

**Universally Designed Lesson Plan Format**

**Erin Anagnost**

**December 2018**

**Kindergarten; Science; Winter Weather; 45 minutes**

**Donegan Elementary; Mrs. Carrodo**

**Big Idea:**

**Pennsylvania State Standard:**

Science – Kindergarten

Literacy & Writing – Kindergarten

**Essential Questions:**

How does winter weather effect what humans wear?

What happens when certain household ingredients are mixed together?

What is a chemical reaction?

**Specific Student Objectives/Learning Outcomes (Blooms’ Taxonomy):**

**All Students**: All of the students will

**Some Students**: In addition, some students will

**Few Students:** In addition, a few students will

**Specific Vocabulary Taught:**

**All Students:**

**Some Students:**

**Few Students:**

**Instructional Materials:**

* 1 pound of baking soda
* 1 can of shaving cream
* 2 tablespoons of blue glitter
* vinegar

**Procedure:**

1. **Introduction:**
2. **Motivation:**
3. **Lesson Development**

Pour baking soda into large mixing bowl

Add ¾ of the can of shaving cream

Add two teaspoons of glitter

Add vinegar when ready to make snow erupt

**Specific Strategies for Students for Diverse Learners**

**Universally designed strategies (for all children);** 1. Use visuals and spoken word to introduce the activity 2. Explicitly teach vocabulary words using objects or pictures and word cards (and more for children who are ELL or LD), 3. Explicitly demonstrate the scavenger hunt activity 4. Continually link prior knowledge (from other subjects and cultural backgrounds) with new concepts, 6. Use FM system; and 7. Partner children purposefully for this lesson.

**Specific Strategies (for specific students for this particular lesson);**

1. Partner child YY with another “mentor” child (planned purposefully for child for this particular lesson), 2. Preferential seating for student TT (wears digital hearing aids), 3. Larger print text for student JJ (some visual challenges), and 4. Intentionally and continually check for understanding for student GG who has specific language and processing challenges.

**Summary/Closure:**

**Formative Assessment:**

**Summative Assessment:**

**Teacher Reflection:**



