

Special Education Lesson Plans for Science

Student's Name

Institutional Affiliation

Special Education Lesson Plans for Science

Lesson Plan # 1

Candidate Name: Jane

Grade Level 6

Linkage to IEP Goal: Jane will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Will do this with 80% accuracy by the end of this IEP on 09/11/2018.

Linkage to IEP Objective: When Jane is placed in a classroom situation, she will recall the details and the main ideas after reading a selection. This will be demonstrated with the manner she is consistent with the main ideas of the topic.

Operationalized Definition: Enhanced inferential ability – To achieve this, she will refer to various details and examples presented in the text; all the responses given will be explained while drawing the inferences from the covered texts; she will avoid unsupported arguments; and every response given will be relevant to the topics covered in the classroom.

Objective(s) of the lesson: When Jane is called upon to give any response related to the topic, she will return to text to locate the information, support conclusions, and answer questions with responses considered to be 100% accurate.

Materials & Supplies Needed: attached Renoir student worksheet (preferably printed in colour), different writing materials such as pens and pencils, smart boards, and questions and specific examples written on the smart board relevant to the topic of study. A classroom environment is needed as well

Prior Knowledge Needed: Jane needs to understand the definition of cells based on different texts; she needs to be able to locate relevant texts and references from the shelves; and be in a position to work with others

Adaptations/Modifications Needed: Breaking down the work into smaller sections for easier understanding; reducing the items to be taught; ensuring that Jane understands her role in the delivery of the lesson; reminding her of the role she is to play in group settings; and creating draft for the lesson plan to ensure the final plan delivers the required results.

Review/Focusing Activity: In the classroom, I will ask, *do you remember various inference methods discussed in the previous lessons? We defined cells and gave various examples from the texts. How many of you think of the definitions and examples? We previously talked of ways of locating relevant information, supporting conclusion, and answering the question. Who remembers some of the issues we discussed about cells?*

Advance Organizer: Since we did not complete the previous learning, we are going to proceed with the concepts of studying the cells and locating various inferences associated with the topic. We are going to derive our definitions and notes from the different concepts presented in the text materials. In this case, Jane needs to present her ability to derive her definition from the presented materials. Finally, we shall revise the issues previously discussed and engage the students through various questions

ELEMENTARY STUDENT (6TH GRADE)**TOPIC: Science - Cells****Lesson Plan #** 2 **Candidate Name:** Jane **Grade Level** 6

Linkage to IEP Goal: Jane will increase reading readiness skills in the area(s) of phonemics, print awareness, letter knowledge, decoding, word recognition, comprehension to 80% accuracy by the end of this IEP on 9/11/2018.

Linkage to IEP Objective: When Jane will be placed in a classroom setting, she will be expected to blend the phonemes orally. Effective demonstration of this would depend on her ability to ensure her responses are consistent with the lessons taught.

Operationalized Definition: Phonic generalizations – to achieve this, Jane will have to understand the rules for the readers to assist her learn letter combination sound. This will increase her ability to read and spell letters appropriately. Word study will be introduced to Jane to help teach her spellings

Objective(s) of the lesson: After sorting her words, Jane will make her phonics generalization. Jane will use phonetic generalizations such as sound-symbol relationships, blends, word families, affixes, and syllabication to gain meaning from print.

Materials & Supplies Needed: Word puzzles, student worksheets, writing materials like pens and pencils, science journals on phonics generalization, markers or crayons, computers, and projectors. A classroom environment is needed as well

Prior Knowledge Needed: Jane needs to understand the meaning of phonics generalization and differentiate with the spelling roles; be able to identify basic words from the word

puzzles; and should be able to work within a team.

Adaptations/Modifications Needed: Ensuring the students are able to use computers and projectors. The lesson will have to be broken down into smaller sectors. The basic involves conducting investigation to provide evidence to the students that all living things are made of cells of different types. To achieve this, Jane must understand her role in the group and delivery of the lesson plan.

Review/Focusing Activity: In the classroom, I will ask, *do you know that all words are derived from the alphabetical letters? Have you heard that all living organisms are made of cells: either one or more? How can we gather evidence that living organisms are made of cells? Are the cells the defining factor between the living and non-living organisms?*

Advance Organizer: Considering that in the previous lessons we failed to complete with the basics of cell functions, we are going to proceed with the development and use of model to describe the functions of cells and the roles of each part of the cell. The notes for the lesson will be derived from different text materials including handouts given to the students. In class, Jane will have to present her findings on the topic. All the issues presented will be revisited to ensure that the students understand the concept.

Presentation:

- The students will have adequate time to brainstorm various topics presented in their handouts and giving opportunity to present their questions and issues noted.
- The students will be issued with list of references to make notes on the types of cells and their roles in living organisms
- The team will limit time for presentation to enable the students present their findings regarding the topic

Guided Practice: The students are expected to read independently and present their findings on the topic; the teacher will use prompts to support the skills, strategies, and habits for fluency, comprehension, and decoding print. The developed groups will be manageable for both the teams and the teacher. The teacher will give students adequate time to ask questions and present areas that they see weaknesses for adequate improvement. Adjustment will be

made on the lesson plan if it fails to meet the expectations of the students.

Independent Practice: Allowing each student to define cells and outline various types through presentations. Giving students homework and classwork on the topic; asking each student to write a reflection on the topic and methods used for delivering the content; allowing the students to write notes on the relationship between the cell and body functioning.

Evaluation: The main evaluation criteria will be based on performance for all the examinations undertaken in the class. The students will also be asked to present their findings on the topic. The students who have performed dismally in the examinations will be allowed to sit supplementary examinations.

Recap: Today, the lesson entailed gathering evidence that all living things are made of cells. This is important as it sets the foundation for the next topic which is the cell functioning system.

Preview: In the next lesson, we shall discuss cell functioning as a whole system and identify various parts of the cell and their role in living organisms.

Teacher Reflection: The lesson plan as a whole served to the aim of the aim of the lesson. On mentioning presentations, there were utter chaos in the classroom. The students did not like the idea so I had to convince them

SECONDARY STUDENT (9TH GRADE)

TOPIC: SCIENCE - Biomes

Lesson Plan # 1

Candidate Name: Tom

Grade Level 9

<p>Linkage to IEP Goal: Tom will increase comprehension of a variety of printed materials to 85% grade proficiency level by the next annual review in 2018.</p>
<p>Linkage to IEP Objective: When Tom is placed in a classroom, there will be increment in comprehension of variety of the printed materials to 85% grade proficiency level by the review in 2018.</p>
<p>Operationalized Definition: Biomes are also habitats. They are specific locations in which organism stay. To achieve this, Tom needs to understand that the earth has several environments with varying temperatures, moisture, lights, and other factors. All these habitats have distinct life living in it.</p>
<p>Objective(s) of the lesson: In this case, the aim is to assist the students understand the definition and concept of habitats and environment. Tom will use environmental concept to define the biome of organisms and relationship with the ecosystem.</p>
<p>Materials & Supplies Needed: journals and other reference materials on the biome, students' worksheets, writing materials such as pens and pencils, computer and projector, and classroom environment.</p>
<p>Prior Knowledge Needed: Tom should understand the definition of biome and various environment concepts such as ecology, population, biosphere, ecosystem, and organisms and establish the factors which determine the biomes.</p>
<p>Adaptations/Modifications Needed: Preliminary studies need to undertake to ensure that students are able to understand the definition of environment and relationship with biome to set foundation for the topic. The basic involve understanding that each organism has its defined biome with characteristic defining the suitable conditions for each organism.</p>
<p>Review/Focusing Activity: While in classroom, I will ask the following questions, <i>based on your personal research, what is the definition of biome? Are there big biomes and small biomes? What is the relationship between biome and habitat?</i></p>
<p>Advance Organizer: As we did not complete the previous lessons, we shall proceed with discussing how organisms' biomes provide them with the basic needs. To achieve the goals of this lesson, the teacher will provide the students with handouts on the topic and expect</p>

each student to prepare his/her notes on the concept of biomes. Various issues discussed in the class will be revisited to ensure each student understand the lesson contents.

Presentation:

- The students will be allowed to go out and collect information regarding the organisms within the school environment while focusing on the features of their habitat
- The students will be expected to present their findings through the projects for others to see. These activities will be carried out in groups
- The students will have adequate time to brainstorm on their findings before presentations

Guided Practice: The students are expected to read widely on the biomes and various environmental concepts. Each student will be given a topic derived from the subject and will be expected to present his/her findings as this is the only way to engage the students in learning and ensure that they understand. The developed groups will be manageable for the students and the teacher. Students are expected to recommend on the topic and establish the areas that require adjustments.

Independent Practice: All the students should be allowed to carry out their research and present their findings. This is achievable through giving them homework and classwork to ensure they understand the issues presented in the topic. Each student will also have to reflect on the topic and method of presentation used by the teacher.

Evaluation: Evaluation of the students will be based on their performance of the topic. Examinations, both orally and written, will be given to the students to gauge their level of understanding of the topic. Should the student fail, he/she will be given supplementary examinations.

Recap: The aim today's lesson was to introduce the concept of biome and environment. This laid good foundation for the next topic. Today, the lesson entailed gathering evidence that all living things are made of cells.

Preview: In the next lesson, we shall focus on identifying various level of ecology and their

roles in determine the biome of an organism.

Teacher Reflection: Although the plan met its objectives, most students did not remember to carry their instruction handouts. There I had to do quick review for the class on the lessons learnt previously.

SECONDARY STUDENT (9TH GRADE)

TOPIC: SCIENCE - Zoos

Lesson Plan # 2

Candidate Name: Tom

Grade Level 9

Linkage to IEP Goal: With the introduction of the studies on the biomes, Tom is expected to enhance his skills on environmental conservation by 2018 by 85%.

Linkage to IEP Objective: When in a learning environment, Tom will have the chance of sharing some of the information of learnt on the zoos by other students. This is important as it enhances skills on environmental protection.

Operationalized Definition: Zoo qualifies to be a biome of certain animals. It is facility in which certain animals are housed within enclosures to display them to the public and to enable them breed free from environmental distractions.

Objective(s) of the lesson: The aim of this lesson is to assist the students understand the

definition of zoos and environmental and human factors contributing to increased number of zoos across the globe.

Materials & Supplies Needed: Students are required to have their definitions and understanding of the term zoo, their worksheets, writing materials such as pens and pencils, and a classroom environment.

Prior Knowledge Needed: Prior to attending the lesson, Tom should have the definition of zoo and its relationship with different environmental factors such ecosystems, biosphere, ecology, population, and organisms.

Adaptations/Modifications Needed: To ensure the students understand the zoos, individual arrangements should be in place to facilitate their going into one of the zoos. The students should note some of the feature defining the zoos and environmental conditions in which some of the animals in the zoos are located.

Review/Focusing Activity: While in classroom, I will ask the following questions, *what is your understanding of the zoos? What is the differences between the zoos and biomes? What are the common environmental factors influencing both concepts? Is there any difference between the zoos and natural ecosystems in terms of survival rates of the animals?*

Advance Organizer: Since we failed to complete the previous topic, we shall proceed with analysing the existing relationship between the zoos and environmental conditions. The achievement of the lesson's goal depends on the level at which the students have understood the handouts and makes their notes intensively. The students are expected to ask question based on their previous readings.

Presentation:

- To prepare for the lessons, the students will be expected to visit zoos and take down notes on the animals present and the ecological conditions in which such animals are found
- The students are expected to write notes from the handouts given by the teacher and note the weaknesses and lesson plan and offer recommendations of various ways of making improvements

- The teacher will take minimum time possible to enable the students make presentations in groups

Guided Practice: The students are expected to carry out research widely on different concepts of zoos and environmental conservation. Students in each group will be presented with questions on the topic and expected to submit through presentations in classrooms.

However, this groups will have to manageable for the students and the teacher.

Independent Practice: Each student will be expected to carry out reflection at the end of the lesson to relate the materials given and outline of the course. All the students will be expected to carry out research and compile their findings for presentations. In addition, homework and classwork will be provided to ensure that they understand whether they have understood the topic.

Evaluation: Evaluation of the students will be based on their performance of the topic. Examinations, both orally and written, will be given to the students to gauge their level of understanding of the topic. Should the student fail, he/she will be given supplementary examinations.

Recap: The aim today's lesson was to introduce the concept of zoo and relate it to the environment and biome. This laid good foundation for the next topic. Today, the lesson entailed gathering evidence and defining the concept of biome.

Preview: In the next lesson, we shall focus on identifying various types of zoos and ecological conditions that define the zoos.

Teacher Reflection: The instructional objective was met by most students; the students were engaged productively; and no instructional plan was altered. The students liked the topic on the concept of environment.