**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson** Water Vapor **Subject** Science **Date** 2/24/2014

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

**3. PDE Standards:**

Reading, Writing, Speaking and Listening:

1.4.**K**.B. Write, dictate, or illustrate to communicate information.

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

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

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

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

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

Mathematics

2.3.**K**.C. Order events based on time

2.3.**1**.C. Tell time on an analog and digital clock to the nearest hour and half hour.

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.2.4.**1-2**.A.2 Tell and write time to the nearest half hour (1)/ five minutes (2) using both analog and digital clocks.

*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** |
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| Given a one-on-one question, the student will respond to the question, “Can water be a gas?” yes | 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.  Given an analog clock with a specific time, Pink will tell time to the hour for 9/10 opportunities.  Given instruction using a handwriting program, a small pencil (under 3” in length), and a visual model of each upper/lowercase alphabet letter and numbers 0-9, Pink will neatly copy each letter and number, with a concentration on correct formation with 80% accuracy.  Given instruction using a handwriting program, a small pencil (under 3” in length), and a visual model of her first name, Pink will copy her first name with a concentration on correct formation with 80% accuracy. | 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.  Given a written model of each capital letter and a pencil, Red will trace each letter within1/4” of the model with correct formation with 80% accuracy of all letters presented 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 an analog clock Green will tell time to the five minutes for each 1 o’clock – 12 o’clock hour with 100% accuracy over 3 consecutive weekly probes.  Given a pencil, a slant board and written model of his first and last name, Green will copy his first and last name with a concentration on both formation AND letter-to-line orientation with 100% accuracy for each criterion over 3 consecutive weekly probes.  Given a pencil, a slant board, and lined paper with a written model of each uppercase and lowercase letter, Green will copy each letter with a concentration on formation and letter-to-line orientation with 80% accuracy for each of the criterion over 3 consecutive weekly probes. |
| Blue:  Throughout the day, when a peer asks Blue a question, Blue will answer their question within 5 seconds for 9/10 opportunities present over 3 consecutive weekly probes.  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 3 dictated sentences (based on story summarization objective), Adam will write down the sentence as it is being dictated concentrating on proper capitalization with at least 80% accuracy of all letters written within the 3 sentences over 3 consecutive weekly probes. |
| Navy:  Given instruction using a variety of materials, including practice analog clock, the classroom clock, worksheets etc., Navy will independently and correctly tell time to the hour and half hour for 90% of opportunities presented over 3 consecutive weekly probes.  Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Navy will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes.  When participating in a group activity, or after he has completed an independent activity, and Navy wants to gain the attention of an adults, Navy will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes.  Given instruction using a handwriting program and a visual model of each targeted letter or number, Navy will neatly copy each letter or number attending to size, spacing and orientation within 1” blocks with a midline, with 80% accuracy of letters and numbers attempted. |
| Purple:  Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Purple will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes.  When participating in a group activity, or after he has completed an independent activity, and Purple wants to gain the attention of an adult, Purple will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes.  Given instruction using a variety of materials, including practice analog clock, the classroom clock, worksheets etc., Purple will independently and correctly tell time to the hour and half hour for 90% of opportunities presented over 3 consecutive weekly probes.  Given instruction using a handwriting program and a visual model of each targeted letter or number, Purple will neatly copy each letter or number attending to size, spacing and orientation within 1” blocks with a midline, with 80% accuracy of letters and numbers attempted. |
| 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 an analog clock or visuals of analog clocks (e.g. worksheets, pictures) and when asked, “What time is it? Black will correctly tell time to the hour for 90% of opportunities presented.  Given paper and a pencil, Black will improve handwriting skills by copying all upper and lowercase letters and numbers 0-10 with a concentration on appropriate formation AND letter-to-line orientation with 90% accuracy on each element on all letters and numbers attempted. |
| 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.  During instructional time and when verbally given a 2-step direction (i.e. “walk t the door, knock 3 times”) , Yellow will follow the 2-step direction in the order it was given for 90% of all 2-step directions presented.  Throughout the entire day and when given a verbal direction and a visual prompt (e.g. picture, gesture) to transition, perform a task, etc. Yellow will follow each direction within 10 seconds with 100% accuracy of all directions given.  Given a model of each pre-writing stroke (horizontal line, vertical line, O, X, +, and /) and each uppercase letter, Yellow will trace each stroke and letter within ¼ inch of the model with 100% accuracy of all strokes/uppercase letters. |

**5. Materials Needed:**

* Humidifier (or electric kettle)
* Water in bucket
* Observation Sheet (attached)

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

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

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

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

**8. Description of Learning Activities**

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| **Lesson Implementation** |
| Introductory Activity:  The teacher should begin by reviewing the story read previously (Snow). Ideally, the students should be asked to describe what happened in the story. Then, the teacher should let the students know that today they will begin to learn about where the water for snow comes from.  Modeling/Demonstration:  Complete the handout with the class. For the first item show the class a full bucket of water. Tell them that you are going to draw a picture of the bucket showing how much water is in it. Allow the students to watch you. Once you are done, have one student working on a time objective look at the clock to see what time it is.  Guided Practice and Feedback:  Now, have the students draw their own pictures of what the bucket of water looks like. Try to make sure every student is drawing a picture (even if it is not quite perfect). After the drawings are done, remind the students of the time recorded earlier. Now, either write the number for the student to copy or trace, or tell the student the numbers to write for the time. At this point, also have students write their name on their handouts based on their individual handwriting goals (i.e. copy, trace, independently, etc.). Once all the fine motor skills have been used and drawings are complete, pour the water into the humidifier and turn it on.  Modeling/Demonstration:  Model drawing the steam coming out of the humidifier in the next box.  Guided Practice and Feedback:  Have a new student note the time now, and as before facilitate fine motor and handwriting skills to have students produce the time on their handouts. Help the students to draw a picture of the steam coming out of the humidifier in the appropriate box.  Leaving the humidifier on, direct the students to look at the air once the steam mixes with it. Then, have the student talk about if they can see the water in the air. Let them know that the water cannot be seen, and it is invisible. Talk about what the invisible water means and explain that the air outside has invisible water in it all the time. Tell the students that that is how the water from outside gets into the sky to make rain or snow.  Independent Practice  Now, wait for the snow more water to go through the humidifier before the final observations. Students may have recess at this time where independent exploration with the water vapor may be allowed with supervision. This can assist students with making personal discoveries about the vapor.  For the final observation, bring the students back together and have another student note the time. This time try to only assist with writing the time again based on the IEP stated needs (after having a new student determine the time) and then let them draw. If they need help, it can still be given; however, as little assistance as possible should be used. Instead, aim this time towards providing positive feedback and praise.  Formative Assessment:  Students should be mostly formatively assessed through discussion about the water vapor and weather, but also through their drawings. This is the second science lesson in this format, so it is expected that students will be more proficient with this style of lesson. Lessons using a similar format are included once more later in this lesson to help reteach and solidify learning of these scientific process concepts.  Students should also be formatively assessed on their handwriting for numbers and letters to note areas where generalization outside occupational therapy (OT) practice may need to be an item of greater focus.  Accommodations:  Younger students in this class have limited vocabulary. When verbal discussion is occurring, choices will be provided to allow ample participation by these students. For example when discussing vapor in the air choices might include if they can or cannot see it. These same students might have challenges with staying on task and drawing appropriately. Teachers should talk to them about what is happening to the water, but may take pictures of the vapor to be printed out and attached to the handout for later reference to help these students get the full experience out of this lesson.  Younger students will paste pictures of each state on their handouts rather than draw each state.  Similarly, students have different ways they need to write based on their IEP goals and specifically designed instruction (SDI). Students MUST be equipped as determined by their IEP with pencil grips, writing grids, slant boards, or other appropriate accommodations for writing.  Blue’s objectives indicate he needs to practice writing sentences. Have a teacher dictate a sentence about Blue’s drawing after each observation for him to write on the lines under his observational handout.  Review and Preview:  After everyone is done drawing, allow students to share their observations—reminding them that communicating discoveries is an important part of the scientific process. Talk about what happened to the water and why. Also, discuss how long the experiment took using the recorded times. Preview that tomorrow they will capture water vapor to make their own clouds. |

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

Young students may have trouble understanding that the water is in the air when they cannot see it. You can help them by allowing them to put their faces in the vapor to feel the water.

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, Yellow’s objective for fine motor skills/handwriting does not yet include number writing. She will still trace numbers written by teachers on her handout in order to help her with general fine motor 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 water be a gas?” yes

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 an analog clock with a specific time, Pink will tell time to the hour for 9/10 opportunities.   1. + - 6. + - 2. + - 7. + - 3. + - 8. + - 4. + - 9. + - 5. + - 10. + - \_\_\_\_\_\_%   Given instruction using a handwriting program, a small pencil (under 3” in length), and a visual model of each upper/lowercase alphabet letter and numbers 0-9, Pink will neatly copy each letter and number, with a concentration on correct formation with 80% accuracy.   1. + - 6. + - 2. + - 7. + - 3. + - 8. + - 4. + - 9. + - 5. + - 0. + - \_\_\_\_\_\_%   Note: Same list, but for letters for uppercase and lowercase letters.  Given instruction using a handwriting program, a small pencil (under 3” in length), and a visual model of her first name, Pink will copy her first name with a concentration on correct formation with 80% accuracy.  P i n k + - \_\_\_/\_\_\_ = Formation = \_\_\_\_%  P i n k + - \_\_\_/\_\_\_ = Formation = \_\_\_\_%  P i n k + - \_\_\_/\_\_\_ = Formation = \_\_\_\_%  P i n k + - \_\_\_/\_\_\_ = Formation = \_\_\_\_%  P i n k + - \_\_\_/\_\_\_ = Formation = \_\_\_\_% |
| 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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + - \_\_\_\_\_%   Given a written model of each capital letter and a pencil, Red will trace each letter within 1/4” of the model with correct formation with 80% accuracy of all letters presented 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 an analog clock Green will tell time to the five minutes for each 1 o’clock – 12 o’clock hour with 100% accuracy over 3 consecutive weekly probes.   1. 1:\_\_\_ + - 7. 7:\_\_\_ + - 2. 2:\_\_\_ + - 8. 8:\_\_\_ + - 3. 3:\_\_\_ + - 9. 9:\_\_\_ + - 4. 4:\_\_\_ + - 10. 10:\_\_\_ + - 5. 5:\_\_\_ + - 11. 11:\_\_\_ + - 6. 6:\_\_\_ + - 12. 12:\_\_\_ + - \_\_\_\_\_\_\_%   Given a pencil, a slant board and written model of his first and last name, Green will copy his first and last name with a concentration on both formation AND letter-to-line orientation with 100% accuracy for each criterion over 3 consecutive weekly probes.  G r e e n S t u d e n t + - \_\_\_/\_\_\_ = Formation = \_\_\_\_%  G r e e n S t u d e n t + - \_\_\_/\_\_\_ = Formation = \_\_\_\_%  G r e e n S t u d e n t + - \_\_\_/\_\_\_ = Formation = \_\_\_\_%  G r e e n S t u d e n t + - \_\_\_/\_\_\_ = Formation = \_\_\_\_%  G r e e n S t u d e n t + - \_\_\_/\_\_\_ = Formation = \_\_\_\_%  Given a pencil, a slant board, and lined paper with a written model of each uppercase and lowercase letter, Green will copy each letter with a concentration on formation and letter-to-line orientation with 80% accuracy for each of the criterion over 3 consecutive weekly probes.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | A. + - | J. + - | R. + - | Z. + - | a. + - | j. + - | r. + - | z. + - | | B. + - | K. + - | S. + - |  | b. + - | k. + - | s. + - |  | | C. + - | L. + - | T. + - |  | c. + - | l. + - | t. + - |  | | D. + - | M. + - | U. + - |  | d. + - | m. + - | u. + - |  | | E. + - | N. + - | V. + - |  | e. + - | n. + - | v. + - |  | | F. + - | O. + - | W. + - |  | f. + - | o. + - | w. + - |  | | G. + - | P. + - | X. + - |  | g. + - | p. + - | x. + - |  | | H. + - | Q. + - | Y. + - |  | h. + - | q. + - | y. + - |  |   \_\_\_\_\_\_% |

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| Blue:  Throughout the day, when a peer asks Blue a question, Blue will answer their question within 5 seconds for 9/10 opportunities present over 3 consecutive weekly probes.   1. \_\_\_\_ sec + - 6. \_\_\_\_ sec + - 2. \_\_\_\_ sec + - 7. \_\_\_\_ sec + - 3. \_\_\_\_ sec + - 8. \_\_\_\_ sec + - 4. \_\_\_\_ sec + - 9. \_\_\_\_ sec + - 5. \_\_\_\_ sec + - 10. \_\_\_\_ sec + - \_\_\_\_\_%   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 3 dictated sentences (based on story summarization objective), Adam will write down the sentence as it is being dictated concentrating on proper capitalization with at least 80% accuracy of all letters written within the 3 sentences over 3 consecutive weekly probes.  Capitalization: \_\_\_\_\_\_\_% |
| Navy:  Given instruction using a variety of materials, including practice analog clock, the classroom clock, worksheets etc., Navy will independently and correctly tell time to the hour and half hour for 90% of opportunities presented over 3 consecutive weekly probes.   1. 1:\_\_0 + - 7. 7:\_\_0 + - 2. 2:\_\_0 + - 8. 8:\_\_0 + - 3. 3:\_\_0 + - 9. 9:\_\_0 + - 4. 4:\_\_0 + - 10. 10:\_\_0 + - 5. 5:\_\_0 + - 11. 11:\_\_0 + - 6. 6:\_\_0 + - 12. 12:\_\_0 + - \_\_\_\_\_%   Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Navy will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  When participating in a group activity, or after he has completed an independent activity, and Navy wants to gain the attention of an adult, Navy will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  Given instruction using a handwriting program and a visual model of each targeted letter or number, Navy will neatly copy each letter or number attending to size, spacing and orientation within 1” blocks with a midline, with 80% accuracy of letters and numbers attempted.   1. + - 6. + - 2. + - 7. + - 3. + - 8. + - 4. + - 9. + - 5. + - 0. + - \_\_\_\_\_\_%   Note: Same list, but for letters for uppercase and lowercase letters. |
| Purple:  Given instruction within a small or large group setting, a visual picture cue, and an adult model, without verbal direction, Purple will follow the visual cues provided in order to modify his “listening manners” behavior by sitting appropriately on his chair, with quiet lips, quiet hands, quiet feet, eyes on speaker, and listening/following directions for 80% of opportunities presented over 3 consecutive weekly probes.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  When participating in a group activity, or after he has completed an independent activity, and Purple wants to gain the attention of an adult, Purple will independently raise his hand to gain attention from an adult while remaining quiet (no talking or noises) for 80% of opportunities presented, over 3 consecutive weekly probes.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  Given instruction using a variety of materials, including practice analog clock, the classroom clock, worksheets etc., Purple will independently and correctly tell time to the hour and half hour for 90% of opportunities presented over 3 consecutive weekly probes.   1. 1:\_\_0 + - 7. 7:\_\_0 + - 2. 2:\_\_0 + - 8. 8:\_\_0 + - 3. 3:\_\_0 + - 9. 9:\_\_0 + - 4. 4:\_\_0 + - 10. 10:\_\_0 + - 5. 5:\_\_0 + - 11. 11:\_\_0 + - 6. 6:\_\_0 + - 12. 12:\_\_0 + - \_\_\_\_\_%   Given instruction using a handwriting program and a visual model of each targeted letter or number, Purple will neatly copy each letter or number attending to size, spacing and orientation within 1” blocks with a midline, with 80% accuracy of letters and numbers attempted.   1. + - 6. + - 2. + - 7. + - 3. + - 8. + - 4. + - 9. + - 5. + - 0. + - \_\_\_\_\_\_%   Note: Same list, but for letters for uppercase and lowercase letters. |
| Black:  During 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 an analog clock or visuals of analog clocks (e.g. worksheets, pictures) and when asked, “What time is it? Black will correctly tell time to the hour for 90% of opportunities presented.   1. 1:\_\_0 + - 7. 7:\_\_0 + - 2. 2:\_\_0 + - 8. 8:\_\_0 + - 3. 3:\_\_0 + - 9. 9:\_\_0 + - 4. 4:\_\_0 + - 10. 10:\_\_0 + - 5. 5:\_\_0 + - 11. 11:\_\_0 + - 6. 6:\_\_0 + - 12. 12:\_\_0 + - \_\_\_\_\_%   Given paper and a pencil, Black will improve handwriting skills by copying all upper and lowercase letters and numbers 0-10 with a concentration on appropriate formation AND letter-to-line orientation with 90% accuracy on each element on all letters and numbers attempted.   1. + - 6. + - 2. + - 7. + - 3. + - 8. + - 4. + - 9. + - 5. + - 0. + - \_\_\_\_\_\_%   Note: Same list, but for letters for uppercase and lowercase letters. |
| Yellow:  Throughout the day, Yellow will request 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. + - \_\_\_\_\_\_%  During instructional time and when verbally given a 2-step direction (i.e. “walk t the door, knock 3 times”) , Yellow will follow the 2-step direction in the order it was given for 90% of all 2-step directions presented.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  Throughout the entire day and when given a verbal direction and a visual prompt (e.g. picture, gesture) to transition, perform a task, etc. Yellow will follow each direction within 10 seconds with 100% accuracy of all directions given.  1. + - 6. + -  2. + - 7. + -  3. + - 8. + -  4. + - 9. + -  5. + - 10. + - \_\_\_\_\_\_%  Given a model of each pre-writing stroke (horizontal line, vertical line, O, X, +, and /) and each uppercase letter, Yellow will trace each stroke and letter within ¼ inch of the model with 100% accuracy of all strokes/uppercase letters.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | A. + - | J. + - | R. + - | Z. + - | a. + - | j. + - | r. + - | z. + - | | B. + - | K. + - | S. + - |  | b. + - | k. + - | s. + - |  | | C. + - | L. + - | T. + - | |. + - | c. + - | l. + - | t. + - | X. + - | | D. + - | M. + - | U. + - | /. + - | d. + - | m. + - | u. + - | O. + - | | E. + - | N. + - | V. + - | +. + - | e. + - | n. + - | v. + - | —. + - | | F. + - | O. + - | W. + - |  | f. + - | o. + - | w. + - |  | | G. + - | P. + - | X. + - |  | g. + - | p. + - | x. + - |  | | H. + - | Q. + - | Y. + - |  | h. + - | q. + - | y. + - |  |   \_\_\_\_\_\_% |

**11. Reflections**: This lesson went well, but I needed to have a better way to bring the students back after they used the humidifier. Some of the vocabulary was too challenging for the younger students, but I think it helped them work on their speech skills. In doing this lesson again, I would consider better transition practies.

**12. Sources:**

**Evaporation Observation**

**NAME:** ****

**Watch what happens to the water over time. Draw a picture to show the water at each state and copy each time.**

1. **WATER (start) -**

**TIME:**

****

1. **WATER VAPOR (humidifier on)**

**TIME:  
**

1. **WATER LATER**

**TIME:  
**

**Evaporation Observation**

Note: Give students pictures taken of the water before going in the humidifier, water coming out of the humidifier, and a half bucket of water to paste on each square.

**NAME:** ****

**Watch what happens to the water over time. Paste the pictures for each time point and trace each time.**

1. **WATER (start) -**

**TIME:**

****

1. **WATER VAPOR (humidifier on)**

**TIME:  
**

1. **WATER LATER**

**TIME:  
**

**Evaporation Observation**

**NAME:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Watch what happens to the water over time. Draw a picture to show the water at each state.**

1. **WATER (start) -**

**TIME:**

|  |  |  |
| --- | --- | --- |
|  | : |  |
|  | : |  |

1. **WATER VAPOR (humidifier on)**

**TIME:**

|  |  |  |
| --- | --- | --- |
|  | : |  |
|  | : |  |

1. **WATER LATER**

**TIME:**

|  |  |  |
| --- | --- | --- |
|  | : |  |
|  | : |  |

**Evaporation Observation Key**

**NAME:** ****

**Watch what happens to the water over time. Draw a picture to show the water at each state.**

1. **WATER (start) -**

**TIME:**

**C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9Z98PWL4\MC900290031[1].wmf **

1. **WATER VAPOR (humidifier on)**

**C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SA2DUNMK\MC900030217[1].wmfC:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SA2DUNMK\MC900030217[1].wmfC:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SA2DUNMK\MC900030217[1].wmfTIME:  
**

1. **WATER LATER**

**C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SA2DUNMK\MC900349215[1].wmfTIME:  
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