liquid water gets into the sky to become snow. |

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

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’s objective for reading requires him to read the story before answering comprehension questions. In this lesson, he listens to a story read aloud in a manner where he could see the words to help generalize these comprehension skills to listening skills and to fluent readers.

**10. Summative Assessments:**

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) + - \_\_\_\_\_\_\_\_%   During reading instruction and when presented with 3 letters that make up a real (p-o-p) or nonsense (r-a-z) word, Pink will sound out each letter, blending sounds together to read and then say the for at least 20 different words.   1. \_\_\_\_\_ + - 11. \_\_\_\_\_ + - 2. \_\_\_\_\_ + - 12. \_\_\_\_\_ + - 3. \_\_\_\_\_ + - 13. \_\_\_\_\_ + - 4. \_\_\_\_\_ + - 14. \_\_\_\_\_ + - 5. \_\_\_\_\_ + - 15. \_\_\_\_\_ + - 6. \_\_\_\_\_ + - 16. \_\_\_\_\_ + - 7. \_\_\_\_\_ + - 17. \_\_\_\_\_ + - 8. \_\_\_\_\_ + - 18. \_\_\_\_\_ + - 9. \_\_\_\_\_ + - 19. \_\_\_\_\_ + - 10. \_\_\_\_\_ + - 20. \_\_\_\_\_ + - \_\_\_\_\_\_\_\_% |
| 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 + - \_\_\_\_\_%  Given at least 20 3-letter real/nonsense CVC words (p-a-t, r-a-z, etc.) David will say the sound of each letter in each word and bled the sounds together to say/read the word for at least 20 CVC words 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. + - \_\_\_\_%   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 + - \_\_\_\_\_%   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. + - \_\_\_\_%   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. + - \_\_\_\_\_%   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) + - \_\_\_\_\_\_\_\_% |

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| 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. + - \_\_\_\_\_\_%  Given instruction using a sight word reading program, Navy will read at least 30 new sight words on 3 consecutive weekly probes for each word.   1. \_\_\_\_\_\_\_\_\_\_\_ + - (continue listing words until 30+)   \_\_\_\_\_\_\_\_\_% |
| 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. + - \_\_\_\_\_\_%  Given instruction using a sight word reading program, Purple will read at least 30 new sight words on 3 consecutive weekly probes for each word.   1. \_\_\_\_\_\_\_\_\_\_\_ + - (continue listing words until 30+)   \_\_\_\_\_\_\_\_\_% |
| 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 a written or typed sight word and the verbal direction to, “read,” Black will read at least 50 new sight words from the kindergarten sight word list with 100% accuracy for each word presented.   1. \_\_\_\_\_\_\_\_\_\_\_ + - (continue listing words until 50+)   \_\_\_\_\_\_\_\_\_% |
| 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 to 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 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**: My extra preparations to this lesson made this much more successful than the first book-based science lesson. I had sight word cards for various words that each student was learning as well as letter cards for important letters in the story. This story was also more repetitive and simple, so all students had success with the story and older students were more entertained by it. Also, the village activity after the story was very appropriate for all students. All the students enjoyed coloring (some more successfully than others). The students were able to make the houses more or less white (like in the story), and one student even wanted his village to start gray like in the start of the book. I don’t think anything more needs to be changed for this lesson.

**12. Sources:**

Shulevitz, U. (1998). Snow. New York, NY: Farrar Straus Giroux.

Hello Coloring. (2013, Nov 17). Houses and homes coloring pages. Retrieved from http://hello coloring.com/houses-and-homes-color-page-345.html/houses-and-homes-color-page-2

