

## Critical Components of Lesson Design

### \*Special Education Example

#### Planning

<b>Name:</b> Ricky Rio	<b>Subject Area:</b> Science/ELA	<b>Lesson Date:</b> 4/27/15
<b>Unit Title (if applicable):</b> Human Body	<b>Lesson Plan Title:</b> The Five Senses	<b>Grade Level:</b> 7 <sup>th</sup> -8 <sup>th</sup> Self-Contained/SKILLS
<b>Time Required:</b> 30-40 min.	<b>Materials and Media</b>  iPod/speaker for songs (Happy & Shake it Up), rock, piece of silk, sweet candy/sour candy (5 of each), 5 senses boards (picture of eyes, nose, tongue, finger, ear) with velcro strips, 5 baggies with 10 pictures in each (PECS)	
<b>Aligned State Standards:</b>  AZ- Common Core State Standards (2012) Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Grade: Graded 6–8 Students Content Area: Literacy in Science and Technical Subjects Strand: Reading Standards Domain: Integration of Knowledge and Ideas Standard: 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.		
<b>Measurable Objectives and Criteria for Mastery (quantitative and references the assessment):</b>  <ol style="list-style-type: none"> <li>1. SWBAT creates their own matches to each of the five senses, given the body part as a starting point, given 100% accuracy and minimal redirection.</li> <li>2. SWBAT state the relevance of the five senses to real life with 80% accuracy on at least one out of two opportunities/occasions.</li> </ol>		
<b>Differentiation: Remediation</b>  For those who cannot correspond the sense to the body part, I will do hand over hand with them while discussing each sense. For touch, I will take their hand and allow them to feel the hard versus the soft and then I will have them smell the candle and then smell water which has no smell. We can continue to do more distinctions for those who seem to be struggling.		
<b>Differentiation: Extensions</b>  For those who understood all five senses early in the lesson, they may do an additional part of the activity. They will discuss, with		

me, additional tastes that the tongue can allow us to experience: bitter, salty, etc. and repeat with each sense.

## Assessment

### Pre-Assessment Data (if applicable):

Asked students, in previous lesson, if they knew what the 5 Senses were. Three of the 7 students could identify hearing and seeing. The vocabulary word "Senses" appeared to confuse the other 4 students.

### Post Assessment:

Given the same chart again (which they used during independent practice) they will now have pre-made visuals that they will match to the corresponding body part/sense. They must match at least 5 out of the 10 pictures that they are given. The pictures will be of the following: a guitar with music notes; a baby with mouth open, crying; cake; pretzel; rock; sheep; fireworks; sun; garbage; candle (Some may fit into more than one category). Students must then be able to tell me, via the pictures, their augmentative device, sign language, or words (for verbal students) why the sense is important (for four out of five senses - 80%).

Mastery: at least 5 out of 10 matches with the pre-made cards and the corresponding sense; explain importance of 4 out of 5 senses

Needs improvement: less than 5 out of 10 matches; less than 4 out of 5 senses explained

No master: no matches; no explanation of importance

## Teacher Facilitated Instruction

### Anticipatory Set with Purpose:

"I was at a party last night and I had birthday cake; I listened to music; I saw all of my friends and I gave them a hug; after they left I could smell smoke because I left a pizza in the oven! It was a fun time and I used all of my five senses. If I didn't have my five senses I wouldn't have been able to have as much fun.

We are all going to be silent for one minute. During this one minute I want you to experience your senses. What do you smell, what do you hear, what do you see, what do you feel, and what do you taste? *Ask for each child to name a sense that they recognized in that one minute.* Use a different sense than the person who just went.

We all have five senses. We are going to find out what they are and how they can give us information!" Who can give me an example of what our eyes tell us?...Our ears?...Our taste?...etc.

### Instructional Sequence:

#### Direct Instruction:

1. Our senses allow us to view the world around us in more ways than just what we see. We can smell the world around us, we can taste things, we can feel things, hear things and see them. If our eyes work then we can see lots of different things in the world. If someone cannot see, there are other ways to experience the world. We have noses. Our noses help us to smell. We have tongues. Our tongues allow us to taste the yummy food that we eat. Sometimes the food we taste with our mouth does not taste good. Sometimes we hear beautiful sounds with our ears. Other times we hear sounds that are too loud. We can feel with our hands and our feet and all of the skin on our bodies. (*Point to all the body parts associated with the sense after you say it.*) Sight, hearing, smell, taste, and touch are all of the ways we can enjoy our world around us. These are our five senses.

2. Watch me as I use my sight to see. My eyes are looking at Paris. (**modeling**) She looks very pretty today. I see that she has on a bright shirt. I can see, with my eyes, that her shirt is bright just like my bright paper here.

3. Watch me as I use my nose to smell. **(modeling)** I can smell this candle. It smells good! Some things, such as garbage or rotten food, do not smell good. Our noses can warn us if something is yucky.
4. Now, I am using my ears to hear noises. *(Play audio clip of music, "Happy" dance a little)* **(modeling)** I can hear beautiful music thanks to my ears. Inside my ears there are a lot of different parts that work together to allow me to hear that music.
5. I can feel that this rock is hard. I can feel, with my sense of touch, that this cloth is soft. **(modeling)** My skin, my sense of touch, lets me know that when I touch the rock or when I touch this cloth. It gives me information about both of these.
6. Lastly, watch me taste with my tongue! I am going to taste the candy. **(modeling)** My tongue, my sense of taste, tells me it is sweet! Now, I will taste the other candy. My sense of taste tells me that it is sour! I do not like it!
7. Let's point to all five body parts that give us our five senses. Watch me first **(modeling)**. Now, let's do this together. We will do the above (which I modeled), together as a group: **(check for understanding)**. *I might have to do this several times until everyone can do it independently.*

#### GUIDED PRACTICE

8. Now I'm going to pass each piece of candy around, taste each piece. Don't eat if yet! *When all students have had a chance to taste their candy, ask them to raise the candy that they thought was sweet and then which one was sour.* **(Active Engagement Strategy)** "Sometimes" we get different information from our taste buds then someone else gets from theirs.
9. "Now, we are going to listen to a song. Remember, I used my ears to hear the music. Do you hear the music? (Shake it Up) You are using your sense of hearing and your ears. **(Active Engagement Strategies)** We do not ever want to listen to music or sounds that are too loud because we can hurt our ears and hurt our sense of hearing. Without our sense of hearing we might miss important information that people tell us, or we couldn't listen to music, or hear a baby cry."
10. I'm going to pass around a candle for everyone to smell. **(Active Engagement Strategies)** What does it smell like? What sense are we using to smell it? **(Check for Understanding)** When would we need to use our sense of smell to give us information? *Possible answers (fire, dirty diaper, food burning, yummy food, etc...)* **(Check for Understanding)**
11. Now I'm going to pass around two items a rock and a piece of cloth. **(Active Engagement Strategy)** How does the rock feel? What do we use to feel things? **(Check for Understanding)** That's correct. We use our fingers and our skin to sense that the rock is hard. Now, let's touch the cloth. What do our senses tell us about this cloth? Which would you like to sleep on? **(Check for Understanding)**
12. When we look at the clock we see information. What is the clock telling us now? Yes...it's almost time for lunch! We can also look at this paper and our eyes tell us it is very bright! What are we probably looking at when we squint our eyes? Yes, the sun. When we go outside we have to wear sunglasses and never look right at the sun. This protects our eyes so that we can keep our sense of sight." *(point to eyes)*

"We have just used all five our senses!"

#### INDEPENDENT PRACTICE/ASSESSMENT

13. Mrs. Nell and I are going to pass out a board to each of you, and a baggy of pictures with Velcro on the back. Don't open the bag until I tell you. Now...on your board you have a picture of an eye, an ear, a tongue, skin, and a nose. After each picture you have a strip of Velcro. Point to the Velcro next to the eye, (repeat with each body part). Now take out your picture of the crying baby. How do you know the baby is crying? Yes, it's loud, you can hear it. What body part do we use to hear...Yes, our ears. *(point to your ear)* I'm going to find the picture of the ear and place the picture of the "crying baby" on it. **(modeling)**. Repeat with each picture without modeling it. There may be two pictures for each body part.

#### **Closure:**

Now, we have all five senses. Turn to a partner and point to your body part that allows you to see (eyes), hear (ears), taste (tongue), feel (skin), smell (nose). What do our senses tell us? Yes, they give us information. When might we need to rely on our senses? Yes...if you were blind you would need to rely on your hearing. What's another example of when we might need to rely on our senses for information. Great work!