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Universal Designed Learning for You

(UDL4U)

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IO2 GET INVOLVED PRACTICE BOOK

UDL LESSON PLANS

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UDL LESSON PLANS

ANTALYA DIRECTORATE of NATIONAL EDUCATION

Lesson: Information Technologies and Software	**Main Topic:** Problem Solving and Programming	**Subtopic: :** Hydroponic Agriculture
Date:		**Duration/ Schedule:**40'+40'
Target Student:	**Class:**6	**Type of Special Need:**
IEP Objectives: Increasing agricultural productivity with increasing urbanization and soil pollution		**Short-Term Goals:** Designing a new agricultural system with automation
Contents: Sensors	**Course Objectives:** Basic concepts about coding	**Skills (from the national curriculum)** Preparing a table comparing agricultural production with the production of different world countries
Method(s): Question and answer, brainstorming, collaborative learning		
Materials: Smart board, presentation, video,PC,book,water pipe,		

Representation	Action and expression	Engagement
Smart board, presentation, video,PC	Prototyping card	-Examples of previous work are examined.

	• Sensors(temperature and humidity sensor, distance sensor, Wi-Fi module, pH Sensor, LDR, color sensor, Electro – conductivity Sensor, water temperature sensor), nut, screws, clips, cable ties, power supply, enclosure box for electronic kit, water pump, light source, ceiling fan, nylon tarp, stretch film, aluminum foil, electrical cable, bell wire, DC motor, servo motor, motor driver Circuit, Relay, resistor) * Agricultural Equipment (Pruning shears, baskets, gloves) • Clean water pipe, 100 jul pins, gutter, hose and plumbing material, float, pliers, wrench, clamp, drill, screwdriver, hose cutting scissors * Glue, paint, scissors, cardboard, double-sided tape, rope, women's socks • Board • Water Pipe • Iron • This * Seedling and agricultural requirements (pH Regulator, ideal nutrient-mineral mixture according to the product, pH Water Acid Quality Measurement Meter Tester)	The material to be made is explained step by step.

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)

Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	The teacher makes the students watch the video and asks the following questions.	In order to be able to produce an efficient agricultural Production always have large plots of land and fertile soilsis there a need?He is asked to explain.
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	What are the details that catch your attention in the video you are watching?	What do I know? What information do I need? What have I achieved? a "Knowledge Acquisition Book" consisting of questions is created and distributed for students to fill out.

3.Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	The teacher prepares a presentation to remind students about the prototyping card and sensors they have previously used.	Students shape their own products based on the card made.

Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	Q&A and reminders are given about hydroponic agriculture. , It determines its goals for the future taking into account the social and economic resources of society. Teachers provide support when necessary.	Sensors and electronic circuits are created it is added to the design. In the presentations, the purpose of the project and how the assembly works. it should be explained. The test stage of the created product it implements and fixes the shortcomings that have been observed.	

Application: (3. Students can independently master the skill Closing: Students summarize what they have learned during the lesson by asking each other questions. The teacher shares his comments on the products created. They are asked to determine the sentences by giving assignments on the topic.

Evaluation: It is seen that students have difficulty in understanding the theoretically abstract subject. The subject is concretized with the examples given in the course and the activities carried out. In the final control test, it is determined that the students have a better understanding of the subject.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations

Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	have technical knowledge about automation. know other techniques related to agricultural practices.	Students seem excited to be able to combine technology and agriculture. It is seen that they are more willing to agriculture.	students develop model tools with robotic coding method. Brainstorming is done about the applicability of the product. Similar studies are planned for other areas as well.

Modifications/ Adaptations:

- *robotic coding technique application activities can be done in other areas.*
- *created products can be exhibited*

Comments:

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<table>
<tr><td colspan="2">Lesson: Math</td><td>Main Topic: Problem solving practice</td><td colspan="2">Subtopic: Counting up to 20</td></tr>
<tr><td colspan="3">Date:</td><td colspan="2">Duration/ Schedule: 40</td></tr>
<tr><td colspan="2">Target Student:</td><td>Class: 5</td><td colspan="2"></td></tr>
<tr><td colspan="3">IEP Goals: Problem solving practice.</td><td colspan="2">Short Term Objectives: Teaching faster problem solving.</td></tr>
<tr><td colspan="2">Contents:
problem solving
Practical solving operations up to 20</td><td>Lesson Objective(s):
Learning how to problems solving faster in math.</td><td colspan="2">Skills (from the national curriculum)
Problem solving in math.</td></tr>
<tr><td colspan="5">Method(s): Visual narration, verbal narration method</td></tr>
<tr><td colspan="5">Materials: pancel, paper and wheel</td></tr>
<tr><td colspan="2">Representation</td><td colspan="2">Action and expression</td><td>Engagement</td></tr>
</table>

LESSON PLAN

Presenting information and course content in multiple formats so that the student will be able make groups and improve his counting skills.	Spin the wheel, take the question according to the incoming number and start solving it in the specified time.	*Peer learning, problem solving practice.*

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)

Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	The teacher will show the lesson works.	The student will listen to teacher carefully.
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	The teacher will shows once as an example for the student.	The student will performs the procedure according to teacher's instructions.

LESSON PLAN

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	The teacher will explain the lesson format.	The student will listen to teacher carefully.
Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?)	The teacher will shows once as an example for the student .	The student will understand the format.
Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	The teacher will ask the student to spin the wheel and take the question from the box according to the number received and solve it within the specified time.	Finally the student will spin the wheel and according to the incoming number will take problem out of the box.
Practice: (How will students demonstrate the ability to perform skill independently?)		After that he will try to solves the problem within the specified time and according to that the student gets point.

4. Closure:

Untill the next lesson he is asked to repeat

LESSON PLAN

Evaluation: *The teacher will observe the student if he can count four by four*

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	The student can faster be solving problems in math.	solves easy problems practically without using pen and paper.	In sample problems, it is observed that the success of problem solving increases by 50% compared to the beginning of the lesson.e can solve the problem a little faster in math.

Modifications/ Adaptations: *For the students with learning disabilities. The teacher becomes a model*

Peer support can be provided

Comments:

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LESSON PLAN

<table>
<tr><td>Lesson: Music</td><td>Main Topic: Listening and playing</td><td>Subtopic:

Using his body as an instrument according to the rhythm and music</td></tr>
<tr><td colspan="2">Date:</td><td>Duration/ Schedule:

40+40</td></tr>
<tr><td>Target Student:</td><td>Class: 8</td><td>Type of Special Need: Learning disabilities</td></tr>
<tr><td colspan="2">IEP Goals: Improving the skills of playing and listening.</td><td>Short Term Objectives: He is expected to clap his hands according the rhythm.</td></tr>
<tr><td>Contents:

Improving the skills

Listening

playing.</td><td>Lesson Objective(s):

Improving the skills of listening and playing.</td><td>Skills (from the national curriculum)

Synchronization</td></tr>
<tr><td colspan="3">Method(s):Dalcroze method</td></tr>
<tr><td colspan="3">Materials: Smartboard and the student's body</td></tr>
</table>

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Representation	Action and expression	Engagement
Presenting information and course content in multiple formats so the student will be able to follow the rhythm *sample video viewing* *rehearsal activity*	*The student will express his learning via applying the rhythm on his body.*	*listening skills are supported* *Theoretical information on the subject is given*

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)

Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	The teacher will prepare the music before the student attends the class.	The student listens to the music

LESSON PLAN

Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	The teacher plays the music and starts to dance according to the rhythm.	And he observes his teacher.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	The teacher will say " Now I am going to play the music and you will follow my movements.	He listens to the music.
Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?)	The teacher starts to dance, claps his hands and stomps his feet.	He observes his teacher and tries to do the same.
Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What	The student will imitate his teacher and follow the	

LESSON PLAN

prompts will you use? What corrective feedback will you provide?) Independent Practice: (How will students demonstrate the ability to perform skill independently?)	instructions.	He dances like his teacher and enjoys the moment. Finally the student will demonstrate his skills in front of his mates.

4. Closure:

Until the next lesson, he is asked to repeat the movements of the teacher

Evaluation: *The teacher will observe the student and will evaluate if the feedback is needed.*

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the	The student can use his body as an	The student can do most of the	The student can do half of the

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following academic behaviors to approach, meet or exceed expectations)	instrument according to the rhythm and music.	movements needed.	movements needed. The teacher will repeat the activity and cooperate with the parents.

Modifications/ Adaptations: For the students with learning disabilities. The teacher becomes a model and supports when necessary.

It can be ensured that he listens to the music as much as needed. *Peer support can be provided*

Comments:

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<table>
<tr><td>Lesson:Social Studies</td><td>Main Topic: IDcards</td><td>Subtopic: The main information on IDcards</td></tr>
<tr><td colspan="2">Date:</td><td>Duration/ Schedule:40+40+40</td></tr>
<tr><td>Target Student:</td><td>Class:8</td><td>Type of Special Need: Learning Disability</td></tr>
<tr><td colspan="2">IEP Goals: Knows himself</td><td>Short Term Objectives: make inferences based on ID Card</td></tr>
<tr><td>Contents: ID Card information</td><td>Lesson Objective(s):
1- Realizes his id card
2- Knows the included information
3- Memorizes all the information</td><td>Skills (from the national curriculum)
1- Social skills</td></tr>
<tr><td colspan="3">Method(s):
Direct instructions, Design teaching , Question and answer technique</td></tr>
</table>

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Materials: *IDcard, Smart board and the internet*		
Representation	Action and expression	Engagement
Presenting information on the IDcard using the techniques given	*Allowing the student to express or demonstrate the information on IDcard*	*Examples: Provide or activate background knowledge in multiple ways*

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)

Consider: demonstrations, group investigation, games, multimedia, presentation

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	The teacher describes herself/ himself (Name surname , The date of birth, the place of birth, Id card number)	The student examines his Id card and gives l Id information

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Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	E.g (My name is Murat Tugral, I was born in 1971in Eskişehir and my id card number is …..)	The student follows the same path

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What	The teacher will take the student's attention via showing an ıd card on the smart board. Then starts to describe the information given on the ıd card. e.g "Look at the ıd card carefully. What do you see on it?" Then he describes the given ınformation on the id card.And then the student is expected to answer the questions.	The student observes what is going on the Smartboard . After that the student is expected to draw his c card on his notebook. Finally the student is expected to describe hi information to his classmates

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prompts will you use? What corrective feedback will you provide?) Independent Practice: (How will students demonstrate the ability to perform skill independently?)		

4. Closure:

This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion.

So the student is asked to describe all the information needed on his id card.

Evaluation: At the beginning of the lesson, id card is shown on board. Then student is expected to draw his own id card. Finally he describes himself to his classmates.

If there is missing or wrong learning, feedback is provided.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	The student learns all the necessary information given on his id card (Name surname , The date of birth, the	The student learns at least 75% of the information needed.	50% success can be detected in the evaluation. In this case, cooperation can be

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	place of birth, Id card number)		achieved by informing the parent.
Modifications/ Adaptations: *It is repeated by using different teaching techniques (show-and-make, question-answer method, etc.) about the subjects that are not understood.*			
Comments:			

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LESSON PLAN

<table>
<tr><td colspan="2">Lesson: Native Language</td><td>Main Topic: Dictionary</td><td>Subtopic: Vocabulary</td></tr>
<tr><td colspan="3">Date:</td><td>Duration/ Schedule:40+40+40</td></tr>
<tr><td colspan="2">Target Student:</td><td>Class:7</td><td>Type of Special Need: Learning Disability</td></tr>
<tr><td colspan="3">IEP Goals: Improving his vocabulary</td><td>Short Term Objectives: Learning new words</td></tr>
<tr><td colspan="2">Contents:

increase dictionary use

strengthening the vocabulary</td><td>Lesson Objective(s):

1- Realize why we need dictionary

2- Knows some of the word's meaning and writing that included

3- Memorizes this words</td><td>Skills (from the national curriculum)

1- Language skills</td></tr>
<tr><td colspan="4">Method(s):

Direct instructions, Design teaching , Question and answer technique</td></tr>
</table>

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Materials: The letter cards,pencil,small notebook		
Representation	Action and expression	Engagement
Presenting new words and their meaning at the dictionary that he occurred with letter cards usmg the techniques given	*Student express his learning by using these words in sentences or in a short story.*	*Examples from daily life are given.* *Students are encouraged to think about words they do not know.*
Procedures *(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)*		
1. Lesson Format *(How will students take part in the lesson? What's the setting in your classroom?)* *students are divided into groups.* *They sit in groups in the classroom.*		

LESSON PLAN

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	Teacher will write an interesting word on the card and hang it on the board.Then ask the student the meaning of this word.	Student try to guess the meaning of this wo
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	The teacher will take a dictionary to the class and explain it to the student.	Student will make his own dictionary.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	Teacher will write an interesting word on the card and hang it on the board.Then ask the student the meaning of this word.	The student observes what is going on the board . The student listens to his teacher's instructi

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Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent Practice: (How will students demonstrate the ability to perform skill independently?)	Then the teacher will find the word's meaning from the dictionary that she took to the class.	carefully. The student will learn some new words and use them when speaking. After that the student is expected to make his own dictionary. Finally the student is expected to show his small dictionary to his classmates

4. Closure:

The next lesson the student is asked to tell a story usmg the new words that he learnt.

Evaluation: The teacher will observe the student and If there is missing or wrong learning, feedback is provided.

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General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	The student learns all the given words' meaning and can use the dictionary easıly.	The student learns at least ½75 of the new words' meaning.	It is observed that 70% of the students' approach to dictionary usage is positively affected. Accordingly, it is seen that their vocabulary develops.

Modifications/ Adaptations: *For students with learning disabilities.*

The teacher becomes a role model by using the dictionary in the future. Thus, it supports learning.

Collaboration is made by informing their families.

Comments:

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<table>
<tr><td>Lesson: Social studies</td><td>Main Topic: Natural Systems</td><td>Subtopic: Volcanism</td></tr>
<tr><td colspan="2">Date:</td><td>Duration/ Schedule:40’+40’</td></tr>
<tr><td>Target Student:</td><td>Class:7</td><td>Type of Special Need:</td></tr>
<tr><td colspan="2">IEP Goals: internal forces; explain the effects of landforms on the formation process.</td><td>Short Term Objectives:

1.Soil fertility of volcanic lands

2. The effect of volcanoes on political life</td></tr>
<tr><td>Contents:

geographic observation,

geographic query,

Perceiving change and continuity</td><td>Lesson Objective(s):

Features and shapes of depth volcanism are explained

Describes features and shapes of Surface Depth volcanism</td><td>Skills (from the national curriculum)

The features and shapes of depth and surface volcanism are explained.</td></tr>
<tr><td colspan="3">Method(s): lecture method, brainstorming, question answer</td></tr>
</table>

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Materials: Course materials, computers, animations and videos, maps,		
Representation	Action and expression	Engagement
Textbook and supplementary books, Interactive board, EBA Course materials, computers, animations and videos, maps, satellite images of the earth, graphics, pictures and figüresin.	interactive board playing cards Paper Colorful pencils Tablet or phone Quivery appl	Definition of volcanism Gives information about depth volcanism Explain the concepts of crater and caldera Knows the Ring of Fire.
Procedures *(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)*		
1. Lesson Format *(How will students take part in the lesson? What's the setting in your classroom?)* *students sit in a u-form to watch and participate in demonstration technique.*		

LESSON PLAN

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	Students' knowledge about volcanism is questioned. Geographical terms are explained. Volcano types are exemplified.	Makes comments about pictures. match sentences.
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	They are allowed to create their own sentences with keywords. Sentences are diversified through question and answer.	Volcano news they see on communication cha It is told.Gives examples from daily life.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	The teacher distributes the educational game cards. The cards are painted and the volcavism is revived with the application. A video is played from the interactive board. The terms are explained.	Makes sentences about the playing cards de According to the teacher's feedback, It fixes it. Collaborate with other students

LESSON PLAN

			It creates a story by combining it. Defines the types of volcanism.
	Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?)	The teacher explains the meaning of literal and figurative words. A sample video on the subject is watched. An educational cartoon makes you listen to sentences that can be examples from a movie.	Writes the theoretical knowledge dimension of the subject in the notebook. It determines the new information in the watched video. Identify the example sentences in the cartoon.
	Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	Sample sentences in the cartoon are written on the board. Makes activities related to the subject from the interactive whiteboard. The examples given are given feedback by other students.	Determine the meanings of the words in the example sentences. Makes activities from the interactive whiteboard. Students contribute to the work of their friends.Corrects your mistakes.

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Practice: (How will students demonstrate the ability to perform skill independently?)	Students use the terms given throughout the lesson. Colors and traces the given application paper.	Explains volcanism using terms Explain the effects of formation and life.Shares the product he created and its stages with his friends.

4. Closure:

Students summarize what they have learned throughout the lesson by asking each other questions.

The teacher shares his comments about the created products.

They are asked to determine the sentences by giving homework on the subject.

Evaluation:

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It is seen that students have difficulty in understanding the theoretically abstract subject.

The subject is concretized with the examples given in the course and the activities carried out.

In the final control test, it is determined that the students have a better understanding of the subject.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Explains the terms of volcanism. Explain the causes and consequences of volcanic movements	It is observed that the students willingly participate in the activities. collaborates with fellow students.	70% of the students are expected to be successful in the final test. The infrastructure of the next topic is created.

Modifications/ Adaptations:

- *For students with learning difficulties*
- *- Stories can be further embodied with drama activity.*
- *- The teacher can support the idea stage.*
- *- Parent cooperation can be achieved by identifying missing issues.*

LESSON PLAN

Comments:

References

Textbook

https://yunus.hacettepe.edu.tr/~kdirik/FJ_Volkanizma.pdf

https://www.dersimiz.com/ders_notlari/volkanik-hareketler-volkanizma-oku-22968.html

https://www.youtube.com/watch?v=BZCK46BlEEo

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<table>
<tr><td>Lesson: Science</td><td>Main Topic: Propagation of Sound</td><td>Subtopic: Sound Hearing Differently in Different Environments</td></tr>
<tr><td colspan="2">Date:</td><td>Duration/ Schedule: 40’+40’+40’</td></tr>
<tr><td>Target Student:</td><td>Class:6</td><td>Type of Special Need: Learning disability</td></tr>
<tr><td colspan="2">IEP Goals: He realizes that sound progresses in matter and cannot progress in space.</td><td>Short Term Objectives: Sound travels with vibration in water, different materials make different sounds.</td></tr>
<tr><td>Contents: Why Is The Water In The Container Vibrating?

Does Sound Propagate in a Space?

Producing Different Sounds with Different Objects</td><td>Lesson Objective(s): The student's discovery that different sources make different sounds by doing and experiencing.</td><td>Skills: Difference of sounds produced in different objects, the same sound being heard differently in different environments

He discovers by trying that sounds are heard differently with the change of the sound source.

He discovers by trying that the sound is heard differently with the change of the environment in which it spreads.</td></tr>
</table>

LESSON PLAN

Method(s): Lecture, video, Try-do and question-answer.		
Materials: *Smart board, presentation, educational play dough, activity materials and video.*		
Representation	Action and expression	Engagement
Smart board, presentation, educational play dough, activity materials and video.	*Play dough* *Coloring paper, colored pencils,* *interactive board* *Smart board, beaker, water, table, metal cutlery, stone, wooden spoon, deaerated container, glass*	*Explains the propagation of sound on the water wave model.* *It shows that objects such as stones, spoons and wood make different sounds by hitting each other.* *Creates the song of the subject with different sounds.*
Procedures *Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)*		

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LESSON PLAN

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)

Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

2. Introduction: *(How will you grap the student's attentions?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	Since he enters the classroom with a sound, the question is asked why do they make a sound when these materials are hit.	The students say from the previous lesson t vibration is sound and that their items make a s when they are struck together.
Anticipatory Set:*(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	Why are we listening to the voice of someone we haven't seen? Why can't we hear the sound of the sun we see? we ask the question. We create curiosity in students.	Students will be curious about the sounds of ol they can see and cannot see.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they	It tells that when we put the water-filled beaker on	By doing-living, students discover that mater make different sounds and that the sound spre

LESSON PLAN

need to learn—methods/ techniques? How does this lesson link to previous learning?)	the row and hit the row, the beaker vibrates and is shown.	the material environment.
Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?)	The sound produced when different materials are struck together is explained. Students are given activities. video is watched. Questions are answered	The students observe that the water vibrates with the sound, and they hear different sounds by hitting different materials together. understands that the sound is not heard in the deaerated container.
Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	Makes each student in the class do an activity with the materials. Makes activities related to the subject from the interactive whiteboard. The examples given are given feedback by other students.	Follows and performs activities. It gives new examples. Makes activities from the smart board. He checks the activities of his fellow students. It fixes your mistakes.
Practice: (How will students demonstrate the ability to perform skill independently?)	Students arrange the examples they give throughout the lesson as musical melody. The teacher gives feedback to the students about the shortcomings in this melody. It is ensured that they understand the melody with lyrics where solids, liquids and gases transmit the	He creates his own melody with the event materials. He tells what he understands, accompanied by the melody of his own activity materials. He shares the product he created and its stages with his friends.

LESSON PLAN

	sound and the space does not transmit the sound.	

4. Closure:

Students form groups among themselves and tell each other what they have learned during the lesson with melodies.

The teacher shares his comments about the created products.

The music groups created with the subject are asked to sing the subject with new songs with instruments that make different sounds.

Evaluation: *The example of each student is listened and the subject is made concrete by making the activity.*

In the final control test, it is determined that the students understand the subject better.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to	correctly fills in the blanks on the worksheet.	As a result of the evaluation, it was observed that 75% of the students	It has been determined that 25% of the students are deficient in theoretical

LESSON PLAN

approach, meet or exceed expectations)	It defines the sound. actively participates in the lesson.	understood that the sound reacted differently with different materials.	knowledge. All of the students understood the subject in practice.

Modifications/ Adaptations –

- -Students with learning difficulties can be given responsibility within the group.

- - They may be asked to research instruments and devices that work with sound in daily life.

- - The teacher can support students' voice-operated engineering ideas.

- - Parent cooperation can be achieved by identifying missing issues

Comments:

LESSON PLAN

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Lesson: English	Main Topic: Hello!	Subtopic: Meeting with each other
Date:		Duration/ Schedule:40'+40'
Target Student: Secondary School	Class: 5	Type of Special Need: None
IEP Goals: Students will be able to introduce themselves and meet other people		Short Term Objectives: 1. Expressing likes and dislikes 2. Telling favourite things
Contents: Asking and answering questions like "What is your favourite colur? It is blue" What do you like to eat for breakfast? Cheese and eggs…	Lesson Objective(s): 1 Ask and answer properly 2.. Makes his own sentence. 3. Careful about pronunciation	Skills (from the national curriculum) Guess the meaning of unfamiliar words and phrases using the context.
Method(s): Question and answer, brainstorming, collaborative learning		

Materials: Contexts, capt.ions, illustrations, videos, arts and crafts, drama (role play, simulation), drawing and coloring		
Representation	Action and expression	Engagement
Smart board, presentation, educational game card, video	*interactive board playing cards Paper* *Colorful pencils* *materials for arts and crafts*	*Teacher brings a doll into the class and introuce her to the students, asks them to lead questions to her in order to learn about her much more.*
Procedures *(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)*		
1. Lesson Format *(How will students take part in the lesson? What's the setting in your classroom?)* *Students will be encouraged to participate in the lesson in an active way from the beginning of the lesson. Smartboard is used to watch a short video, whiteboard for emphasizing importants words and sentences, colourful pencils and papers, stickers, arts and crafts materials to create own characters..*		

2. Introduction: *(How will you grab the student's attention?)*			
	Procedures	Teacher will…	Student will…
	Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)* *In the engagement phase, students attention will be grabbed by the teacher.*	After engaging students with the baby doll, they watch a video about two children trying to meet each other at the first day of school.	Makes comments about pictures. match sentences.
	Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)* *As this is the first lesson of the year, and the level of the topic is all right for the students, pre-assessment is not necessary*	Teacher writes the key words and sentences on the board. They are allowed to create their own sentences with keywords. Sentences are diversified through question and answer.	Make up your own sentences with the words you choose Creates. Gives examples from daily life.
3. Presentation:			
	Procedures	Teacher will…	Student will…

	Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) In the engagement, teacher act as a model through making a dialogue with the baby doll as is it was a girl called Alice. Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) Modelling can be seen in engagement and durig other activities like role play, video watching, teacher emphasizing appropriate words and sentences.	The teacher wants students to draw or create their own characters by using colourful pencils and papers or using arts and craft materials. Makes emphasize the key words and commong sentences on the interactive whiteboard. The examples given are given feedback by other students.	Students will make role plays with their peers as pairwork in front of their friends. Collaborate with other students Makes more sentences from the interactive whiteboard. The student checks friends' sentences. Corrects their mistakes.

	Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent Guidance is continuing overall the lesson. Practice: (How will students demonstrate the ability to perform skill independently?) Creating their own characters and introducing the independently in the role play.	Students organize the examples they give throughout the lesson as a story text. The teacher gives feedback to the students about the shortcomings in this story. It is ensured that they describe the place, time, person and events in the story with pictures.	Turns their sentences into stories. Tells the story with pictures using different colours. Shares the product he created and its stages with his friends.

4. Closure:

Students summarize what they have learned throughout the lesson by asking each other questions.

The teacher shares his comments about the created products.

They are asked to determine the sentences by giving homework on the subject.

Evaluation:

It is seen that students have difficulty in understanding the theoretically abstract subject.

The subject is concretized with the examples given in the course and the activities carried out.

In the final control test, it is determined that the students have a better understanding of the subject.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	can often use the words learned in their speech. can classify words according to their	It is observed that the students willingly participate in the activities. They can cooperate with their friends.	In the final control test, it is observed that 90% of the subject is understood. The level of readiness for the next topic appears to be appropriate.

	meanings.		

LESSON PLAN

Modifications/ Adaptations: - *For students with learning difficulties* - *- Stories can be further embodied with drama activity.* - *- The teacher can support the idea stage.* - *- Parent cooperation can be achieved by identifying missing issues.*			
Comments:			

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<table>
<tr><th>Lesson: Social Sciences</th><th>Main Topic: Individual and Society</th><th>Subtopic: Communication</th></tr>
<tr><td colspan="2">Date: 6-10 September, 2021</td><td>Duration/ Schedule: 40+40+40 = 120 mins.</td></tr>
<tr><td>Target Student:</td><td>Class: 7</td><td>Type of Special Need: -</td></tr>
<tr><td colspan="2">IEP Goals: Being able to have healthy communication within the society</td><td>Short term objectives

Questioning one’s own attitudes and behavoiurs through analysing attitudes and behaviours affecting Communication.</td></tr>
</table>

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Contents:	Lesson Objective(s):	
Contact ability to express oneself correctly effective listening	What do you pay attention to and how do you act while expressing yourself in your daily life?	Skills (from the national curriculum) Freedom and responsibility values, through and media literacy skills

Method(s) Lecture, question-answer, brainstorming, review, discussion

Materials: *(List all materials you will be using in each area)*

Textbook, Smart Board, EBA, Achievement Tests

Representation	Action and expression	Engagement
Presenting information about the content in various format as to students get able to reach and acquire them easily	Allowing students alternatives to express or demonstrate their learning. (role-play, drama, real and authentic materials, videos will be used)	Stimulating students' interests and motivation for learning in a variety of ways.

		Reading e-mail examples, watching videos of short dialogues through analyzing attitudes, behaviors, gest and mimes of speakers, their

		clothes and belongings will also be considered.

1. Lesson Format *Students will be seated in groups. Group spokespersons will be selected. Speakers will take turns attending the lecture.*			
2. Introduction: *(How will you grab the student's attention?)*			
	Procedures	Teacher will…	Student will…

	Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	The lesson can be started by asking a question. *(What do you pay attention to and how do you act while expressing yourself in your daily life?)* The correct answers from the students are expanded and the subject is passed by associating them with daily life.	Subject texts in the course book are read. Students are asked to answer questions about the text.
	Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	"Communication" is the transfer of feelings, thoughts and information to others by all means.	Students are encouraged to share their feelings and thoughts.
3. Presentation:			
	Procedures	Teacher will…	Student will…
	Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	Textbook, Smart Board, EBA, Achievement Tests What do you pay attention to and how do you act while expressing yourself in your daily life? The lesson can be started by asking a question. The correct answers from the students are expanded and the subject is passed by	Students will participate in the activities. The overall content will be given in an anticipated manner as to get students Curious.

	Modeling: (How will you model—verbally explain		

	with visual example/ demo? How will you support students to activate their own thinking?) Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent Practice: (How will students demonstrate the ability to perform skill independently?)	associating them with daily life. Subject texts in the course book are read. Students are asked to answer questions about the text. "Communication" is the transfer of feelings, thoughts and information to others by all means. There is more than one way to communicate, and there are many tools that enable us to communicate. While communicating, we should choose the right methods and tools according to the environment and situation we are in. In this way, our communication becomes more effective. Communication is divided into three according to the methods and tools we use. Verbal Communication: It is the communication we establish by speaking. We use it in face-toface or telephone conversations. Speeches in meetings can be given as examples of oral communication forms. Written Communication: It is the communication we make using writing. Letters, fax messages, emails, newsletters are examples of written communication. Nonverbal communication: It includes many nonverbal elements such as body movements, gestures, facial expressions, tone of voice, physical image and clothes. Nonverbal communication affects	

		the quality of verbal communication. Effective communication is very important for	

	ou *v* *du*

4. Closure:

This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion.

Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

Teacher emphasize that turing verbal communication, our tone of voice, body movements and facial expressions can be as effective as the content of the speech. Sometimes our body language sends more messages than the words we say. It is very important in effective communication that we convey the expressions we will use in a conscious and sincere manner.

Students will answer the following questions as a closing activity.

1-Which communication methods do you use during the day?

2-What are the situations that negatively affect communication?

3-What are the characteristics of a good speaker?

4- Give examples of idioms and proverbs about communication?

Evaluation

Various questions can be asked within the scope of individual or group activities to get feedback from students.

EBA events and Achievement Tests can be used.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
students; *expresses himself correctly.* *Develops effective listening skills.* *He uses his communication skills at the highest level.*	Have technical knowledge about communication. Expresses himself correctly. It can react according to the feedback it receives from the other party.	Actively participates in events. Can summarize 75% of the acquired knowledge in their own words.	A more self-confident communication is seen in the implementation phase. It is aimed to increase communication skills with drama activities.

Modifications/ Adaptations: (Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)

- *Collaboration between students can be supported through group work.*
- *Interaction between students can be increased with the debate activity.*

Comments:

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LESSON PLAN

<table>
<tr><td>Lesson: GEOGRAPHY</td><td colspan="2">Main Topic: Ocean Sciences</td><td>Subtopic: Climate Change and Sea Level Rise</td></tr>
<tr><td colspan="3">Date:?</td><td>Duration/ Schedule:40’+40’</td></tr>
<tr><td>Target Student:</td><td colspan="2">Class:5</td><td>Type of Special Need:</td></tr>
<tr><td colspan="3">IEP Goals: The impact of climate change on the oceans and the sea</td><td>Short Term Objectives:

Knows that the total weight of the substance is maintained regardless of the type of change that occurs during heating, cooling or mixing of substances</td></tr>
<tr><td>Contents:

climate change, sea level, states of matter</td><td colspan="2">Lesson Objective(s):

1 Plan, carry out, and interpret results of a scientific investigation.

2. Explain why melting land ice causes sea levels to rise, but melting sea ice does not.</td><td>Skills (from the national curriculum)

Know the effects of temperature increase on our world</td></tr>
</table>

LESSON PLAN

	3. Recognize the far-reaching effects of global climate change.	
Method(s): Question and answer, brainstorming, collaborative learning		

Materials:		
Representation	Action and expression	Engagement
Smart board, presentation, educational game card, video	*2 identical clear food storage boxes (approximately 6 inches square) per group* *8 sticks of classroom modeling clay per group* *1ruler per group* *1tray of ice cubes per group (may need to start storing ice cubes ahead of time)* *1liter of water per group*	*Tell us how the ice melts* *How does the water level change when the ice inside the glass melts*
Procedures *(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)*		

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LESSON PLAN

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)

Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	*Have a discussion about global climate change and sea level rise. Ask students:* *Where is there a lot of ice in the world?* *Is the ice on land or on water?* *Will one or both cause sea level to rise when they melt?*	Guide students through the development of a question about the melting of ice and sea level rise. Which type of melting will cause an increase in sea level? Have each student record the question and a prediction on the worksheet.
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	Tell the students that they will be working in groups to design an experiment to answer their question. Introduce the materials. Give as much or as little guidance about how to use the materials as is appropriate for your class.	Have students discuss their ideas with their small groups. Afterwards, discuss each group's ideas as a class. Make sure each group has a workable experimental design (see suggested procedure below). Have each student describe and/ or draw their group's experimental design in the "methods" section of the worksheet.

LESSON PLAN

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students	1. Place half of the clay into one side of each box. Form the clay to represent land rising out of the ocean. 2. Place about 6 ice cubes on the "land" in the first box. Place the same number of ice cubes next to the clay in the second box, so that they are resting on the bottom of the container. 3. Pour water into the container where the ice is resting on the bottom until the ice is floating (NOT resting on the bottom). 4. Pour water into the container with the ice resting on the clay until the water levels in the two containers are approximately equal. 5. Have students measure and record initial measurements of water depth (in mm). They may wish to draw a line in the clay at the initial water level. 6. Leave the setup. Students should measure the water depth every hour (or other regular	performs the activity together with the guidance of the teacher. observes the effect of heating and cooling on matter.

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to activate their own thinking?) Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent Practice: (How will students demonstrate the ability to perform skill independently?)	interval) and record the results, until the ice is completely melted.	

4. Closure:

Have another discussion about global climate change. Use the following questions to generate discussion:

- Why might we be concerned about sea level rise? *(Coastal areas will be flooded. People will lose their homes. Some fresh water resources will become too salty to use. Habitat loss will occur.)*
- What can we do to help slow this process by using less fossil fuel? *(Take public transit instead of driving, eat local foods, turn off lights and electrical equipment when not in use, plant a tree, reduce, reuse and recycle.)*

Evaluation:

General Lesson Objective Evaluation Functional Behaviors

LESSON PLAN

Students	*Exceeds expectations*	*Meets expectations*	*Approaching expectations*
	learns by experiencing the impact of changing weather conditions on the environment. *Becomes more sensitive to the environment.*	*Acquire theoretical knowledge on the subject.* *Reinforces knowledge through practice.*	*It is seen that 80% of the learning takes place in the short written written at the end of the course.* *It is predicted that readiness for the next subject will reinforce it.*

Comments:

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LESSON PLAN

<table>
<tr><td colspan="2">Lesson: Science</td><td>Main Topic: SYSTEMS IN OUR BODY</td><td>Subtopic: The respiratory system</td></tr>
<tr><td colspan="3">Date:</td><td>Duration/ Schedule: 40’+40’</td></tr>
<tr><td colspan="2">Target Student:</td><td>Class:6</td><td>Type of Special Need: Learning disability</td></tr>
<tr><td colspan="3">IEP Goals: He knows that our lungs are the center of the respiratory system.</td><td>Short Term Objectives:
1 The student knows where his lung is.
2. Shows how the respiratory system works by breathing.</td></tr>
<tr><td>Contents: Structures and organs that make up the respiratory system, lung</td><td colspan="2">Lesson Objective(s): Our respiratory system works in harmony with one of the systems in our body and other systems.</td><td>Skills : Explain the functions of the structures and organs that make up the respiratory system using models.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">Materials: Human model, smart board, presentation, video and event materials.</td></tr>
</table>

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LESSON PLAN

Representation	Action and expression	Engagement
Human model, smart board, presentation, video and event materials.	*Play dough* *Painting paper and pens* *Coke bottle, straw and balloon* *interactive board*	*Explain the respiratory system on a model.* *He can make the respiratory system with play dough.* *Creates a model of the respiratory system with activity materials.*
Procedures *(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)*		
1. Lesson Format *(How will students take part in the lesson? What's the setting in your classroom?)* *Consider: demonstrations, group investigation, games, multimedia, presentation, and so on*		

LESSON PLAN

2. Introduction:*(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	Event materials are left on the table. Students are asked to tell about the systems of our body that they have studied before and how they relate to these materials.	Our body, which has been processed before, explains its systems and tries to relate it to the materials.
Anticipatory Set:*(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	Students are allowed to comment on course materials. In the form of questions and answers, it is thought about what to do with the material.	Students explain their comments. They express their designs.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	The teacher reminds the systems that have been seen before, and today from these systems; respiratory system tells students. It is explained on the model, on the video. Students can make the respiratory system with drawings and play dough.	Makes pictures about event materials According to the teacher's feedback, It fixes it. Models in collaboration with other students It creates a story by combining it. The literal and metaphorical in this story

LESSON PLAN

			Define the words.
	Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?)	He teacher explains the structures and organs of the respiratory system. Asample video on the subject is watched. The respiratory system is shown on the model. Arespiratory system model is created.	Writes the theoretical knowledge dimension of the subject in the notebook. It determines the new information in the watched video.
	Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	Tells the subject on the model Avideo about the subject is watched from the interactive board and activities are performed. Gives feedback on given examples by other students	Makes a picture of the respiratory system. Makes a model of the respiratory system Comprehends the respiratory system structure organs. Makes activities from the interactive whiteboard.
	Practice: (How will students demonstrate the ability to perform skill independently?)	Students express their understanding of the lesson in their own words. The teacher gives feedback to the students about these deficiencies. It is provided to draw the respiratory system and make a play dough model.	Draws a picture of the respiratory system and makes a model. It fixes your mistak He says that the respiratory system is just as

LESSON PLAN

			important and compatible with other systems. Explain the respiratory system with pictures and models using different colors. He shares the product he created and its stages with his friends.

4. Closure:

Students summarize what they have learned throughout the lesson by asking each other questions.

The teacher shares his comments about the created products.

They are asked to determine the sentences by giving homework on the subject

Evaluation: *The subject is concretized with the activities on the model, the videos watched and the pictures made.*

In the final control test, it was determined that the students understood the subject better

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to	Compare the structures and functions of the organs that make up the	Students know how the respiratory system works.	It has been seen that 10% of the students are theoretically deficient.

LESSON PLAN

approach, meet or exceed expectations)	respiratory system. Explain the relationship of the respiratory system with other systems.	understand the importance of the lung for the body.	The reason for this is thought to be the incomprehensible parts of the previous topics.

Modifications/ Adaptations :

-For students with learning difficulties

- - By giving responsibility within the group; can participate in all activities.

- - The teacher can support the color selection step.

- - Parent cooperation can be achieved by identifying missing issues.

Comments:

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LESSON PLAN

<table>
<tr><td>Lesson: Turkish</td><td>Main Topic:Popular literature</td><td>Subtopic: Philosophy and Turkish</td></tr>
<tr><td colspan="2">Date:</td><td>Duration/ Schedule: 2 hours</td></tr>
<tr><td>Target Student:</td><td>Class: 6th grade</td><td>Type of Special Need: learning disability</td></tr>
<tr><td colspan="2">IEP Goals: IEP annual goal for student with special needs

- To think Multidimensionally
- To develop different interpretation power</td><td>Short Term Objectives:

- Understand what you read faster and more accurately
- To able to see things from different angles
- To enable learning because of knowledge</td></tr>
<tr><td>Contents:
- Definition of philosophy
- Contribution of philosophy of education
- The effects of philosophy of thinking of skills</td><td>Lesson Objective(s):
- Develop thinking skills
- Develop analytical thinking skills</td><td>Skills (from the national curriculum)

- The interaction of philosophy and language</td></tr>
</table>

LESSON PLAN

- Ludwig Witgenstein and Bryan Magee's lifes and works		

Method(s):

- reading of the philosophy
- analysing of the lives of some philosophers
- The contribution of philosophy to language , education and understanding
- analysis of literary texts

Materials: *(List all materials you will be using in each area)*

Representation	Action and expression	Engagement
smart board *web-based video about content* *drama*	- Preparing posters about philosophers - 5 minute essay - With friends to do conversation - For a community symposium group	- teacher's presentation - https:/ / tr.wikipedia.org/ wiki/ Felsefe - teacher's presentation - https:/ / tr.wikipedia.org/ wiki/ E%C4%9Fitim_felsefesi

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

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LESSON PLAN

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)

Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

- *multimedia*
- *presentation*
- *virtual travels*

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)* *- Have the students form 2 groups and have a debate in order to get each other to accept 2 different theses.*	*- Have the students form 2 groups and have a debate in order to get each other to accept 2 different theses.* - The teacher ask them to collect information about	- Debate begins according the teacher's directions -The teacher conveys that he/ she wants the debate to take place in accordance with the rules of courtes

LESSON PLAN

- Introducing of Philosophy	the issues and makes them think about persuasion methods.	-Open discussions regarding the Philosophy (understanding, establishing connections with the previous moment)
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)* New info	Invitation to a debate: the binary effect of the human interventions (as creators, teachers, influencers or just the most intelligent animal on Earth)	The students will take sides and they will sustain their options with arguments.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	- Reading - Writing	

LESSON PLAN

		- Integrated thinking about what you read and write	
	Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?)	1. This material will present different works of Philosophy Link to a material ; http:/ / www.ariakademi.com/ montessori-yonetimi-felsefesi/	-watch the Philosophy movies
		2. present and explain the terminologies used: Philosophy	-appropriation of the specific source
	Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	The teacher gives information about the types of persuasion and the types of arguments. The teacher asks the students to choose the ones that are suitable for him.	-The students compare fragments or literary works that were proposed to them and observe the differences in the interpretation of the myth

LESSON PLAN

Practice: (How will students demonstrate the ability to perform skill independently?)		(poetry and play) -On the documents prepared by the teacher, the students will post their observations

4. Closure:

This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

-The teacher suggests another topic for reflection

-The students will also post their reflection on this new subject of discussion, in a 5 minutes essay.

Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

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LESSON PLAN

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	The students develop divergent thinking skills	The students will be able to develop the power of interpretation by thinking from different angles.	The students will be able to interpret what they read faster and by evaluating from different angles.

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

for missing learning

debating method can be applied.

Prior knowledge can be activated by making a readiness test before the lesson.

Comments:

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LESSON PLAN

DURALILER SECONDARY SCHOOL

Lesson: Maths	**Main Topic: Numbers and Operations**	**Subtopic: Natural Numbers**
Date: 20/ 12/ 2021		**Duration/ Schedule: 40**
Target Student: 5 th class	**Class: 5**	
IEP Goals: Reads and writes natural numbers up to nine digits Rule creates the desired steps of the given pattern of numbers and shapes		Short Term Objectives: Reads natural numbers up to nine digits. Write natural numbers up to nine digits. Creates number and shape patterns.
Contents: **Natural numbers** **Operations with natural numbers** **The patterns**	**Lesson Objective(s):** **Students will** **Reads naturel numbers.** **Write naturel numbers.**	**Skills (from the national curriculum)** Guess naturel numbers.
Method(s):STEMeducation approach, problem based learning, query based learning, improvising process cycle		

LESSON PLAN

Materials: *worksheets, wooden skewer, styrofoam, beads or pasta, scissors, paints, ruler, base ten blocks, hundred base blocks*		
Representation	**Action and expression**	**Engagement**
working papers, ten base blocks, hundred base blocks	wooden skewers, styrofoam, beads or pasta, scissors, paints, ruler	Design of groups with available materials plans are required. Groups are asked to evaluate their design plans and explain them in detail to the class. The prototype of the planned design is checkered It is drawn on A4 paper, drawings are developed. Features of the design in prototype drawing should be explained and how the design will work should be explained.

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. **Lesson Format**

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations,group investigation, games, multimedia, presentation, and so on
The target student is in the class.

2. **Introduction:** *(How will you grab the student's attention?)*

Procedures	**Teacher will…**	**Student will…**
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	Are you designed for a date planning setup? Is tea and chocolate solutions considered up to the market shelves? Suggestions from students to solve the problem using the brainstorming technique.	They give appropriate answers to questions.
Anticipatory Set: *(How will you create interest in this*	Focuses students' attention on the question.	Students write down the number.

LESSON PLAN

lesson? Is pre assessment necessary? Is this review or new info)	It redirects them to the first instance and lets them solve it.	

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	The teacher asks a student to say a nine-digit number. Students write this number in their notebooks. Designs the abacus with the method of learning by doing. The applicability of the views in current conditions is evaluated and discussed. According to the evaluation results, one of the views is selected as the most appropriate solution. It is emphasized that the solution should be designed in the most applicable way.	The student says a number of up to nine digits. Stuc write the number in the notebook. He then checks f the whiteboard.
Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?)	The prototype of the planned design is drawn on squared A4 paper, and the drawings are developed. In the prototype drawing, the features of the design should be explained and how the design will work should be explained.	Student notes key points and formulas in strategies Listens to the design features and design in prototy drawing.
Guided Practice: (How will students practice skill and how	The video is watched. Then, under the guidance of the teacher, the features of the design should be explained in the prototype drawing and how the design will work	Makes an abacus design under the guidance of the

LESSON PLAN

	will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	should be explained. At the end of the design, the work done is shared with the other students in the class. Students review products designed by other groups. The aim here is to evaluate students' products by comparing them with other products.	teacher by looking at the prototype. If there is a wrong application, it will be corrected. He presents the acquired knowledge to his classmates. It provides permanent learning. Learns different ideas and designs.

4. **Closure:**
   Students repeat the knowledge they have learned during the lesson with the help of questions.
   The teacher shares his comments about the abacus.
   The teacher gives information about the next lesson.

Evaluation:
The student was more successful in his joints with concrete objects.
Both had fun at the end of the lesson. learning is permanent.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Models that write natural numbers.	Both concretization and cooperation came to the fore in learning by doing and experiencing. This has a positive effect on learning.	In the last application, it was seen that the students understood the subject. It was decided to use the method of learning by doing more frequently in lessons.

Modifications/ Adaptations:
Topics can be made more concrete with materials.
Students' imaginations can be developed with different designs.

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LESSON PLAN

Comments:

Lesson: Social Studies	**Main Topic:** *Individual And Society*	**Subtopic: My Changing Roles - Change of Social Roles**
Date: 08.09.2022		**Duration/ Schedule: 40'+40'**
Target Student:6 th class	**Class:** 6	**Type of Special Need:** Learning Disability
IEP Goals: Examines the change of social roles over time.		**Short Term Objectives:** 1 Examines the change of social roles over time. 2. Analyzes the place and role of social, cultural and historical ties in the formation of social cohesion.

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Contents:	Lesson Objective(s):	Skills (from the national curriculum)
Background papers, Cards, Presentations	**Students will** 1 Learns their roles. 2. Knows the responsibility of their roles.	In this activity, students will use and develop the following skills 1 Social Skills 2. Collaboration Skills 3. Problem solving

Method(s): Reading, question-answer, demonstration, gamification,

Materials: *pictures and photographs, background papers, cards*

Representation	Action and expression	Engagement
Smart board, internet, gamification,	Activity papers/ worksheets Cardboard Glue Pencil Colored papers.	The competition environment of the test about the pattern is provided on the internet. Video recording of students' self-expressions Rhythm work Peer tutoring (if needed)

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. **Lesson Format**

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on
The target student is in the class.

2. **Introduction:** *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	What do you understand by the word role? What does group and institution mean?	Students examine the pictures.
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or*	What do you understand by the word role? What roles do you have?	The student tells his/ her roles, responsibilities and t groups he/ she is a member of.

LESSON PLAN

new info)	What does group and institution mean? Which group are you a member of?	

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) Students visualize the story after listening to the story. They verbally answer the teacher's questions. **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent The student is asked to write in his own words what the concept of role is and how it is formed. A brief summary of what has been learned in the lesson.	Subject texts in the course book are read. Students are asked to answer the questions under the text. As individuals, we assume various social roles from the moment we are born. Some of our roles are ones we are born with. These roles originate from our biological characteristics such as being a child or sibling, and do not require any interest or ability. We cannot choose them. We have some roles that we acquire later by working voluntarily and by showing success. These are the roles imposed on us by the groups that we join with our free will. Being class president is like being a team captain. Roles, which we can express as our duties or the behaviors that society expects from us, can be very diverse. We can experience this diversity even during the day. For example, Mr. Ahmet plays the role of a customer when he visits the market in the evening after taking on the role of a teacher during the day. When he comes to his house, he plays the role of wife to his wife and father to his children. We can have multiple roles at the same time. It's like being a grandchild,	Students visualize the story after listening to the sto They verbally answer the teacher's questions.

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	Practice: (How will students demonstrate the ability to perform skill independently? The student tells his/ her roles, responsibilities and the groups he/ she is a member of.	sibling, older sister, or older brother when you're a child. Our family, the first place where our joys and sorrows are shared, is the most important among the groups we will be in throughout our lives. Therefore, domestic roles should be fulfilled with feelings of love, respect, solidarity and benevolence.	

4. **Closure:**
   The student is asked to write in his own words what the concept of role is and how it is formed. A brief summary of what has been learned in the lesson.
   They are asked to complete the worksheet given to them until the next lesson.
   It is said that the topic of the next lesson is .....

Evaluation:

- What roles do you have?
- Does the role change over time, why?
- What are the professional roles?

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Correctly completes activities on the assessment worksheet. Participates in lecture activities. .	Correctly completes 50% of the activities on the assessment worksheet. Actively participates in class activities.	Correctly completes at least 50% of all missing patterns on the assessment worksheet. Gets help from the teacher/ peer in the visualization activity related to the story being played. They are encouraged to participate actively in course activities.

Modifications/ Adaptations:

For students with learning disabilities or low performance students;

- - It can be ensured that they listen to the story played two or three times.
- - In the activity of completing the missing patterns, the teacher becomes an extra model and support when necessary.
- - A shorter story with the same difficulty patterns can be played.
- - If there are students who have difficulties in visualizing the story, they can be given ready-made images and asked to sort them according to the pattern in the story.

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- - Peer support can be provided in group activities.
Comments:

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LESSON PLAN

Lesson: Social Studies	**Main Topic:** *Individual And Society*	**Subtopic: My Changing Roles - Change of Social Roles**
Date: 08.09.2021		**Duration/ Schedule: 40'+40'**
Target Student:6 th class	**Class:** 6	**Type of Special Need:** Learning Disability
IEP Goals: Examines the change of social roles over time.		**Short Term Objectives:** 1 Examines the change of social roles over time. 2. Analyzes the place and role of social, cultural and historical ties in the formation of social cohesion.
Contents: Examines the change of social roles.	**Lesson Objective(s):** **Students will** 1. Learns their roles. 2. Knows the responsibility of their roles.	**Skills (from the national curriculum)** In this activity, students will use and develop the following skills 1 Social Skills 2. Collaboration Skills 3. Problem solving
Method(s): Reading, question-answer, demonstration, gamification,		
Materials: *(pictures and photographs, background papers, cards, presentations on the subject)*		

Representation	Action and expression	Engagement
Smart board, internet, gamification,	Activity papers/ worksheets Cardboard Glue Pencil Colored papers.	The competition environment of the test about the pattern is provided on the internet. Video recording of students' self-expressions Rhythm work Peer tutoring (if needed)

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

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1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on
The target student is in the class.

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	What do you understand by the word role? What does group and institution mean?	Students examine the pictures.
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	What do you understand by the word role? What roles do you have? What does group and institution mean? Which group are you a member of?	The student tells his/ her roles, responsibilities and t groups he/ she is a member of.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) Examines the change of social roles over time. Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) Past topics are reminded. Guided Practice: (How will students practice skill and how	Subject texts in the course book are read. Students are asked to answer the questions under the text. As individuals, we assume various social roles from the moment we are born. Some of our roles are ones we are born with. These roles originate from our biological characteristics such as being a child or sibling, and do not require any interest or ability. We cannot choose them. We have some roles that we acquire later by working voluntarily and by showing success. These are the roles imposed on us by the groups that we join with our free will. Being class president is like being a team captain. Roles, which we can express as our duties or the behaviors that society expects from us, can be very diverse. We can experience this diversity	Students visualize the story after listening to the sto They verbally answer the teacher's questions.

LESSON PLAN

will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent Dram about social roles in society is prepared. **Practice:** (How will students demonstrate the ability to perform skill independently?They are asked to prepare new dramas	even during the day. For example, Mr. Ahmet plays the role of a customer when he visits the market in the evening after taking on the role of a teacher during the day. When he comes to his house, he plays the role of wife to his wife and father to his children. We can have multiple roles at the same time. It's like being a grandchild, sibling, older sister, or older brother when you're a child. Our family, the first place where our joys and sorrows are shared, is the most important among the groups we will be in throughout our lives. Therefore, domestic roles should be fulfilled with feelings of love, respect, solidarity and benevolence.	

4. **Closure:**
   The student is asked to write in his own words what the concept of role is and how it is formed. Abrief summary of what has been learned in the lesson.
   They are asked to complete the worksheet given to them until the next lesson.
   It is said that the topic of the next lesson is .....

Evaluation:

- What roles do you have?
- Does the role change over time, why?
- What are the professional roles?

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Correctly completes activities on the assessment worksheet. Participates in lecture activities. .	Correctly completes 50% of the activities on the assessment worksheet. Actively participates in class activities.	Correctly completes at least 50% of all missing patterns on the assessment worksheet. Gets help from the teacher/ peer in the visualization activity related to the story being played. They are encouraged to participate actively in course activities.

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Modifications/ Adaptations: For students with learning disabilities or low performance students; - - It can be ensured that they listen to the story played two or three times. - - In the activity of completing the missing patterns, the teacher becomes an extra model and support when necessary. - - A shorter story with the same difficulty patterns can be played. - - If there are students who have difficulties in visualizing the story, they can be given ready-made images and asked to sort them according to the pattern in the story. - - Peer support can be provided in group activities.
Comments: Comments will be added after the lesson is complete.

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LESSON PLAN

Lesson: Turkish	**Main Topic:** *MEANING IN THE WORD*	**Subtopic:** REAL MEANING METAPHORICAL MEANING
Date: 15.09.2021		**Duration/ Schedule:** 40'+40'
Target Student: 6 th class	**Class:** 6	**Type of Special Need:** otism
IEP Goals: *Determines the words used in the sentence literally and metaphorically.*		**Short Term Objectives:** 1Identifies the words used in the real sense. 2. identifies the words used in a figurative sense.
Contents: Meaning in word Real meaning Metaphorical meaning	**Lesson Objective(s):** 1 Finds the literal word in the sentence. 2. Finds the figurative word in the sentence. 3. Makes his own sentence.	**Skills (from the national curriculum)** Guess the meaning of unfamiliar words and phrases using the context.
Method(s): Question and answer, brainstorming, collaborative learning		
Materials: smart board		

Representation	Action and expression	Engagement
Smart board, presentation, educational game card, video	*interactive board* *playing cards* *Paper* *Colorful pencils* *Flute*	*Express the example sentence with a picture.* *Tries to explain the word with the silent cinema method.* *Rhythms theoretical knowledge.* *Combines example sentences into a fairy tale.*

Procedures

LESSON PLAN

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on
The target student is in the class.

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	Hangs pictures of example sentences on the board. Ask students to match pictures with sentences.	Makes comments about pictures. match sentences.
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	They are allowed to create their own sentences with keywords. Sentences are diversified through question and answer.	Make up your own sentences with the words you choose Creates. Gives examples from daily life.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	The teacher distributes the educational game cards. The teacher helps them to express the pictures on the playing cards in sentences with rules. The sentences formed are written on the board. The student determines the literal and figurative words in these sentences.	Makes sentences about the playing cards dealt. According to the teacher's feedback, It fixes it. Collaborate with other students It creates a story by combining it. The literal and metaphorical in this story Identify the words.

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Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?)	The teacher explains the meaning of literal and figurative words. A sample video on the subject is watched. An educational cartoon makes you listen to sentences that can be examples from a movie.	Writes the theoretical knowledge dimension of the subject in the notebook. It determines the new information in the watched video. Identify the example sentences in the cartoon.
Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	Sample sentences in the cartoon are written on the board. Makes activities related to the subject from the interactive whiteboard. The examples given are given feedback by other students.	Determine the meanings of the words in the example sentences. Makes activities from the interactive whiteboard. The student checks friends' sentences. Corrects your mistakes.
Practice: (How will students demonstrate the ability to perform skill independently?)	Students organize the examples they give throughout the lesson as a story text. The teacher gives feedback to the students about the shortcomings in this story. It is ensured that they describe the place, time, person and events in the story with pictures.	Turns your sentences into stories. Tells the story with pictures using different colors. Shares the product he created and its stages with his friends.

4. **Closure:**

Students summarize what they have learned throughout the lesson by asking each other questions.
The teacher shares his comments about the created products.
They are asked to determine the sentences by giving homework on the subject.

LESSON PLAN

Evaluation:

It is seen that students have difficulty in understanding the theoretically abstract subject.
The subject is concretized with the examples given in the course and the activities carried out.
In the final control test, it is determined that the students have a better understanding of the subject.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Uses words according to their meanings. It can also explain the literal and figurative meaning theoretically.	It is observed that the students willingly participate in the activities. He can cooperate with his friends.	In the final control test, it is observed that 90% of the subject is understood. The level of readiness for the next topic appears to be appropriate.

Modifications/ Adaptations:

- *For students with learning difficulties*
- *- Stories can be further embodied with drama activity.*
- *- The teacher can support the idea stage.*
- *- Parent cooperation can be achieved by identifying missing issues.*

Comments:

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LESSON PLAN

Course: Science	Main Topic: TERMAL *TRAINING*	Subtopic: *Thermal insulation in buildings*
Date:20.12.2021		Duration/ Schedule:40' +40'
Target Student:6 th class	Class:6	Special requirement type:
IEP Targets: *Understands the importance of thermal insulation in buildings.*		Short Term Goals: *1 The importance of thermal insulation in buildings, family and country economy and effective use of resources* *in terms of.* *2. Selection of thermal insulation materials used in buildings* *criteria.* *3. Develops alternative thermal insulation materials*
The contents are: *The importance of thermal insulation in buildings, its impact on the economy* *Criteria for selecting the heat insulation materials* *Sampling* alternative thermal insulation materials.	Course Objectives: *Mathematics: Performs the necessary calculations.* *Uses ruler and angle meter.* *Engineering: Uses the engineering design cycle.* *Prepares a prototype of the product.* *Technology: Uses the necessary technologies to design components.* *It uses the necessary measuring instruments, laboratory equipment to develop the prototype.* *It makes an engineering presentation discussing how solutions best meet the initial problem and opportunities.*	Skills (from the national curriculum) *Understands the importance of thermal insulation.*
Method(s): Question-answer, brainstorming, collaborative learning, Student self-assessment form		

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LESSON PLAN

Materials:		
Representation	**Action and expression**	**Commitment**
Styrofoam Foam XPS , Stone wool , Background carton , Scissors, Adhesive Thermometer , Beherglass, Stopwatch	*Students should get approval from the teacher if they have different materials they want to use.*	*Heat understands the importance of insulation, explains with materials.*

Help

(The presentation of the general course is explained. If special needs students are included in the group, add personalized goals to general procedures and describe individualized prompting, correction and empowerment procedures)

1. Course Format

(How will students attend the class? What is the setting in your class?)
Consider: shows, group research, games, multimedia, presentation, etc.

2. Introduction: *(How will you get the student's attention?)*

Help	The teacher will do it. . . .	The student will do it....
Joining Cue: *(How will the transition from previous activities be done? What will you say/ do in the beginning to get the attention of the students)*	Students are asked to prepare three home models of the same size using existing materials. Then the students will lay the insulating materials on each of these home models.	Using existing materials from students by preparing three house models of the same size, they will lay the back of each of these home models with different insulation materials.
Expectation Set: *(How will you create interest in this course?* Is a *preliminary assessment necessary?*	Ask which materials transmit less heat.	Students' task is the most efficient and economical The insulation material that is most suitable from the angle It's finding.

LESSON PLAN

Presentation:

Help	*The teacher will do it. . . .*	*The student will do it....*
Introduction: (How will you pass on the information (methods/ techniques) that students need to learn? How does this course connect to previous learning?)	*What is insulation? Why do you do it? What are insulation materials? What is the most efficient and economical insulation material used in homes? What is the importance of insulation? When the time given to students for the learning process expires, the responses of the groups are discussed*	*The idea development phase is proceeding. Knowle based life problems and limitations students are re to think about the products they will design and are to write these ideas down in the Idea Development*
Modeling: (How do you model—will you explain it verbally with visual sample/ demo? How will you support students to mobilize their own thoughts?)	*Providing the necessary basic theoretical knowledge by the teacher; instant evaluation allows product development to start in the meantime.*	*Each group begins to sketch the design into the Pro Development Book by selecting one of the ideas it presents, and after the designs are completed, the students take the materials and work on the produ During the design of the models, students are aske note the insulation material they use. They are ther reminded that this information will be used in cost calculation.*
Guided Practice: (How will students practice and guide/ guide the skill? What prompts will you use? What corrective feedback will you provide?) Independent	*it is aimed to deepen their knowledge about thermal insulation. Students are told they have an additional role at this stage. Additional task: is there a relationship between the thickness of the insulation material and thermal insulation? I mean, does the thin or thickness of the stone wool, styrofoam foam, or XPS affect the heat exchange outside? Does the degree of water in the beherglas vary when a thick insulation material is placed inside the other thin home model in a house model?They are asked to first guess and note what the answer to these questions may be. They are then asked to design experiments to answer this question*	*To put it inside the houses that the groups have laid insulation material, 100 ml of water is put in the thr beakers with the same amount of the starting temperature of 75 degrees. Each beherglas is place the home models, which are furnished with each insulation material, and then they are asked to mea with thermometers at intervals of 10 minutes. The t filled by observing the temperature of the water in beaker every 10 minutes. Students are asked to tak measurements 5 times, including the beginning. He students are asked to observe the decrease in the temperature of the water in the past time. The rem 3 students in the group calculate the cost of the ma*
Application: (How will students demonstrate the ability to perform the skill independently?)	*At this stage, they are asked to design another home model according to the insulation material in each group.*	

	they are asked to lay a thinner or thicker insulation material (XPS, styrofoam foam, stone wool) than the insulation material they put in the home model. They are then asked to measure the same measurements for both of these home models. Finally, they are asked to discuss the results of the experiment as a class	*in the design phase. Calculates the unit material price given to them in the cost calculation. Groups are then asked to share the result of their measurements with the class. The measurement results of all groups are written on the board. The data is debatable. The most suitable and cost-consuming insulation material is selected*

3. Closure:

Presentation and sharing of products, evaluations by the teacher or graded exam-testing). Students are asked to evaluate the products with 'Student Self-Assessment' and 'Science Rubric'
Students summarize what they have learned throughout the lesson by asking each other questions.
The teacher shares his comments about the products created.
They are asked to determine the sentences by giving assignments on the subject.

Assessment:

(Presentation and sharing of products, finalization of evaluations by the teacher or graded exam-testing).
Students are also asked to evaluate the products with 'Student Self-Assessment' and 'Science Rubriği'.

General Course Objective Evaluation Functional Behaviors

Student	Exceeding expectations	Meets expectations	Approach expectations
Students (will demonstrate the following academic behaviors to meet, meet or exceed expectations)	*Classifies substances in terms of heat transmission. Determines the criteria for selecting thermal insulation materials used in buildings. Develops alternative thermal insulation materials.* *Discusses the importance of thermal insulation in buildings in terms of family*	*Classifies substances in terms of heat transmission. Determines the criteria for selecting thermal insulation materials used in buildings.*	*Explains the importance of thermal insulation with an example.*

LESSON PLAN

	and country economy and effective use of resources.		

Changes/ Adaptations:

- *For students with learning difficulties*
- *- Stories can be further embodied with drama activity.*
- *- The teacher can support the idea stage.*
- *- Parental cooperation can be achieved by identifying missing issues.*

Comment:

Application

Thermal Insulation Rules Standard in Buildings, Turkish Standards Institute, Ankara, 2008, 6-75.

•Özkan,D.,Onan C. ,Erdem,S.,"Effect of Insulation Material Thickness on Thermal Insulation" Journal of Engineering and Science, 27,190-196,2009.

•6th Grade Science Textbook

•A Research on The Choice of Thermal Insulation Material in Buildings, Journal of Plumbing, 2016

•https:/ / www.gnyapi.com.tr/ illere-gore-isi-yalitim-kalinliklar

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LESSON PLAN

Lesson: Information Technologies and software	**Main Topic:** Problem Solving and Programming	**Subtopic:** Algorithm Concept and Algorithm for Solving a Problem
Date: 6.4.2022		**Duration/ Schedule:** 40
Target Student: 5 th class	**Class:** 5	Type of Special Need: otism
IEP Goals: İn problem solving operators that can be used gives an example. in problem solving gives examples of expressions and equations. in problem solving gives an example of operation priority.		**Short Term Objectives:** in problem solving operators to use clutch. in problem solving Example of operators to use don't give
Contents: algorithm still variable	Lesson Objective(s): **Solves simple problems on her own.**	Skills (from the national curriculum) Predicts problem solutions.
Method(s): **Discussion method, learning by discovery, learning by doing**		
Materials: *board,board pen*		

Representation	Action and expression	Engagement
Computer, projector, internet,	interactive board Pencil Round objects Colored papers (four different colors)	Playing the towers of hanoi game with three pens and round objects

Procedures

LESSON PLAN

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation
The target student is in the class.

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	In what order to replace a flat tire of a car? When making a cake, are the ingredients mixed in a certain order? Suggestions from students for solving the problem using the brainstorming technique.	They give appropriate answers to the questions fro students.
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	It is emphasized that every problem encountered in daily life is a solution sequence.	Makes a simple cake recipe

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	The teacher asks the students to open the wolf, lamb and grass game from their computers, tell the story briefly, and pass the boat, the wolf, the lamb and the grass two by two, and find the solution to the problem.	Students open the wolf and lamb weed game from computers and express their ideas for the solution problem.
Modeling: (How will you model—verbally explain with	The teacher explains that the wolf and the lamb, the Lamb and the grass should not be alone together.	She tries to solve the problem from the computer. According to the teacher's feedback, wrong applicat

LESSON PLAN

	visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	The teacher emphasizes that it is important to first understand the problem. Then we have to make a plan. Finally, we do not implement the plan. She looks at the solutions of her other friends to understand that there are several different ways of solving .	It fixes them. Students try to find the solution by applying the plan they made on the computer. She states that in the light of the information she has acquired, every problem encountered in daily life will be solved .

4. **Closure:**

The teacher shares her comments on the steps of the operation (the algorithm) followed in problem solving.
The teacher gives information .

Evaluation:

It was observed that the student both had fun and did some problem solving techniques at the end of the lesson.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Explain the types of problems by defining the basic concepts in problem solving.	She understood that daily life also has an algorithm.	In the last application, it was seen that the students understood the subject. It was decided to use the learning by playing method more frequently in lessons.

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Modifications/ Adaptations: Different algorithms allow students to find different solutions. Topics can be made simpler by playing games.
Comments:

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LESSON PLAN

Lesson: Information Technologies and software	**Main Topic:** Problem Solving and Programming	**Subtopic:** let's collect data
Date: 22.02.2022		**Duration/ Schedule:** 40
Target Student: Merve ERDOĞDU	**Class:** 6	**Type of Special Need:** otism
IEP Goals: Collects data and classifies them according to their types.		**Short Term Objectives:** Exposes data types Knows data types
Contents: Numeric Data Type Character Data Type String Data Type	**Lesson Objective(s):** **Learns exposes data types**	Skills (from the national curriculum) She can classifies data types.
Method(s): Questioning, problem based learning, query based learning,		
Materials: *İnteractive board,paper pencil*		

Representation	Action and expression	Engagement
Computer, projector, internet,	interactive board Paper Pencil	*To play the game, we first determine the person who will be the IT detective and take them out of the classroom.* *Then we identify our informatics hero and call our detective back.* *When our detective comes in, he asks us questions and tries to find the hero. In the game, our informatics detective asks questions that cover the type of data the teacher will tell him while asking questions to the people who benefit from the services, and cannot ask a different type of question.*

LESSON PLAN

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. **Lesson Format**

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on
The target student is in the class.

2. **Introduction:** *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	*Writes sample questions on the board.* *The data types in the questions ask them to count.*	*They give appropriate answers to the questions from the students.*
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	*To make the game exciting, I limit the number of questions the detective will ask.*	*Numeric Data Type,* *Character Data Type,* *Asks example questions of the String Data Type.*

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students	*When the detective notices the hero, I identify two volunteers again and continue the game.*	*When our detective student comes in, he asks us questions and tries to find our informatics hero student. In the game, our IT detective asks questions to people who use the services.*

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	to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	*The teacher continues with a video about classification by collecting data.* After watching the video, the Detective continues by limiting the number of questions the detective will ask to add some excitement to the game. The teacher guides students in expressing the information they have learned through drama.	*They discuss which strategies the students will use.* The computer hero and the detective continue their game with different questions. Expresses the acquired knowledge through drama.

4. **Closure:**

Students repeat the knowledge they have acquired throughout the course with the help of questions. The teacher shares his comments about the drama. The teacher gives information about the next lesson.

Evaluation:

At the end of the lesson, it was observed that he had fun and practiced the drama.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	*Can explain data type types.*	*In the drama, both concretization and cooperation came to the fore. This reflected positively on learning.*	*In the last application, it was seen that the students understood the subject.* *It was decided to use the drama method more frequently in the lessons.*

Modifications/ Adaptations:

For students with learning difficulties subjects can be further embodied with drama activity.

Comments:

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LESSON PLAN

Lesson: Maths	**Main Topic:** *Numbers and operations*	**Subtopic:** Operations on Natural Numbers
Date:		**Duration/ Schedule:** 40’+40’
Target Student: 5 th class	**Class:** 5	**Type of Special Need:** Learning Disability
IEP Goals: *Determines and uses strategies in mental addition and subtraction with two-digit natural numbers* .		**Short Term Objectives:** 1 Performs addition of single-digit numbers. 2. Performs addition of double-digit numbers.
Contents: numbers Natural numbers Operations with natural numbers	**Lesson Objective(s):** 1 Knows natural numbers. 2. Makes addition with natural numbers.	**Skills (from the national curriculum)** Performs addition and subtraction with natural numbers, at most two digits.
Method(s): Questioning, learning by discovery, learning by doing		
Materials:		

Representation	Action and expression	Engagement
Textbook, interactive whiteboard/ projector, internet, money pictures	*interactive board* *Paper* *Colorful pencils* *Tape* *Calculator*	*We write the numbers from 1to 9 on the papers and throw the papers into the box.* *The student draws 2 cards at random twice to form two 2-digit numbers.* *Tries to guess the sum of the numbers in 10 seconds.*

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Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. **Lesson Format**

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on
The target student is in the class.

2. **Introduction:** *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	Draws sample questions on the board by illustrating them. Asks them to count the products in the questions.	Counts the pictures on the board rhythmically.
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	Focuses students' attention on the question. It guides them to the first example, allowing them to solve it	Adds single digit numbers.

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	The teacher asks a student to say a two-digit number. Another student adds another number. Students simultaneously collect these numbers with the mental addition method and write them on paper.	Says a two-digit number. Makes mental addition with the number another stu said. Then check this process with the calculator.
Modeling: (How will you model—verbally explain with	The teacher explains the strategies to be used in the collection process to the students. Watch a video about it.	The student Note down key points and formulas in

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visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	Makes sample applications according to the strategies. After the video is watched, the activities are done under the guidance of the teacher. The collection process is repeated with the concrete objects (notebook, pen) in the classroom. Corrects errors during operation. The teacher guides students in expressing the information they have learned through drama. The classroom environment turns into a supermarket. During shopping, the student is brought to the point where he/ she can do mental collection	strategies Watch the video carefully . Makes activities from the interactive whiteboard. According to the teacher's feedback, wrong application-He or she fixes them. Expresses the acquired knowledge through drama. The price of the products purchased during the shopping Calculates with mind addition.

4. **Closure:**

Students repeat the knowledge they have acquired throughout the course with the help of questions.
The teacher shares his comments about the drama.
The teacher gives information about the next lesson.

Evaluation:

The student was more successful in his additions with concrete objects.
At the end of the lesson, it was observed that he had fun and practiced the drama.
General Lesson Objective Evaluation Functional Behaviors

LESSON PLAN

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Knows natural numbers. Can add two-digit natural numbers.	In the drama, both concretization and cooperation came to the fore. This reflected positively on learning..	In the last application, it was seen that the students understood the subject. It was decided to use the drama method more frequently in the lessons.

Modifications/ Adaptations:

- *For students with learning difficulties*
- *Subjects can be further embodied with drama activity.*
- *- They can be allowed to express themselves with pictures.*

Comments:

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LESSON PLAN

GULVEREN ANATOLIAN HIGH SCHOOL

Lesson: CHEMISTRY	**Main Topic:** Chemicalreactions	**Subtopic:** InvestigatingTemperaturechange as evidence
Date: 28/ 09/ 2021		**Duration/ Schedule:80' (2 Lessons)**
TargetStudent:IEP Student	**Class:10/ A**	**Type of Special Need:: Inclusivestudent (Light Level)**
IEP Goals: Studentswill be able to evaluate a change as eitherchemicalorphysical (based on criteria) and useevidence to proveif the change is exothermicorendothermic.		**ShortTermObjectives:**Chemicalchangesmustproduce a newsubstance. Exothermicreactionsreleaseenergy and endothermicreactionsabsorbenergy.
Contents: Chemicalchange, physicalchange, endothermic, exothermic, reactants, products	**LessonObjective(s):** InvestigatingTemperaturechange as evidence	**Skills (from the nationalcurriculum)** **Reading- Listening - Writing**
Method(s): Experiment, observation, project, direct teaching, learning by doing, active learning.		
Materials: *Student'sbook, pictures and* design of self-heating/ coolingdevice for application of theirchoicei.e. glove, coaster, headband that coolsorwarms (Teacher can choose to go as in-depth as neededaboutproject at thispoint, earlier, orlater)		
Representation	**Action and expression**	**Engagement**

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- Experiment -Observation -Model design -Project	The teacher first guides the student through the experiment, observation, model design and project design activities.	Students participate in specified activities, experiments, and discussions under the direction of the teacher.

Procedures

The studentwill begivenstructureswhichareappropriate for him/ herduring the lesson in the class.

1. **Lesson Format**

Lessonwill be done in ordinaryway. The IEP studentwillhavespesificinstructionsaccording to him and teacherwillusetheseinstructionsduring the lesson time.

2. **Introduction:** *Teacherwillask giveinformationaboutsubjectmoreunderstandable and easierquestionsduring the lesson*

Procedures	Teacherwill…	Studentwill…
AttendingCue:Takestudent'sattention	**Start the lesson by takinginterest of the studentabout the lesson**	**Try to talk with teacher**
Anticipatory Set: *AskQuestions at the beginning of the lesson*	**talkabout the subject in an easywaybefore the newsubject**	**Try to understand the subject**

3. **Presentation:**

Procedures	Teacherwillexplain	Studentwillknow
Input: ChemicalReactions	Chemicalchangesmustproduce a newsubstance. Exothermicreactionsreleaseenergy and endothermicreactionsabsorbenergy.	toevaluate a change as eitherchemicalorphysical (base on criteria) and useevidence to proveif the change is exothermicorendothermic.
Modeling: InvestigatingTemperaturechange as evidence	"Has anyone heard of exothermic and endothermic reaction before? I want to hear your thoughts on these." It then confirms the correct answers, clarifies and corrects the incorrect answers: "Chemical changes must produce a new substance. Exothermic reactions release energy and	Students give their opinions. Students listen carefully.

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		endothermic reactions absorb energy." Teacherdemonstrates an exothermicorendothermicreaction for class. Teacherpresentsstudents with the chemicalequation, and drawings of the molecularcompoundsinvolved (to havestudentssee the chemicalbonds holding the atomstogether). Teacheraskssstudents, "Whatholds the atomstogether in the molecularcompounds? J ust by looking at the chemicalequation, whathappens to bondsduring the reaction?" Then, asksquestions in aboveactivity, "What do youthinkmust be needed in order to break bondsor form bonds? So when bonds break, theremust be a change in energy and when bonds form theremust be a change in energy."	Students participate in activities and discussions.
	GuidedPractice: -Simple water model -Group discussion	1. Studentsareasked to build a simple model of water, H_2O, with anyclassroomsupplies (idea is to make sure studentshave a somethingrepresenting a chemicalbond) 2. Studentsareasked to discuss in groups, "Whatholds the atoms in watertogether? Does it takeenergy to holdatomstogether? Do youthinkenergy is needed to form a chemicalbond? Whathappens to energy when a chemicalbondbreaks?"	Students participate in activities and discussions.
	Practice: Studentschoosewhichchemicalstheywant to use and design an experiment to investigateif the chemicalstheychoseproducechemicalchanges (orjustphysical), and ifthere is an	1.Studentsarereminded of culminatingproject: design of self-heating/ coolingdevice for application of theirchoicei.e. glove, coaster, headband that coolsorwarms (Teacher can choose to go as in-depth as neededaboutproject at thispoint, earlier, orlater)	Students participate in activities and discussions.

LESSON PLAN

	exothermicorendothermicreaction. Studentslimited to 3-5 grams of each chemical to carryoutinitialinvestigations.	2. Teacherexplainsduringchemicalreactionschemicalbondsareformedor break apart, and that there is a change in energy. Energy is eitherreleasedorabsorbed. (Final Project: Do studentswant a reaction that absorbsenergyorreleased it.) Teacherdiscusses (and modeledearlier) how you can measure the energyreleasedorabsorbed (by touch, not veryaccurate, or with a thermometer). 3.Studentsarepresented with variouschemicals, supplies, etc. todesignexperiments in order to helpthemchoosewhatchemicals to use in their self-warming/ coolingdevice. 4.Teacher can dividechemicals as needed. Thiswilldepend of amount of chemicalsavailable, number of students, time concerns, etc. (recommendedamount is 5.Ideally, pairs of studentswillchoose from the chemicals to design a test to see: Does a chemicalreactionorphysicalchange has occurred? What is the evidence? Is energyreleasedorabsorbed? How muchenergy is releasedorabsorbed? Would this be a possiblereactionyoucoulduse in you final project? Teacherdemonstrates an exothermicorendothermicreaction for class. Teacherpresentsstudents with the chemicalequation, and drawings of the molecularcompoundsinvolved (to havestudentssee the chemicalbonds holding the atomstogether).	

LESSON PLAN

Closure: Studentswill be able to evaluate a change as eitherchemicalorphysical (based on criteria) and useevidence to proveif the change is exothermicorendothermic.

Evaluation: Studentchoice and justification of chemicalsserves as assessment.

General LessonObjective Evaluation FunctionalBehaviors

Students	Exceedsexpectations	Meetsexpectations	Approachingexpectations
Studentsarepresented with variouschemicals, supplies, etc. todesignexperiments in order to helpthemchoosewhatchemicals to use in their self-warming/ coolingdevice.	If the student is able to evaluate a change chemically or physically (based on criteria) and develop different proof methods to prove whether the change is exothermic or endothermic, if she can design her own project, experiment, it is considered above expectation..	If the student can evaluate a change chemically or physically (based on criteria) and can use evidence to prove whether the change is exothermic or endothermic, it meets expectation.	If the student is unable to evaluate a change chemically or physically (based on criteria) and cannot use evidence to prove whether the change is exothermic or endothermic, it is considered below expectation.

Modifications/ Adaptations: *Students has somedifficulties whilelearning but, lessonbecameeasieraftertelling the subject afewtimes. Studentwasable to learn the aim of the lesson and the subjectwasattractive for him*

Studentsshareresults by one ormore of the following (students record results of othergroups on handout): 1) presentresults to wholeclass, 2) Gallery walklooking at results with groupmemberexplaining the results at each poster, 3) studentpairsmakeappointments with othergroups to sharefindings.

Studentsfillouthandout (whichincludestable of reactantsused, productsformed, type of change, evidence of change, and temperaturechange) aftersharingresults of experiment

Studentsevaluate the results of the experiments, choose and justify the chemicals (twocombinations of chemicals to use) that theywill test to use in their self-warming/ coolingdevice. (For example: One group of studentsmaychoosebaking soda and vinegar, and magnesiumsulfate and water to furtherinvestigatelater.)

Comments:

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LESSON PLAN

Lesson:GEOGRAPHY	Main Topic: The Shape of the Earth	Subtopic: The Shape of the Earth and effects of its movements
Date:19.10.2021		Duration/ Schedule:80' (2 Lessons)
Target Student:IEP Student	Class:9-B	Type of Special Need:Inclusive Student (Light Level)
IEP Goals: *He explains the shape of the Earth and its movements*		Short Term Objectives:He knows the Earth's place in the solar system.
Contents:Shape of the Earth	Lesson Objective(s): -What is the shape of the Earth? -Where is the Earth's place in solar system?	Skills (from the national curriculum) Reading,writing,listening
Method(s):Questioning		
Materials: *Student's book,supplementarybooks,maps,computer,pictures, globe.*		

Representation	Action and expression	Engagement
-Information about the shape of the Earth will be given. *-A video will be watched about the shape of the Earth.* *-Earth's location in the solar system will be --- shown by video* *- It is talked about the shape of the world over the globe.* *-drama*	*-The definition of the Earth's shape will be given and it will be explained that Earth is the third planet in the solar system.* *-It will be explained that the fact that the Earth is geoid directly effects the formation of landforms and the climate types seen on our planet.* *-oral activity*	*-lecture* *-map reading* *-question-answer* *-watching video* *-questioning* *-repetition* *A preparatory work is done with the students who will take part in the drama.*
Procedures		

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LESSON PLAN

The student will be given definitions and information which are appropriate for him during the lesson in the class.

1. **Lesson Format**

A presentation will be made on the subject and content of the lesson.The IEP student will have specific instructions according to him and teacher will Use these instructions during the lesson time.

4. **Introduction:** *Teacherwill ask moreunderstandable and easierquestions and giveinformationabout the subjectduring the lesson.*

Procedures	Teacher will…	Student will…
Attending Cue: *Take student's attention* *The environment is cleared of sound, odor and distracting stimuli.* *-Study materials are available.*	**Start the lesson by taking interest of the student about the lesson** - The teacher comes to the class with an orange in his hand. Pointing to the orange, he asks what is the shape of it. What do you think the shape of the Earth can be? she asks. Today we will learn with you the shape and movements of the Earth.	**Try to give information with his previous knowledge** Students give various answers. Students are teachers.
Anticipatory Set: *Ask questions at the beginning of the lesson.* *Video izletilir.* *Drama çalışmasıyapılır.*	**Talk about the subject in an easy way** A drama study is carried out in which the sun, the world and its movements are explained after the students who have been prepared before enter the class. After the drama, the teacher asks some questions: "What happens when the earth turns around the sun? What happens when the world turns around?"	**Try to understand the definitions** Students watch and listen to the work. Students give various answers.

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2. **Presentation:**

Procedures	Teacher will explain	Student will know
Input:Student will learn the shape of the Earth by questioning and answering The materials are prepared.	**-Earth's shape** **-Movements of the Earth** **-the place of the Earth in the solar system** Now we start our lesson. The globe is positioned so that everyone can see it. The visual is also opened from the smart board.	- *The definition of the Earth's shape and it will be explained that Earth is the third planet in the solar s* *-the fact that the Earth is geoid directly effects the formation of landforms and the climate types seen planet.*
Modeling:talk about the Earth's place in solar system	The teacher defines the shape of the earth: "The earth is compressed from the poles and bulging from the equator. This shape is called a geoid." The earth is said to have motion in 2 ways as a result of its rotation around itself and around the sun. Then, the results of these movements (daily and annual movements) are explained and discussed.	*The students listen and participate in the discussion.*
Guided Practice: Teacher will talk about the consequences of the Earth's shape -Öğrencilere çalışma kağıdı dağıtılır.	"I want you to do the daily and yearly movement matches on the worksheets. When you're done, we'll all look at the questions together." At the end of the study, feedback-correction is provided for wrong doing.	
Practice: Student will tell the consequences of the Earth's shape -Soru-cevap yapılır.	Finally, the students are asked evaluation questions about the subject. Correct answers are reinforced and mistakes are corrected.	

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3. **Closure:**
   Students will know the shape of the Earth and the place of the Earth in the solar system
   At the end of the lesson, the teacher reiterates the important points of the lesson and summarizes what has been done in a few sentences: "Today, we learned with you what the shape of the world is, its movements, how it is divided, and its results. In our next lesson, we will learn about the geocoordinate system. Now I want you to make the activity papers that I will distribute to you at home and bring them to our next lesson."

Evaluation: *the lesson is completed effectively and efficiently.Theevaluation questions were asked and the student answered all of them.*
-After the lecture, an evaluation study is carried out to evaluate how much the instructional purpose and objectives of the course have been achieved. Students are evaluated by question-answer method. If the student remains unresponsive or gives a wrong answer, the above-mentioned feedback and corrections are provided by returning to the guided applications stage. Here, by doing more exercises, it is ensured that the students pass to the independent application phase.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will answer: *- What is the shape of the Earth?* *- What are the consequences of the Earth's shape?* *- Where is the Earth in The solar system?*	- The student can know the different or different details about the subject that is never talked about in the lesson	Giving correct definitions about the shape and the movements of the Earth. -Giving the definitions about the consequences of the Earth's shape.	The student cannot answer questions about the shape and movements of the world.

Modifications/ Adaptations: To support learning, giving details about the subject in a short and an easy way wasimportant.Asking warm-up questions attracted the student's attention.The student understood the subject and gave the right answers to the questions after watching the supportive lesson videos.

Comments:

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LESSON PLAN

Lesson:GEOGRAPHY	Main Topic:Definition of Geography	Subtopic: Subjects and Parts of Geography
Date:29.09.2021		Duration/ Schedule:80’(2 Lessons)
Target Student:IEP Student	Class:9-B	Type of Special Need:Inclusive Student (Light Level)
IEP Goals: *He explains the subject and the parts of geography.*		Short Term Objectives:He knows that Geography is a science that studies natural,human and economic events.
Contents:Definition of Geography	Lesson Objective(s): -What is Geography? -What are the parts of Geography?	Skills (from the national curriculum) Reading,writing,listening
Method(s):		
Materials: *Student’s book,supplementarybooks,maps,computer,pictures, smart board.*		

LESSON PLAN

Representation	Action and expression	Engagement
-Information about the definition of Geography will be given. *-A video will be watched with yhe definition and subject of geography.* *-Physical geography,human geography and economic geography will be shown with a diagram.* *- Opening the relevant conceptmap from the smart board. Showing pictures about parts of geography* *- Distributing the worksheets on the parts of geography to the students*	*- The definition of geography will be given and it will be explained that geography is divided into physical,human and economic sections.* *-It will be explained that geography is a group of sciencesthat examines natural and human events and reveals the relationship,interaction process and results between existing events and human beings in all kinds of studies.* *-Mapping the parts of geography and related pictures with each other on the worksheet.* *-Don't say the parts of geography verbally.*	*-lecture* *-map reading* *-question-answer* *-watching video* *-questioning* *-repetition*

Procedures

The student will be given definitions and information which are appropriate for him during the lesson in the class.

4. Lesson Format

A presentation will be made on the subject and content of the lesson.The IEP student will have specific instructions according to him and teacher will Use these instructions during the lesson time.

5. Introduction: *Teacherwill ask moreunderstandable and easierquestions and giveinformationabout the subjectduring the lesson.*

Procedures	Teacher will…	Student will…
Attending Cue: - *Take student's attention* *-The environment is purified from sound, odor and distracting stimuli.* *-Study materials are available.*	Start the lesson by taking interest of the student about the lesson -Students were shown the necessary tools and equipment and said, "Today, we will work with you about what geography is and its parts. You will have learned these at the end of the lesson."	Try to give information with his previous knowledge -Students carefully listen to the teacher.
Anticipatory Set: *Ask questions at the beginning*	Talk about the subject in an easy way	Try to understand the definitions

LESSON PLAN

of the lesson. *-Students are motivated by telling them that at the end of the lesson they will have learned what geography is and its parts.* *-Opening a video related to the subject.*	-"What comes to mind when I say geography?" he asks. - By showing pictures of parts of geography in a complex way: "What do you see here? What could these be?" is called. -The teacher opens a video about the topic for a few minutes. Then "What do you think about the video?" he asks.	- Students respond. -Students making predictions they answer. -Students answer.

5. Presentation:

Procedures	Teacher will explain	Student will know
Input:Student will learn the definitions about the geography by questioning and answering	-definition of geography -parts of the geography -"Now we start our lesson. I want you to listen to me carefully and join the lecture."	- geography is a group of sciencesthat examines natural and human events and reveals the relationship,interaction process and results betw existing events and human beings in all kinds of studies.
Modeling: -"Is it geographical? she asks." - Talk about the place and importance of geography in our life -Pictures of physical and human geography are opened from the smart board.	-The definition of geography is made. Then it is said that it is divided into three main sections: physical, human and economic geography. - Lectures are continued with the related pictures from the smart board	-Students have paid attention. -Students by looking at the smartboard they listen.
Guided Practice: -Students are shown pictures related to the sub-sections of geography from the smart board. Students are asked to say which subsection these pictures belong to.	-"Teacher is your geography?" he asks. -After listening to the answers, the teacher reinforces the correct answers, corrects the wrong answers and makes the correct definition.	-Students give various answers.

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Practice: Student will tell the difference between physical,human and economic geography. -Students are given a study paper.	-The teacher shows the pictures on the smartboard one by one and asks them to guess which part of the geography they belong to (physical, human or economic?). -The teacher reinforces the correct answers after listening to the answers, corrects the wrong answers and tells the correct pictures. -The teacher distributes the worksheet to the students and asks them to match the section/ subsection and pictures of the given geography.	**-Students try to guess.** **-Students fill out the worksheet.**

6. **Closure:**
-Students will know the definition and parts of geography.
-At the end of the lesson, the teacher reiterates the important points of the lesson and summarizes what has been done with a few sentences: "Today, we learned what geography is and its parts with you. We have distinguished the main parts of geography physical, human and features of economic geography. In our next lesson, we'll learn more about the subdivisions of physical geography. Now I want you to make the activity papers that I will distribute to you at home and bring them to our next lesson."

Evaluation: *-After the lecture, an evaluation study is carried out to evaluate how much the instructional purpose and objectives of the course have been achieved. Students are evaluated by question-answer method. If the student remains unresponsive or gives a wrong answer, the above-mentioned feedback and corrections are provided by returning to the guided applications stage. Here, by doing more exercises, it is ensured that the students pass to the independent application phase.*

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will answer: *- What is Geography?* *- What are the parts of Geography?* *- What are physical,human and economic*	- The student can know the different details of the subsections that are never spoken in the lecture.	-Giving correct definitions about geography and its parts.	-Student cannot define geography, cannot say how many departments it is divided into.

LESSON PLAN

geography?			

Modifications/ Adaptations: To support learning, giving details about the subject in a short and an easy way was important. Asking warm-up questions attracted the student's attention. The student understood the subject and gave the right answers to the questions after watching the supportive lesson videos.

Comments:

Lesson: HISTORY	**Main Topic:** *Ottoman Empire*	**Subtopic: Conquest of İstanbul**
Date: 28/ 09/ 2021		**Duration/ Schedule: 80' (2 Lessons)**
Target Student: IEP Student	**Class: 10/ A**	**Type of Special Need:: Inclusive student (Light Level)**
IEP Goals: *-He knows that the ascension period started in conquest of Istanbul.* *-He knows the importance of the conquest of Istanbul for Turkish history*		**Short Term Objectives:** *-He knows that Istanbul was conquered by Fatih Sultan Mehmet.* *-He knows that Istanbul was taken in 1453.*

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LESSON PLAN

Contents:	LessonObjective(s):	Skills (fromthenationalcurriculum)
Conquest of İstanbul	How was İstanbul conquered? Why is thissoimportant?	Reading- Listening - Writing

Method(s): direct teaching method

Materials: *Student'sbook, picturesandhistory atlas,board, paper, box, clipboard.*

Representation	Action andexpression	Engagement
-Preliminary informationwill be given on thesubject. *- Fatih Sultan Mehmet andtheconquest of Istanbuldocumentarywill be watched* *- Theconquestmap of Istanbulwill be displayed on themapandtheconquestwill be explainedwithpictures.*	*- Thepolitical, social, economic, strategicandsymbolicimportance of thecity of Istanbulwill be emphasized.* *Withthehelp of themap, thegeopolitical, religious, politicalandeconomicreasonsfortheconquest of Istanbulwill be explainedbythestudents.* *- Itwill be saidthattheconquest of Istanbulwas in 1453* *- Theresults of theconquest of Istanbul in terms of Turkishandworldhistorywill be announced*	*1 Lecture* *2.Question-answer* *3.Repetition* *4-presentation show* *5- mapreading*

Procedures

Thestudentwillbwgivenstructureswhichareappropriateforhimduringthelesson in theclass.

1. Lesson Format

Lessonwill be done in ordinaryway. The IEP studentwillhavespesificinstructionsaccordingtohimandteacherwillusetheseinstructionsduringthelesson time.

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2. Introduction: *Teacherwill ask giveinformationaboutsubjectmoreunderstandableandeasierquestionsduringthelesson*

Procedures	Teacherwill…	Studentwill…
AttendingCue:Takestudent'sattention	Starts thelessonbytakinginterest of thestudentaboutthelesson	Tryto talk withteacher
Anticipatory Set: *Ask Questions at thebeginning of thelesson*	talk aboutthesubject in an easywaybeforethenewsubject	Trytounderstandthesubject

3. Presentation:

Procedures	Teacherwillexplain	Studentwillknow
Input: Giveinfoabout Conquest of İstanbul lesson materials	Conquest of Istanbul Preparations Made Results of the Conquest of Istanbul	*Students discuss and express results.*
Modeling: Talk about İstanbul anditsimportance	Teacher: Why do you think Istanbul was conquered? Why is Istanbul important? she asks. Divides students into groups and asks them to write by having them discuss. He tells one person from each group to express the results. The teacher tells the importance of Istanbul in terms of social, geopolitical, economic and political aspects. The reasons are religious, economic, political and strategic groups. It tells who conquered when. Explains the preparations and results. Here, the concept map from the smart board and the location of Istanbul from the map are examined.The teacher	*Students listen.*
GuidedPractice:teacherwill talk about 1453		

LESSON PLAN

	andconquest of İstanbul At this stage, students are given a worksheet. The same worksheet is opened from the smart board. Matching work is done according to the group of reasons for conquest. Practice:Student will tell the date of Conquest The teacher brings the papers on which the reasons for the conquest, the preparations and the results are written. He asks the students to take the papers and place them in the appropriate place.Student will tell the date of Conquest	distributes the worksheets. After the students say, "Children, I want you to do the matching here now, we will answer together when you finish", and the teacher completes the work by making it from the smart board, giving each student the right to speak. Correct answers are reinforced. Incorrect answers are provided with feedback and correction. Now I want everyone to take a piece of paper, read it later and paste it in the appropriate place. Correct actions are reinforced, feedback-correction is provided for mistakes.	*Students make the matches on their worksheets* *Students place the papers they have drawn on the created material.*

4. Closure:Students will know when İstanbul was conquered and by whom?

At the end of the lesson, the teacher reiterates the important points of the lesson and summarizes what has been done in a few sentences. 'Today we learned with you the reasons and results of the conquest of Istanbul. In our next lesson, we will look at other developments in Anatolia. Now I want you to make the worksheets that I will distribute to you at home and bring them to the next lesson.

Evaluation: *Thelesson is completedperfectly. Studentansweredallthequestionsaskedbyteacher.*
After the course is taught, an evaluation study is carried out to evaluate how well the instructional purpose and objectives of the course have been achieved. In

LESSON PLAN

accordance with the objectives, a worksheet containing true-false, matching, multiple-choice and short answer is distributed to the students.

General LessonObjective Evaluation FunctionalBehaviors

Students	Exceedsexpectations	Meetsexpectations	Approachingexpectations
Studentswillanswer: *- WhenwasIstanbulconquered?* *- WhoconqueredIstanbul?* *- Can youtell me 2 of theresults of theconquest of Istanbul?*	Talk about İstanbul Students give information about the conquest, which is never spoken in the lecture, such as statesmen and scientists during the conquest.	When İstanbul was discovered? Who conquered İstanbul? The student tells the reasons for the conquest of Istanbul, who conquered when and the results.	ThePower Of OttomanEmpire The student cannot say who conquered Istanbul, its history, its causes and consequences..

Modifications/ Adaptations: *Students has somedifficultieswhilelearning but, lessonbecameeasieraftertellingthesubject a fewtimes. Studentwasabletolearntheaim of thelessonandthesubjectwasattractiveforhim*

Comments:

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LESSON PLAN

Lesson: HISTORY	**Main Topic:** *First Turkish States*	**Subtopic:** THE ENTRANCE OF TURKS ON THE HISTORICAL SCENE
Date: 17/ 09/ 2021		**Duration/ Schedule:80' (2 Lessons)**
Target Student: IEP Student	**Class: 9/ A**	**Type of Special Need: : Inclusive student (Light Level)**
IEP Goals: *- Knows that the first homeland of Turks was Central Asia.* *- Tells a few of the states established by the Turks.*		**Short Term Objectives:** *- Understands the meaning and origin of the Turkish name.*
Contents: THE ENTRANCE OF TURKS ON THE HISTORICAL SCENE	**Lesson Objective(s):** What Were The First Turkish States?	**Skills (from the national curriculum)** Reading- Listening - Writing
Method(s)Explanation, heuristic conversation , group work, question and answer		
Materials: *Student's book, pictures and history atlas, akıllı tahta.*		

Representation	Action and expression	Engagement
The meaning of the Turkish name is said *Migration Routes: The migration routes of Turks and the places where they migrated are examined on the map.*	*The location of Central Asia is shown on the map.*	*1 Lecture* *2.Question-answer* *3.Repetition* *4-presentation show* *5- map reading* *Group work*

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Procedures

The student will bw given structures which are appropriate for him during the lesson in the class.

1. Lesson Format

Lesson will be done in ordinary way. The IEP student will have spesific instructions according to him and teacher will use these instructions during the lesson time.

2. Introduction: *Teacher will ask giv einformation about subject more understandable and easier questions during the lesson*

Procedures	Teacher will…	Student will…
Attending Cue: Take student's attention Course materials are brought to the classroom, the environment is free from noise and distracting stimuli.	Starts the lesson by taking interest of the student about the lesson The teacher adjusts the heat and light, turns on the air conditioner if necessary. Prepares the video to be used in the lesson, brings the map to the class.	Try to talk with teacher Students sit in their seats.
Anticipatory Set: *Ask Questions at the beginning of the lesson* *The purpose of the lesson is explained to the students.* *A 5-minute documentary about Central Asia is shown to motivate students. A melody and song from Central Asia is played.*	talk about the subject in an easy way before the new subject The teacher said, "Today, we will start learning where the first homeland of the Turks was, its characteristics and the states established here. You should listen carefully to the lecture and participate in the studies. After this lesson, you will be able to learn where the first homeland of the Turks was and what kind of place it was.' He says. The teacher says, 'Children, I want you to watch the documentary carefully now, we will talk together when it's over.'	Try to understand the subject Students listen to the teacher. Students watch the documentary. Students listen to the tune.

LESSON PLAN

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: Give info about First Turkish States Course materials are brought to the classroom. Central Asia map opens on the smart board.	talk about the First Turkish states with explanations The teacher says, "Now we start our lesson".	***Students look at the map opened by the teacher.***
Modeling: Talk about Central Asia **The teacher shows the map of Central Asia and asks where and what kind of place it is.**	The teacher asked, 'What do you guys think about the map of Central Asia that I opened? she asks. The teacher says that the first homeland of the Turks is Central Asia and asks what kind of features Central Asia can have. Teacher: What can you say from the documentary we just watched? What did Central Asia look like? What activities can be done here? What could be the climate and lifestyle? Let's think about these questions, shall we? The teacher diversifies and reinforces the correct answers. The teacher explains the features of Central Asia. The teacher opens the concept map prepared on the smart board about the Asian Hun state. It tells about the Hun state of Asia.	***Students tell their predictions.*** ***Students listen.*** ***Students listen and make their predictions by look at the map.*** ***Students think about questions and say their gues s.*** ***The students listen to the teacher.***
Guided Practice: teacher will talk about *The migration routes of Turks* **At this stage, worksheets are distributed to the students. The same worksheet with the features is also opened from the smart board. They are asked to find which of the images belonging to the feature belong to**	The teacher says, "Now I want you to examine the images and mark the images that you think were made in Central Asia, based on what we have just talked about and watched." After the students make the markings, the teacher has the students make a mixed marking on the smart board.	***Students mark their worksheets.*** ***Students also mark on the smart board and say th***

LESSON PLAN

	Central Asia.	Reinforces correct answers. Provides feedback-correction for incorrect answers. If necessary, he will return to the stage of being a model and explain it again. The teacher opens the images of the features and features made in the Asian Hun state on the smart board and asks the students to select the features belonging to the state.	*features.* *Students select/ mark features.*
	Practice: Student will tell the First Turkish States Students are asked to write the characteristics of Central Asia in their notebooks.	Teacher 'I want you to write the features of central Asia in your notebooks, then I will ask everyone to read it. der. Then he asks them to write for the Asian Hun state as well. The teacher asks the students to read what they have written. The teacher reinforces the students and says, 'You worked very well today, congratulations to all of you.' If necessary, different studies are carried out by returning to the guided practices stage. use maps and storytelling while explaining the details open a video related to the topic from the interactive whiteboard ask questions about the video and topic	*Students write in their notebooks.* *Students read what they have written.*

4. Closure: Teacher will summarize the topic for students and give them homework in order to establish the learning process. Teacher will also give an homework related to the next topic he or she will talk about to make the students prepared for the topic properly.

LESSON PLAN

Evaluation: *The lesson is completed perfectly. Student answered all the questions asked by teacher.*

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will answer: *Where is the first homeland of the Turks?* *Show Central Asia on the map.*	Students tell that a state that is never spoken in the course was established in Central Asia and its features. Student Kyrgyz, Uyghur etc. states that it was founded in Central Asia	The students will be able to explain where we re the first Turkish States. Students say that the first homeland of the Turks was Central Asia, its features and the names and characteristics of the states established in Central Asia, which were spoken in the lesson.	Students cannot say where the homeland of the Turks is, and the names and features of the state spoken in the lesson.

Modifications/ Adaptations: *Even if a student doesn't understand the subject, we can create different types of attractions. So they can be easily motivated to learn.*

Comments:

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LESSON PLAN

Lesson: BIOLOGY	Main Topic: Structure and Function: The Heart	1. Subtopic: The normal structure and functioning of the heart
Date: 28/ 09/ 2021		Duration/ Schedule:80' (2 Lessons)
Target Student: IEP Student	Class:9/ A	Type of Special Need: : Inclusive student (Light Level)
• IEP Goals: -*Gain factual knowledge on structure, parts and functions of the heart.* • *Know the circulation of blood to and from the heart.*		Short Term Objectives: Knowing a *Location, size and weight of the heart* b *Layers of the heart* c *Valves, Chambers and other structures found in the heart*
Contents: 1. The normal structure and functioning of the heart	Lesson Objective(s): What is the size of the heart? What is its function?	Skills (from the national curriculum) Students provide factual information about the heart's structure, parts, and functions. Students teach about blood circulation to and from the heart.
Method(s): Lecturing, Cooperative learning, Concept mapping, Discussion		
Materials: *Student's book, pictures, videos, heart model.*		

Representation	Action and expression	Engagement
-*powerpoint presantions* -*videos* *heart mockup*	*Fact-based information is given about the structure, parts and functions of the heart through powerpoints, videos and heart models.* *The blood circulation to and from the heart is described.*	*1 Lecture* *2.Question-answer* *3.Repetition* *4-presentation show*

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LESSON PLAN

Procedures

The studentwillbwgivenstructureswhichareappropriate for himduring the lesson in the class.

1. **Lesson Format**

Lessonwill be done in ordinaryway. The IEP studentwillhavespesificinstructionsaccording to him and teacherwillusetheseinstructionsduring the lesson time.

2. **Introduction:** *Teacherwillaskgiveinformationaboutsubjectmoreunderstandable and easierquestionsduring the lesson*

Procedures	Teacherwill…	Studentwill…
AttendingCue:Takestudent'sattention You come to the class with a heart model and the attention of the students is drawn.	**Starts the lesson by takinginterest of the studentabout the lesson** By showing a heart model, what do you think it is, what can we do with it today? etc. such questions are asked.	**Try to talk with teacher** SS give their answers
Anticipatory Set: *AskQuestions at the beginning of the lesson* By showing the heart model, what do you think it is, what can we do with it today? etc. such questions are asked.	**talkabout the subject in an easywaybefore the newsubject** The teacher tells the students that they will teach a lesson about the structure and function of the heart, the circulation of blood in the human body, and the ways of looking after the heart.	**Try to understand the subject** Students listen to the teacher and try to make sense of the subject.

3. **Presentation:**

Procedures	Teacherwillexplain	Studentwillknow
Input: The teacher shows the model in her hand and talks about the vital importance and function of the heart in our body.	**The function of heart** **-givesinformationabout the Structure and WorkingPattern of the Heart.** **-The teacher says that she will make a Powerpoint presentation and opens the presentation and gives a**	***Students listen attentively to the teacher.***

LESSON PLAN

Modeling:telling the pressure and the basicfunction of heart	lecture. The teacher shows from the video how the heart works, its structure and parts. Powerpoint continues his presentation.	*Students listen and watch the teacher attentively. And they gain:* *They know the shape and function of the heart.* *- Gains knowledge about the valves in the heart.* *-Understands the Working Mechanism of the Heart.*
GuidedPractice:teacherwill talk about heart and the functions	The teacher divides the class into groups of five and asks them to explain the structure of the heart, its valves and parts on the model. Reinforces students for correct answers and provides feedback and corrections for incorrect and incomplete answers.	*- Understands that the heart consists of a three-layered structure.* *Students answer the questions asked by the teacher on the model.*
Practice: Students are given worksheets	The teacher distributes blank papers to the students and asks them to draw the shape and parts of the heart on a piece of paper and write down what they know about the working mechanism of the heart.	*Students independently identify the shape of the heart,* *They draw the parts of it on a piece of paper and write down information about the working mechanism of the heart.*

Closure:

-At the end of the lesson, the teacher reiterates the important points of the lesson and summarizes what has been done in a few sentences.

Studentswillknow the picture that is assignedinthegroup and relate it on how does it affect the function of his heart.

-Students are asked to draw a more colorful and neat heart by giving homework. They are asked to add the information covered in the lesson about the heart.

Evaluation: *The lesson is completedperfectly. Studentansweredall the questionsasked by teacher.*

General LessonObjective Evaluation FunctionalBehaviors

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LESSON PLAN

Students	Exceedsexpectations	Meetsexpectations	Approachingexpectations
Studentswillanswer: *- how doesthis heart affect?* *What is the function of the heart?*	Student: - Knows the shape and function of the heart, - If he has knowledge about the valves in the heart, If he understood the working mechanism of the heart, - If he understands that the heart consists of a three-layered structure, and in addition to these, it has details that were never mentioned in the lesson, it is above the expectation.	Student: - Knows the shape and function of the heart, - If he has knowledge about the valves in the heart, If he understood the working mechanism of the heart, -If he understood that the heart consists of a three-layered structure, he is in a position to meet the expectation.	Student: -Doesn't know the shape and function of the heart. -If he does not know about the valves in the heart, -If he did not understand the working mechanism of the heart, -If he did not understand that the heart consists of a three-layer structure, it is below expectation.

Modifications/ Adaptations:*Students has somedifficultieswhilelearning but, lessonbecameeasieraftertelling the subject afewtimes. Studentwasable to learn the aim of the lesson and the subjectwasattractivefoworhim.*
Adaptations can be made during the lesson, in the materials, in the homework.
HEART MODEL (Large) is included in the course as a biologycoursetool. Studentsareintroduced to the heart as a visualmemorytechnique.

Comments:

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LESSON PLAN

Lesson:BIOLOGY	Main Topic: Respiratory System	1. Subtopic: Breathing functions
Date: 28/ 09/ 2021		Duration/ Schedule:80’ (2 Lessons)
TargetStudent:IEP Student	Class:9/ A	Type of Special Need:: Inclusivestudent (Light Level)
• IEP Goals: -*Gain factual knowledge on breathing system* • *Know the working of the lung*		ShortTermObjectives:Knowing a *functions of the breathing system* b *work of the lungs*
Contents: 1. The normal structure and functioning of the breathing system	LessonObjective(s): 1.Identify the keyparts of the breathingsystem 2.Describe the function of each part of the breathing system 3.Explain how lungswork 4.Describe how the movement of the diaphragmhelps the airgo in and out of the lungs	Skills (from the nationalcurriculum) Students get real information about the respiratory system. Students learn the functioning of the lungs.
Method(s):Lecturing, Cooperativelearning, Conceptmapping, Discussion		
Materials: *Student’sbook, pictures, model, fruits and vagetables.*		

Representation	Action and expression	Engagement
Preliminary activities (3 minutes) *The students brought out bunching fruits and vegetables or to look for tree branches.*	*Identifyparts of the respiratorysyste m and to emphasizecapillaries and alveoli throughSocraticMethod of analysis and discussion*	*1 Lecture* *2.Question-answer* *3.Repetition* *4-presentation show*

LESSON PLAN

Procedures

The studentwillbwgivenstructureswhichareappropriate for himduring the lesson in the class.

6. **Lesson Format**

Lessonwill be done in ordinaryway. The IEP studentwillhavespesificinstructionsaccording to him and teacherwillusetheseinstructionsduring the lesson time.

7. **Introduction:** *Teacherwill ask giveinformationaboutsubjectmoreunderstandable and easierquestionsduring the lesson*

Procedures	Teacherwill…	Studentwill…
AttendingCue:Takestudent'sattention You come to the class with a lung model and the attention of the students is drawn.	**Starts the lesson by takinginterest of the studentabout the lesson** By showing a lung model, what do you think it is, what can we do with it today? etc. such questions are asked.	**Try to talk with teacher** SS give their answer
Anticipatory Set: *Ask Questions at the beginning of the lesson* By showing the lung model, lettuce leaves brought to the classroom, what do you think it is, what can we do with it today? etc. such questions are asked.	**talk about the subject in an easywaybefore the newsubject** The teacher tells the students that they will teach a lesson about the structure of the lung, its functioning and the respiratory system.	**Try to understand the subject** Students listen to the teacher and try to make sense o the subject.

8. **Presentation:**

Procedures	Teacherwillexplain	Studentwillknow
The teacher shows the model in his hand and talks about the vital importance and function of the lung in our body. Asks students a variety of questions.	**The function of breathingsystem** **The structure and functioning of the lung and the respiratory system are introduced.** **Why do you think our lungs are important?**	***The function of the breathing*** **Students listen attentively to the teacher and they answer questions.**

LESSON PLAN

Modeling: The teacher conveys detailed information about the subject and makes explanations on the model.		
GuidedPractice: The teacher deepens the topic by asking questions that will make students think.	Guide questions a.Whatdoes each part of the bunched model represent in relation to the breathingsystem? b.Howwillyoudescribe the pathway of oxygen in the breathingsystem?	The studentsare to identify the differentparts of the respiratorysystemusing the bunch of fruits.
Practice: The teacher divides the class into groups and makes a Socratic analysis. Asks various questions.	The teacher divides the class into groups of five and asks them to show the structure and parts of the lung and explain the respiratory system over models or lettuce. Reinforces students for correct answers and provides feedback and corrections for incorrect and incomplete answers.	Students answer the questions asked.

Closure: At the end of the lesson, the teacher reiterates the important points of the lesson and summarizes what has been done in a few sentences. Students are given homework and asked to draw the lungs and respiratory system on a piece of paper. They are asked to add the information covered in the lesson related to the subject.

Evaluation: *The lesson is completedperfectly. Studentansweredall the questionsasked by teacher.*

General LessonObjective Evaluation FunctionalBehaviors

Students	Exceedsexpectations	Meetsexpectations	Approachingexpectations

LESSON PLAN

Studentswillanswer: *Whatwillhappenif one part of the systemfails to carryoutitsfunction properly?* *Whathappens to the muscle of the diaphragm when you in hale orexhale?*	If the student understands the structure and functioning of the lungs and the respiratory system, and also has details that were never mentioned in the course, it is above the expectation.	If the student understands the structure, functioning and respiratory system of the lungs, it meets the expectation.	If the student does not understand the structure, functioning and respiratory demand of the lungs, it is below the expectation.

Modifications/ Adaptations: *Students has somedifficultieswhilelearning but, lessonbecameeasieraftertelling the subject a fewtimes. Studentwasable to learn the aim of the lesson and the subjectwasattractivefoworhim*
Adaptations can be made during the lesson, in the materials, in the homework.

Comments:

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LESSON PLAN

Lesson: CHEMISTRY	**Main Topic:** Conservation of Mass	**Subtopic:** Conservation of Mass
Date: 17/ 09/ 2021		**Duration/ Schedule:80' (2 Lessons)**
Target Student: IEP Student	**Class: 10/ A**	**Type of Special Need: : Inclusive student (Light Level)**
IEP Goals: Students will be able to choose the correct reactants and products that demonstrate the conservation of mass and justify their decision with evidence.		**Short Term Objectives:** The Law of Conservation of Mass states that atoms are not created or destroyed in a chemical reaction (mass of reactants must equal the mass of products).
Contents: The Law of Conservation of Mass, mass, subscript, coefficient, chemical equation	**Lesson Objective(s):** The Law of Conservation of Mass states that atoms are not created or destroyed in a chemical reaction (mass of reactants must equal the mass of products).	**Skills (from the national curriculum)** **Reading- Listening - Writing**
Method(s): Experiment, observation, project, direct teaching, learning by doing, active learn		
Materials: *Student's book, pictures,* baking soda and vinegar		

Representation	Action and expression	Engagement
-Q&A -group discussion Teacher asks students about energy in a chemical reaction (teacher has students discuss the following questions in groups). What happens to energy in a chemical reaction? (energy is released or absorbed) What causes the release or absorption of energy? (chemical bonds are forming or breaking to form new	In groups, students are then asked to make a hypothesis to answer the question: What happens to mass in a chemical reaction? Hypothesis takes the form of: If I mix baking soda and vinegar to produce a chemical reaction, then the mass of my reactants will be _____ than the mass of my products. Students are reminded of examples of chemical reactions: wood burning, cake baking, food digesting, iron rusting, etc. to use as a guide for their hypothesis. The class will then use baking soda and vinegar	*1 Lecture* *2.Question-answer* *3.Repetition* *4-presentation show*

LESSON PLAN

substances) What has to be produced in order for you to know a chemical reaction occurred? What do you think happens to mass in a chemical reaction? Does the mass of reactants differ from the mass of products? Does the mass change (increase, decrease, stay equal)? If yes, where does it go? If no, how do you get a new substance?	(oranothersimplereaction) to design an experiment to test theirhypothesis. (This can be done as a demonstrationif time orsuppliesare an issue. Studentsshouldstill be asked to prepare a procedure and the teacher can use 3-4 groups' procedures as a demo to showdifferences and compare for accuracy.)	

Procedures

The studentwill be givenstructureswhichareappropriate for him/her during the lesson in the class.

9. **Lesson Format**

Lessonwill be done in ordinaryway. The IEP studentwillhavespesificinstructionsaccording to him and teacherwillusetheseinstructionsduring the lesson time.

10. **Introduction:** *Teacherwillask give informationaboutsubjectmoreunderstandable and easierquestionsduring the lesson*

Procedures	Teacherwill…	Studentwill…
AttendingCue:Takestudent'sattention	Start the lesson by takinginterest of the studentabout the lesson	Try to talk with teacher
Anticipatory Set: *AskQuestions at the beginning of the lesson*	talkabout the subject in an easywaybefore the newsubject	Try to understand the subject

11. **Presentation:**

Procedures	Teacherwillexplain	Studentwillknow
Input: The Law of Conservation of Mass, mass, subscript, coefficient, chemicalequation	After the studentscount the atoms, teacherasks, "Based on the samenumber of atomsbeingpresent in reactants and products, what do youthinkshouldalwayshappen to mass in a chemicalreaction?" Teacheragainpointsout that chemicalbondsarebeingbroken and formed but the	to choose the correct reactants and products demonstrate the conservation of mass and ju decision with evidence.

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		atomsare not lostorgained, theyarejustrearranged. Teachernowperformsbaking soda and vinegarexperiment to showstudents how mass is conservedand remindsstudents that the Law of Conservation of Mass is a scientificlaw (has not beenprovenotherwise to date)	
	Modeling: Teachershows the balancedchemicalequation for the reaction of baking soda and vinegar	Teacheraskssstudentsaboutenergy in a chemicalreaction (teacher has studentsdiscuss the followingquestions in groups). Whathappens to energy in a chemicalreaction? (energy is releasedorabsorbed) Whatcauses the releaseorabsorption of energy? (chemicalbondsareformingorbreaking to form newsubstances) What has to be produced in order for you to know a chemicalreactionoccurred? What do youthinkhappens to mass in a chemicalreaction? Does the mass of reactantsdiffer from the mass of products? Does the masschange (increase, decrease, stayequal)? Ifyes, wheredoes it go? Ifno, how do yougget a newsubstance?	The students listen carefully to the teacher and marks
	GuidedPractice: Teacher labels (or asks students to label) reactants and products, teacher then introduces students to the subscript and coefficients in the chemical equation and their definitions. Teacher has students count the atoms on each side of the equation and relates this to being "balanced".	Teacherlabels (oraskssstudents to label) reactants and products, teacherthenintroducesstudents to the subscript and coefficients in the chemicalequation and theirdefinitions. Teacher has studentscount the atoms on each side of the equation and relatesthis to being "balanced". In groups, studentsarethenasked to make a hypothesis to answer the question: Whathappens to mass in a chemicalreaction? Hypothesistakes the form of: If I mix	SS OWN ANSWERS

LESSON PLAN

		baking soda and vinegar to produce a chemicalreaction, then the mass of my reactantswill be _____than the mass of my products. Studentsarereminded of examples of chemicalreactions: woodburning, cakebaking, fooddigesting, ironrusting, etc. touse as a guide for theirhypothesis. The classwillthenusebaking soda and vinegar (oranothersimplereaction) to design an experiment to test theirhypothesis. (This can be done as a demonstrationif time orsuppliesare an issue. Studentsshouldstill be asked to prepare a procedure and the teacher can use 3-4 groups' procedures as a demo to showdifferences and compare for accuracy.)	Studentsreviewtheirresults and discussreasonswhysome of their data does not show the conservation of mass. Class sharesreasonswhy the mass of product may not be equal in an experiment. Example: woodburning: gas (smoke) escapesinto the air); measurementerrors, etc.
	Practice: Students review their results and discuss reasons why some of their data does not show the conservation of mass. Class shares reasons why the mass of product may not be equal in an experiment. Example: wood burning: gas (smoke) escapes into the air); measurement errors, etc. Students given reactants and products of chemical equations (used in exo/ endo experiments) on index cards and asked to match reactant and product to ensure conservation of mass is shown. Students are then given unbalanced chemical reactions of varying difficulty depending on class. 19. Teacher goes over the steps to balancing chemical equations as a whole class. Students balance the chemical equations, and	Studentsgivenreactants and products of chemicalequations (used in exo/ endoexperiments) on indexcards and asked to matchreactant and product to ensureconservation of mass is shown. Studentsarethengivenunbalancedchemicalreactions of varyingdifficultydepending on class. Teacher goes over the steps to balancingchemicalequations as a wholeclass. Studentsbalance the chemicalequations, and include a count of atoms as justification of the conservation of mass	SS revision

LESSON PLAN

include a count of atoms as justification of the conservation of mass		

Closure: Studentswill be able to choose the correctreactants and products that demonstrate the conservation of mass and justifytheirdecision with evidence.
-Students are asked to summarize what they did in class today and say what they learned.
-Students are given homework and are asked to report the experiments they found on the internet for the conservation of mass.

Evaluation: Studenthandout on balancingchemicalequationsserves as assessment.
Studentsasked to put the Law of Conservation of Mass in theirownwords.

General LessonObjective Evaluation FunctionalBehaviors

Students	Exceedsexpectations	Meetsexpectations	Approachingexpectations
In groups, studentsarethenasked to make a hypothesis to answer the question: Whathappens to mass in a chemicalreaction? Hypothesistakes the form of: If I mix baking soda and vinegar to produce a chemicalreaction, then the mass of my reactantswill be _____than the mass of my products. Studentsarereminded of examples of chemicalreactions: woodburning, cakebaking, fooddigesting, ironrusting, etc. touse as a guide for theirhypothesis.	Students review their results and discuss reasons why some of their data does not show the conservation of mass. Class shares reasons why the mass of product may not be equal in an experiment. Example: wood burning: gas (smoke) escapes into the air); measurement errors, etc.	Students meet the expectation if they can choose the right reactants and products that demonstrate conservation of mass and justify their decisions with evidence.Students given reactants and products of chemical equations (used in exo/ endo experiments) on index cards and asked to match reactant and product to ensure conservation of mass is shown. Students are then given unbalanced chemical reactions of varying difficulty depending on class.	Students are below expectation if they cannot choose the right reactants and products that demonstrate conservation of mass and justify their decisions with evidence.Teacher goes over the steps to balancing chemical equations as a whole class Students balance the chemical equatio and include a count of atoms as justification of the conservation of mas

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LESSON PLAN

Modifications/ Adaptations: *Students has somedifficultieswhilelearning but, lessonbecameeasieraftertelling the subject afewtimes. Studentwasable to learn the aim of the lesson and the subjectwasattractive for him*
Comments:

INSTITUT RÉGIONAL D'INSERTION PROFESSIONNELLE ET SOCILE

Lesson: English	**Main Topic:** *Roleplay*	**Subtopic: The restaurant game**
Date:		**Duration/ Schedule: 1h**
Target Student:	**Class: 10th grade**	**Type of Special Need: ADHD**
IEP Goals: *IEP annual goal for student with special needs* Combat stress Express yourself orally in front of a class		**Short Term Objectives:** **Express yourself and communicate in another language**
Contents: **Argumentation and expression in english**	**Lesson Objective(s):** - Reproduce an everyday situation in English	**Skills (from the national curriculum)** Expression through the medium of another (roleplay) Reuse acquired words and structures to express in English Improvise an interaction
Method(s): Groupwork - roleplay		

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Materials: *(List all materials you will be using in each area)*		
Representation	**Action and expression**	**Engagement**
Presenting information and course content in multiple formats so that all students can access it. *Examples: Provide alternatives for accessing information (e.g., visual and auditory)* *Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts and using advanced organizers)* Visual informations will be on the printed menus on paper sheets, there will be drawing of the foods on those menus. There will also be drawing of foods printed on paper sheets given to the students to later provide the "waiter" of the play	*Allowing students alternatives to express or demonstrate their learning.* *Examples: Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts, using advanced organizers)* *Provide options for completing assignments using different media (e.g., text, speech, film, and music)* Students can demonstrate their learning in english via corporal expression which can show they understand the context and what they are saying, they are free to express themselves through theatral performance as they feel	*Stimulating students' interests and motivation for learning in a variety of ways.* *Examples: Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math and culturally significant activities)* *Provide options that encourage collaboration and communication (e.g., peer tutoring)* Using a play and assigning roles will motivate the students and help them identify with the characters of the situation.
Procedures *(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)*		
The class will be divided in groups of three students, each group will have the following roles: the waiter, two customers. They will present the interaction turn by turn, while the group will play the scene, the rest of the class play the role of the "kitchen" and will provide the "food" that the waiter will have to bring the customers.		

LESSON PLAN

1. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) Students will mobilize the previous lessons about vocabulary and syntax **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) Teacher will provide printed "menu" to every group for the purpose of the play **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent Giving advices on vocabulary and syntax, **Practice:** (How will students demonstrate the ability to perform skill independently?) **Each one will have a different role to play in the scene and the opportunity to speak**	Divide the class in groups of three students Provide each group with photocopy of a "menu" Provide the students with the "food" on the menu printed on paper sheets Give advices on how to play the roles	Choose their role Play the scene Students that do not participate in the group currer playing will provide the "waiter" with food" printed on paper sheets given by the teacher before the play.

LESSON PLAN

2. **Closure:**
This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

At the end of the plays, the teacher will congratulate the students on their performance and provide feedback on syntax, grammar and vocabulary used in English as well as the oral performance of the students.

Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

Students will auto evaluate according to these criterias:

How to:

- - Greet, thank, take leave thank, apologize in a short conversation
- - Give and ask for a menu
- - Adapt the language register to the conversation situation
- - Use polite expressions
- Say that I did not understand and ask to repeat
- - Answer and ask simple questions with ease
- Ask for information Use idiomatic expressions
- - oral fluency
- - Conjugation, use of tenses
- - Syntax, sentence construction

LESSON PLAN

- - Vocabulary specific to the situation
-

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Involved in the role, Uses a varied vocabulary Is perfectly at ease with oral expression	Reuse the concepts of syntax and vocabulary seen in class	Expresses him/ herself comprehensibly in English

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

Comments:

Lesson: Geography	Main Topic: *Migrations*	Subtopic: Importance of great transnational migrations
Date:		Duration/ Schedule: 1h
Target Student:	Class: 10th grade	Type of Special Need: Dyslexia

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LESSON PLAN

IEP Goals: *IEP annual goal for student with special needs* Drawing informations on a map To elaborate a chart Restore visual information		**Short Term Objectives:** To show the importance of transnational migration in the Mediterranean To show the motivations of transnational migrations
Contents: Corpus of documents about Migrations in the mediterranean Blanck maps Sheets Optionally tablets if students need them	**Lesson Objective(s):** To show how migration contributes to development Make a link between migration and globalization To investigate the motivations of migrants	**Skills (from the national curriculum)** Working in groups Selecting information Mobilizing information Investigate a topic To know the vocabulary related to a subject To produce a graphic work Fill in a map
Method(s): Groupwork in pair		
Materials: *(List all materials you will be using in each area)*		

Representation	Action and expression	Engagement
Presenting information and course content in multiple formats so that all students can access it. *Examples: Provide alternatives for accessing information (e.g., visual and auditory)* *Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts and using advanced organizers)* Charts Pictures Datas informations	*Allowing students alternatives to express or demonstrate their learning.* *Examples: Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts, using advanced organizers)* *Provide options for completing assignments using different media (e.g., text, speech, film, and music)* Blank map Blank sheet Tablets Apps and websites for the charts if needed	*Stimulating students' interests and motivation for learning in a variety of ways.* *Examples: Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math and culturally significant activities)* *Provide options that encourage collaboration and communication (e.g., peer tutoring)* Using pictures to facilitate visualitation of the subject and link it to reality

LESSON PLAN

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

The class will be divided in groups of two, if a student has special needs, he will be paired with a student without particular need.

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) By working on their documents and producing a graph, students will be able to visualize the infos they need to learn **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Teacher will help individual students if they feel like they need it, by going to each working group and giving them advices and guidance	Divide the students in group of two Provide each group with a corpus of documents Give the students instructions for completing the lesson Give student advices if they need it, Go to each group to see their progresses Evaluate the students	Read the documents Analyse the informations on the documents Discuss between them of what they understood on the documents Based on the documents, Fill a blank map with the migration roads Based on the documents, Realize a graph about migrants motivations on this criterias: - Origin - Age - Motivation

LESSON PLAN

Practice: (How will students demonstrate the ability to perform skill independently?) Students are expected to complete the work by group of two, whithout excessive external help other than advices from the teacher		

4. **Closure:**
This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

At the end of the lesson, the students will show the teacher their maps and graphics

Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

Evaluation will based on the produced work from the students, based on the clarity of the drawing, the pertinence of the informations and the relation between the work and the documents provided.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Group work was well distributed, information is clear and relevant, drawings on paper or tablet are legible and complete, new information related to students' personal knowledge is added that was not in the original documents	The information is clear and precise, incorporating the main ideas found in the documents.	The information repeats some of the ideas from the documents, the graph and the map are clear.

LESSON PLAN

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*
Comments:

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LESSON PLAN

Lesson: History	**Main Topic: Remembrance**	**Subtopic: Interroger un témoin de l'histoire**
Date:		**Duration/ Schedule: 2h**
Target Student:	**Class: 9th grade**	**Type of Special Need: ADHD**
IEP Goals: *IEP annual goal for student with special needs* Focus and listen intervenant Express yourself orally Demonstrate curiosity		**Short Term Objectives:** To approach history in a more concrete way To establish knowledge To give meaning to the learning of history
Contents: Aspeaker, active on a topic of the teacher's choice, which has been worked on beforehand Written document to support the intervention	**Lesson Objective(s):** - Awareness of the reality of History - Establish a relationship between abstract and concrete - Association of the student's experience with that of the witness - Make a link between the past and the present	**Skills (from the national curriculum)** - Listening skills - Ability to formulate questions - Demonstrate curiosity and open-mindedness - Be reflective when confronted with a witness to history
Method(s): Interview		
Materials: *(List all materials you will be using in each area)*		

LESSON PLAN

Representation	Action and expression	Engagement
Presenting information and course content in multiple formats so that all students can access it. *Examples: Provide alternatives for accessing information (e.g., visual and auditory)* *Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts and using advanced organizers)* The presence of an external intervenant will provide alternative to traditional ways of teaching History.	*Allowing students alternatives to express or demonstrate their learning.* *Examples: Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts, using advanced organizers)* *Provide options for completing assignments using different media (e.g., text, speech, film, and music)* Students can ask their questions orally or write them down, they will listen and the evaluation will be based on an essay where they will express themselves By asking any question they feel, they will be able to demonstrate how much they understand the goals and the importance of the moment with the witness. The students who will chose the written questions will also show their skills in formulating structured questions	*Stimulating students' interests and motivation for learning in a variety of ways.* *Examples: Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math and culturally significant activities)* *Provide options that encourage collaboration and communication (e.g., peer tutoring)* By bringing in a real-life witness, the intervention makes History more accessible and relatable Students will be able to ask question and therefore create a connection between them and the witness, this will help them relate more and put themselves in his is stead. This method is very useful to motivate students to learn history and to understand its reality and importance.

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

5. Lesson Format

The room will be rearranged to allow space for the intervenant and facilitate communication and exchanges with the students, it could take the form of a U-shaped room.

LESSON PLAN

6. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) Giving students context beforehand will helps them understand the goals of the exercise **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) The presence of a real life intervenant will give the student a support **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent The teacher will mediate and manage the exchange, he could reformulate some questions if not clear enough **Practice:** (How will students demonstrate the ability to perform skill independently?) **They will have the opportunity to ask questions**	Prepare the subject in advance with the students to give them context Introduce the witness Act as a mediator and organize the exchange of questions and answers between the witness and the students	Document themselves about the period Prepare questions Listen the witness Ask questions to the witness Listen and reflects the answers

LESSON PLAN

7. **Closure:**
   This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

   Debrief with the students

Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

Students will write an essay or make a presentation on the theme : "What if I lived in the same time of the intervenant and of the lesson?"

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Participate actively in the exchanges Can identify with the time period Have prior knowledge of the time period and can reinvest it in the exchange	When implicated and attentive Demonstrate curiosity Interact with the witness	Are attentive Are curious

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

Comments:

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LESSON PLAN

Lesson: Science	**Main Topic:** Limiter son empreinte ecologique	**Subtopic:**
Date:		**Duration/ Schedule:** 1h
Target Student:	**Class:** 11th grade	**Type of Special Need:** Autism/ ADHD
IEP Goals: *IEP annual goal for student with special needs* Formulate hypotheses - Demonstrate curiosity - Participate in a group activity		**Short Term Objectives:** Understand individual responsibilities in preserving the planet's resources Calculate your carbon footprint
Contents: Definition of carbon footprint Tablets https:/ / footprint.wwf.org.uk/ #/ Cardboard	**Lesson Objective(s):** - - To become aware of one's responsibility - - Make the link between his/ her actions and his/ her environment - - Relate observations to previous knowledge	**Skills (from the national curriculum)** - Formulate a hypothesis - Compare data - Interpret the results - Formulate a clear conclusion
Method(s): Interactive classroom		
Materials: *(List all materials you will be using in each area) : Computer or tablet*		

Representation	Action and expression	Engagement
Presenting information and course content in multiple formats so that all students can access it. *Examples: Provide alternatives for accessing information (e.g., visual and auditory)*	*Allowing students alternatives to express or demonstrate their learning.* *Examples: Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts, using advanced organizers)* *Provide options for completing assignments using different media*	*Stimulating students' interests and motivation for learning in a variety of ways.* *Examples: Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math and culturally significant activities)*

LESSON PLAN

Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts and using advanced organizers) The teacher will provide information on the carbon footprint Write the ideas and hypotheses formulated by the students on the board	*(e.g., text, speech, film, and music)* Students can provide their knowledge on carbon footprint to elaborate actions and hypothesis	*Provide options that encourage collaboration and communication (e.g., peer tutoring)* Each student will calculate their own ecological footprint and will therefore be involved and concerned

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

Students will work in group, it is possible to rearrange the room in a Ushape to better helps interactivity and exchanges of ideas. The teacher will provide support and write main ideas, hypothesis, actions and conclusions interactively with the lesson going in the cardboard so to provide visual helps. Students will be encouraged to take notes while they discuss.

1. **Lesson Format**

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

Students will take part in the lesson by working with the help of their tablet or computers. The room can be rearranged in a u shape for allowing communication and equity for all students or alternatively by creating small groups.

8. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	Pose the problem of ecological footprint to students Ask the students what they know about it	Pose the problem of their ecological footprint Calculate their footprint on the site

LESSON PLAN

	They will have the definition of the carbon footprint **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) Use of the tablet and own knowledge to visualise the exercice **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Teacher can help students with the website to calculate and provide advices on actions that should be taken **Practice:** (How will students demonstrate the ability to perform skill independently?) Investissement, implication dans le groupe, oral Students will have the opportunity to be verbally invested in the exercice and voice their ideas and opinions, each student will calculate his own carbon footprint	Provide the students with the link to calculate their carbon footprint Give themes for the elaboration of the actions: - - Alimentation, - comsumption, transportation and waste	Ask themselves how to reduce their footprint Experiment with their ecological footprint Observe the results together Together Elaborate actions to reduce the footprint according to different themes Calculate the ecological footprint after the actions Interpret the results and draw a conclusion Can implement responsible citizen actions developed in class!

9. **Closure:**

Tis is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

The students will debrief and can put in practice the actions,
They could imagine a role of eco-delegate with the help of their teacher or a referee for the most motivated students!

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Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

Teacher will evaluate the students based on their participation in investment in the exercice

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Participate actively and ready to put in practice the actions in their environment	Participate actively in the elaboration and take consciousness of their own responsability	Participate in group work

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

Comments:

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LESSON PLAN

Lesson: Literature	**Main Topic:** *Theatre*	**Subtopic: Play a scene of the Cid**
Date:		**Duration/ Schedule: 3h**
Target Student:	**Class: 10th grade**	**Type of Special Need: Dyslexia**
IEP Goals: *IEP annual goal for student with special needs* - - Act out a play to facilitate its understanding - - Express yourself orally		**Short Term Objectives:** - Practice of the oral presentation - Take into account the elements of staging
Contents: Staging *Le Cid* Act 1Scene 4 or Acte 1Scene 5 (Corneille) Visual support if needed: https:/ / fresques.ina.fr/ en-scenes/ liste/ recherche/ cid/ s#sort/ -pertinence-/ direction/ DESC/ page/ 1/ size/ 10	**Lesson Objective(s):** - - Learn and perform a text alone or in pairs - - Better understand the piece	**Skills (from the national curriculum)** -Work on intonation -Playing in front of an audience -Diction and speech rate
Method(s): Interactive classroom		
Materials: *(List all materials you will be using in each area)*		
Representation	**Action and expression**	**Engagement**

LESSON PLAN

Presenting information and course content in multiple formats so that all students can access it. *Examples: Provide alternatives for accessing information (e.g., visual and auditory)* *Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts and using advanced organizers)* Text will be provided Videos from the scene can be showed previously to the lesson by the teacher	*Allowing students alternatives to express or demonstrate their learning.* *Examples: Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts, using advanced organizers)* *Provide options for completing assignments using different media (e.g., text, speech, film, and music)* Students will express themselves through text but also through emotional tone, gestures and rythm	*Stimulating students' interests and motivation for learning in a variety of ways.* *Examples: Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math and culturally significant activities)* *Provide options that encourage collaboration and communication (e.g., peer tutoring)* Making the students play the scene with their text will motivate them to be invested in the class

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

10. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

The classroom will be rearranged to provide space and create a small scene in the center, and props can be found in advance to perform the scene. The text of the play will be distributed to all students.

11. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	Preparatory work: photocopy the scene and note all the necessary indications, pauses, movements, changes of tone…	Put in voice, try out tones, speed of reading They must express the emotions of the characters

LESSON PLAN

Text and context **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) Show the students an interpretation of the scene beforehand **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Teacher will play the scene himself if necessary **Practice:** (How will students demonstrate the ability to perform skill independently?) They will play In group of 2 and each students will have the opportunity to play a character and put the text in practice.	Divide the class into small groups of 2 divide the roles Use a tablet to film, hear and see what will be useful for the evaluation	You can mime, no need to have props Speak clearly and loudly enough Express emotions with gestures and voice Sequencing of the lines Comprehension/ appropriation of the character and the scene

12. **Closure:**

This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

At the end of each performance, the teacher will provide feedback. At the end of the lesson, the teacher will provide advices and general feedback on the performance of the class

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Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Set the tone perfectly, Appropriate gestures, right replicas The student is invested in his role and shows a real interest in the play	The student pays attention to tone, gestures and accuracy	The student is careful to render the text well but there are difficulties in tone and gesture

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

Comments:

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LESSON PLAN

<table>
<tr><td>Lesson: Arts</td><td>Main Topic: Graphic arts</td><td>Subtopic: Portrait</td></tr>
<tr><td colspan="2">Date:</td><td>Duration/ Schedule: 2h</td></tr>
<tr><td>Target Student:</td><td>Class: 10th grade</td><td>Type of Special Need: Autism/ ADHD</td></tr>
<tr><td colspan="2">IEP Goals: IEP annual goal for student with special needs

- Focus on an exercise
- Manage their concentration through painting
- Manage stress through art</td><td>Short Term Objectives:

- Doing a portrait</td></tr>
<tr><td>Contents:

Painting class</td><td>Lesson Objective(s):

- - Understand the principle of making a portrait
- Get to know yourself and your comrades, identify your characteristics
- Putting forward an identity</td><td>Skills (from the national curriculum)

Self-expression through painting
Reproduce the characteristics of the model
To show creativity</td></tr>
<tr><td colspan="3">Method(s): Groupwork painting session</td></tr>
<tr><td colspan="3">Materials: (List all materials you will be using in each area)
- Thick paper
- Brushes</td></tr>
</table>

LESSON PLAN

- Glasses or cup for the brushes
- Watering place and running water
- Pens
- Paint sets
- painting easels
- Palettes or plates

Representation	Action and expression	Engagement
Presenting information and course content in multiple formats so that all students can access it. *Examples: Provide alternatives for accessing information (e.g., visual and auditory)* *Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts and using advanced organizers)* Teacher will provide the students with visual artworks from famous artists to show examples of portraits The teacher will be able to choose examples of portraits according to his or her desires, by drawing from previous works by other artists, with the help of the Internet or an encyclopedia, for example.	*Allowing students alternatives to express or demonstrate their learning.* *Examples: Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts, using advanced organizers)* *Provide options for completing assignments using different media (e.g., text, speech, film, and music)* Students will be free to create their painting as they feel. It is an artistic workshop that allow free expression.	*Stimulating students' interests and motivation for learning in a variety of ways.* *Examples: Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math and culturally significant activities)* *Provide options that encourage collaboration and communication (e.g., peer tutoring)* Students will be encouraged to find the characteristics of their comrades and will be provided by advices by the teacher It is a playful activity where everyone can scrutinize his partner to find his distinctive signs in order to reproduce them through art

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe

LESSON PLAN

individualized prompting, correction, and reinforcement procedures)

1. **Lesson Format**

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

The teacher will need to prepare an art room or a workshop with enough space to welcome the students. The room will need to have an access to water in order to wash the brushes and the hands the desks will be expected to get dirty! Students will be paired in groups.

2. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) Teacher will provide artwork by famous painters as a source of inspiration **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) Students will be encouraged to show creativity and not stick only by the arworks provided **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	Show the students famous autoportraits as a source of inspiration Describe the exercise to the students, he will provide them each with a painting palette, an apron or smock if needed, brushes and thick paper Divide the class in group of two students Provide advice individually to them if necessary. He will try to be as helpful as possible to each student according to their needs	Bring their own apron in preparation of the lesson Paint the portrait of their binome, possibly inspired artworks Turn by turn, show their work to the rest of the Other participants will be encouraged to make con and suggestion on the painting. Evaluate their own work.

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	Teacher will go in each group and provide feedback while the painting is being created, he will give advices and helps if needed. **Practice:** (How will students demonstrate the ability to perform skill independently?) Students will freely paint their subject in the way they choose		

3. **Closure:**
   This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

The session can be auto-evaluated following these criteria:

- Capacity to focus on painting
- Capacity to take note and put in practice advices from the teacher
- Capacity to express what they wanted through their work

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Painting is creative, showing the main characteristic of the subject and even the small, difficult to identify ones. The student took notice of all advices from the teacher and put them in practice	Painting is modeled after one of the artworks provided by the teacher, main characteristics of the subjects are immediately noticeable.	Painting is approaching the characteristics of the subject and shows basic skills in painting.

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Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*
Comments:

Lesson: Civic education	**Main Topic: Democratic society**	**Subtopic: What is democracy?**
Date:		**Duration/ Schedule: 2h**
Target Student:	**Class: 9th grade**	**Type of Special Need: students with attention deficit**
IEP Goals: *IEP annual goal for student with special needs* - Understanding the functioning of democratic society - Formulation of opinions (written and oral) on given topics		**Short Term Objectives:** - Be aware of the definition of democracy - Having a clear view of the notion of citizenship
Contents: - Presentations, - Background explanations - Back and forth discussion with students - Reflection by students	**Lesson Objective(s):** - Be aware of the different aspects of democracy - Knowing what constitute a citizen from a country	**Skills (from the national curriculum)** - Analyzing words, categorizing concepts and formulate views and opinions

LESSON PLAN

- Educational video "*What is democracy?*": *https://www.lumni.fr/video/qu-est-ce-que-la-democratie* - Interactive cardboard lesson - Eventual presentation by the students	- Be aware of what are the rights and duties of a citizen - Be aware of the functioning of the voting system - Having notions on European citizenship	
Method(s): Interactive classroom/ Video/ Students' presentations		
Materials: *(List all materials you will be using in each area)*		
Representation	**Action and expression**	**Engagement**
Presenting information and course content in multiple formats so that all students can access it. *Examples: Provide alternatives for accessing information (e.g., visual and auditory)* *Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts and using advanced organizers)* The teacher will use the classroom board to write the answers of the students on the first activity and then schematize and illustrate the course. The teacher will also use an educational video on democracy to better illustrate the subject - *https://www.lumni.fr/video/qu-est-ce-que-la-democratie*	*Allowing students alternatives to express or demonstrate their learning.* *Examples: Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts, using advanced organizers)* *Provide options for completing assignments using different media (e.g., text, speech, film, and music)* During the last hour of the lesson, Students who want it will make a presentation about the functioning of the institution and democratic life of a country of their choice. They can choose to use videos and classroom board to illustrate this presentation. (No more than 15mn by student)	*Stimulating students' interests and motivation for learning in a variety of ways.* *Examples: Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math and culturally significant activities)* *Provide options that encourage collaboration and communication (e.g., peer tutoring)* Using visual interactivity by writing on the board the words the students are thinking of and categorize these words on the form of a schema.

LESSON PLAN

The teacher will distribute a paper at the end of the lesson with detailed notions within it so the students can easily access it.		

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. **Lesson Format**

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

The setting of the classroom will be adapted for the interactivity of the lesson: the room will be reorganized to take the shape of a U. The lesson will be interactive to grab the attention and stimulate the students. It will be divided in great parts, each with a slightly different format. The length of each part doesn't have to be equal but will depend on the number of presentations the students have to show during the second part.

The first great part will first take the form of an interactive game: The teacher will ask students to formulates the words and notions they think of when thinking about democracy. Then, the teacher will gradually write these words on the classroom board. When no one has more ideas of words, the teacher will optionally write some they think are important and the students missed. With the students, the class will then put the words into great categories, this way the teacher will show the different aspects the notion of democracy can take, for instance, citizenship, institutions, duties, right to vote etc.

The teacher will then interrogate the students about what they think, based on these categories are the implications of a democratic system.
It will allow the teacher to detail the different parties of the course and explain:

- The definitions of citizenship, of what means being a citizen
- He will then proceed to detail the great principles of democracy, by showing the educational video: "What is democracy"
- The act of voting and its meaning.
- The notion of European citizenship and how it can differ from a national citizenship.

To not lost the students, this part should not last more than 25mn.

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During the second great part of the lesson, the students that wish it will do a presentation they prepared beforehand on the functioning of the democracy of theuir choice. The format of this presentation if free and will depends on the will of the student: It can take the form of a video presentation, a powerpoint or a classic cardboard presentation for instance. After each presentation that should not go beyond 15mn, 5mn of reflection and questions by the other students will take place.

After the presentations, the teacher will ask the students if their perspective changed or if it comforted their opinion about living in a democratic society. He will then distribute a paper with the detailed notions that were discussed before.

2. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	- Organize the room on a Ushape to facilitate implication from the students and promote equality of position in the classroom (no one in the back of the class!) - Write on the classboard the notions and the keywords as the students formulate them - Show a video about the subject - Ask questions to the students to implicate them - Give definitions and clarify concept - Answers students eventual interrogations - Ask the students to reflect and formulate ideas - Gives paper support at the end of the class	- Participate in reflective back and forth debate - Formulate their thinking - Discuss with the teacher - Interrogate their own bias and views - Make presentations about subjects of their choice

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3. Closure:
This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

At the end of the lesson, the teacher will initiate a small debate about democracy and if and how the lesson shaped their views on it. He will answers any eventual questions and gives the students paper support with written notions the students have to learn for next time.

Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Participate actively in the cardboard exercises and be a force of proposal for innovative notions on participation, make a presentation on the functioning of a democracy of their choice	Participate actively in the interactive exercises	Participate in the exercises, listen to others proposals and watching carefully the presentations

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

LESSON PLAN

Comments:

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LESSON PLAN

Lesson: Argumentation	**Main Topic:** *Organize a debate*	**Subtopic: express an opinion**
Date:		**Duration/ Schedule: 2h**
Target Student:	**Class: 10th grade**	**Type of Special Need: Dyslexia**
IEP Goals: *IEP annual goal for student with special needs* - - Work on oral fluency - - Develop argumentation skills		**Short Term Objectives:** - - Practicing speaking skills - - Understanding the organization of a debate - - Understand the purpose of a debate - - Mobilize arguments - - Expressing an opinion
Contents: Debate Free topic related to actuality	**Lesson Objective(s):** Participate constructively in oral exchanges Exploit the resources of speech Defend a point of view	**Skills (from the national curriculum)** Listen to and respect the other's speech Use the other person's words to respond Express yourself clearly and precisely, in a language level adapted to the situation
Method(s): Interactive classroom/ questions and answers and collective reflection/ group work		
Materials: *(List all materials you will be using in each area)*		
Representation	**Action and expression**	**Engagement**
Presenting information and course content in	*Allowing students alternatives to express or demonstrate their*	*Stimulating students' interests and motivation for learning*

LESSON PLAN

multiple formats so that all students can access it. *Examples: Provide alternatives for accessing information (e.g., visual and auditory)* *Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts and using advanced organizers)* Teacher can write arguments and ideas on the cardboard to helps students visualise	*learning.* *Examples: Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts, using advanced organizers)* *Provide options for completing assignments using different media (e.g., text, speech, film, and music)*	*in a variety of ways.* *Examples: Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math and culturally significant activities)* *Provide options that encourage collaboration and communication (e.g., peer tutoring)*

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

Room will be organized by separating the desks to allow works of groups of 4 students. Two extra desks face to face will be ready for the debate

13. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) Sheets, Documentation on the topic **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to	Before the lesson, chose with the students the topic that will be debated - Make small groups (max 4 students) - Assign each group with a different position to defend - Write arguments	Before the lesson, read news and informat about topic Deliberate in group about the main ideas th want to defend Listen to they comrades and participate in debate in relation to their arguments

LESSON PLAN

activate their own thinking?) Arguments written in the cardboard **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent Helps them express themselves, go in each group and see if they needs help **Practice:** (How will students demonstrate the ability to perform skill independently?) In each group, each student should find an argument and speak at least once	- Debate!	

14. **Closure:**

This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

At the end of the debate, teacher will provide a debrief and make remarks about students performance.

Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

Dynamic evaluation by all the students as they will vote for the group with the best arguments and performance

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LESSON PLAN

General Lesson Objective Evaluation Functional Behaviors			
Students	**Exceeds expectations**	**Meets expectations**	**Approaching expectations**
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Participate actively in the debate, Taking account on the opposite arguments, formulate precise and pertinent arguments about the topic and show a broad knowledge and expertise on the subject	Participate actively in debate, responding and taking account on the opposite arguments.	Participate in the debate, speaking and formulate arguments.

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

Comments:

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LESSON PLAN

DIEYTHYNSI DEYTEROVATHMIAS EKPAIDEYSIS N. RODOPIS

Lesson: UDL4U Maths	Main Topic: Angles	Subtopic: Lines Perpendicularity
Date: 22/ 09/ 2021		**Duration/ Schedule:** 2 hours
Target Student: 12-15 Years old	**Class:** A High School	**Type of Special Need:** special learning difficulties
IEP Goals: o Understanding mathematical concepts o Application of mathematical types in other sciences		**Short Term Objectives:** ● To recognize a corner, as to its kind, when given them designed ● Be able to construct any kind of angle
Contents: 1. Angles 2. Perpendicularity	**Lesson Objective(s):** 1. To recognize a corner, as to its kind, when given them designed 2. Report when two straight lines are perpendiculars and recognize them when they are given 3. Be able to construct any kind of angle 4. Be able to construct perpendiculars straight lines. 5. To examine if two straight lines are perpendiculars	**Skills (from the national curriculum)** Students should know and can build an angle when requested, call the angle and properly handle the geometric instruments, especially the protractor.

LESSON PLAN

Method(s): Automatic, guided persons, question mark, rotation of roles, inductive and supervisory (combination)

Materials: The school handbook, the workbook, white adhesives A4, table and colored markers, computer, geometric shapes, interactive school books, GeoGebra software, worksheets

Representation	Action and expression	Engagement
The professor motivates students to see outside the classroom the trees that have fallen their leaves. Or can bring a branch to the room. They will see a picture similar to the following. With appropriate questions direct and prepare students for the subject.	The professor describes what he waits for students in this lesson and how he waits to do it. Students are informed that the course will be used using a ● PC ● geometric instruments, ● the school workbook, ● The mathematics notebook. ● Drawing on the whiteboard.	The professor gives students appropriate geometric instruments that they use in conjunction with GeoGebra software (http://photodentro.edu.gr/v/Item/ds/8521/2181). For a better understanding asks them to find angles in the space as well as in the various objects that exist within the classroom.

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. **Lesson Format**

(How will students take part in the lesson? What's the setting in your classroom?)

Teaching concerns students from the Integration Department (4 students). Two students with dyslexia diagnosis, a student with diagnosis of generalized learning difficulties and a student diagnosed at all levels. So they will be divided into two groups of two people (each group will be a pupil with dyslexia). Teaching supervisors, materials, exercises that will be used during the course are as follows: The School Manual, Workbook, White Glues A4, Table and Colored Markers, Computer, Geometric Instruments, Interactive School Books, GeoGebra Software Worksheets.

2. **Introduction:** *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	We describe what we expect from students in this lesson and how we expect to do it. Students are informed that the lesson will be used using ● a computer	Students share their knowledge from previous classes with their classmates and professor, through discussion and at the same time guidance of the teacher.

LESSON PLAN

	• geometric instruments, • the school handbook, • the mathematics notebook. • Drawing on the whiteboard.	
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)* **New info**	I motivate students to see the window of the trees that have fallen their leaves. Or we can bring a branch to the room. With appropriate questions, we head and prepare students for the subject .	Students follow the guidelines of the teacher and looking at the dried branches are invited to realize that all corners are not equal and that there are different kinds of angles.

3. **Presentation:**

Procedures	**Teacher will…**	**Student will…**
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	The activity 1of the school book is presented through interactive school books through which students are invited to match each sketch with the type of angle. Angles: 1 Right angle is said the angle whose measure is equal to 90 °. 2. Acute angle is called each corner with a measure of less than 90 °. 3. Obtuse angle is called each corner with a measure greater than 90 ° and less than 180 °. 4. Straight angle is called the angle of which the measure is equal to 180 °. 5. Non-curved corner is called each corner with a measure greater than 180 ° C less than 360 °. 6. Zero angle is called the angle of which the measure is equal to 0 °. 7. Full angle is called the angle whose measure is equal to 360 °	Students during the course understand that there are different kinds of angles and adults can recognize them. In addition, they are able to carry from any point in the plane perpendicular to a straight line.

LESSON PLAN

Practice: (How will students demonstrate the ability to perform skill independently?)	Using a rectangular triangle and a rule we manufacture two vertical straight lines according to the application 2 of the school book . In this way, we make the definition of Perpendicularity. Two straight lines are perpendiculars when the angles that form these intersects are correct. How do we symbolize the perpendicularity of two straight lines.. To declare that two Lines ε_1 and ε_2 are perpendiculars use the "$\perp$" symbol, we write $\varepsilon_1 \perp \varepsilon_2$ and read "ε_1 is perpendicular to ε_2". Two straight-line segments (or two halflines) located on two perpendiculars straight lines, are called perpendicular straight segments (or perpendicular halflines).	Students are asked to edit a worksheet with activities. (Mainly closed-type, matching, multiple choice) which is given to them to consolidate matter.

4. **Closure:**
It is also important to mention that we provide verbal feedback such as "thumbs up", "right" if students have achieved the objectives set. In the event that all students have not succeeded, make advice corrections to understand and correct themselves, or with the help of their classmates, their mistakes. Feeding the student for verbal repetition of exercise in his own words Feedback is Continuous and done throughout the learning process, which is also a motivation many times for continuing effort.

Evaluation:
Finally, we make a recapitulation of the lesson by referring simple applications and exercises of theory. A key point here is to confirm the conquest of the learner's new knowledge or deficiencies. We have to come to the table to present the student's work or to come to a group on the table and resolve the problems that the other team will put Tained.

LESSON PLAN

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Students are expected at the end of the teaching time to construct any kind of corner, to make vertical straight, to examine if two straight persons are vertical, properly handling the geometric instruments and acquire audiomive perception.	Students managed to learn the kinds of corners and to simple and individual cases. They find it difficult to recognize the angles in composite shapes, as well as in the construction of perpendicular angles.	• to recognize a corner, as to its kind, when given them designed • Be able to construct any kind of angle • Be able to construct perpendiculars straight lines.

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

The 2nd activity of the schoolbook helps to clarify the relevance of the concept of verticality and absolutism of the concept of vertical place. [Note: It has been observed that students, age, usually confuse the relevant concepts (such as that of verticality with that of vertical, on the horizontal direction). For this reason, a house with two chimneys (one normal and one vertical on the roof) is given.

In addition, students can acquire the skill to find the voting of two straight lines using application 1of the schoolbook that uses a A4 sheet. In this embodiment, the student is planning with the ruler two intersecting straight and folding of the paper along the one directly finds whether or not the other is vertical on it (the halflines should be identified) or not (the halflines are not identified).

Comments:

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LESSON PLAN

Lesson: UDL4U Maths	Main Topic: Pythagorean theorem	Subtopic: Straight Pythagorean theorem
Date: 20/ 09/ 2021		**Duration/ Schedule:** 2 hours
Target Student: 12-15 YEARS OLD	**Class:** B High School	**Type of Special Need:** special learning difficulties
IEP Goals: *IEP annual goal for student with special needs* o Understanding mathematical concepts o Application of mathematical types in other sciences		**Short Term Objectives:** o Understanding Pythagorean theorem o Understand the geometric significance of Pythagorean Theorem. o Be able to find one side of a rectangular triangle if they know the other two. o Be able to use the Pythagorean Theorem to Solve Problems.
Contents: 1 Formulation of Pythagorean Theorem 2. Algebraic and geometric significance 3. Applications of Pythagorean Theorem	**Lesson Objective(s):** Students should: 1 Be able to formulate Pythagorean theorem. 2. Understand the geometric significance of Pythagorean theorem. 3. Understand the algebraic significance of Pythagorean theorem and to correlate with geometric. 4. Be able to find one side of a rectangular triangle if they know the other two. 5. To engage in the process of proof. 6. Be able to use the Pythagorean Theorem to Solve Problems.	**Skills (from the national curriculum)** 1 Square Root of Positive Number 2. Power properties 3. Area of flat geometric figures
Method(s): Automatic, guided persons, question mark, rotation of roles, inductive and supervisory (combination).		

LESSON PLAN

Materials: *(List all materials you will be using in each area)*
Contemporary Teaching: Webex, GeoGebra, Enriched School Book B'High School Asynchronous Teaching: E-Class.

Representation	Action and expression	Engagement
The scenario starts by trying to get the students' attention with appropriate material on the Pythagorean theorem (showing a video). Then update for teaching goals and connection with previous geometry knowledge. Then, with the help of Geogebra, students are introduced to "A proof of the Pythagorean theorem" from the enriched textbooks and learn to synthesize it. Then using proper software, we put students through a series of guided tests to discover algebraic equality that connects the lengths of the sides of a rectangular triangle and to make a conclusion. Finally, they follow a series of exercises (empty, matching and multiple choice) that are intended to help students make the rule they found.	The course is implemented in the form of a modern teaching in which students have initially been informed through the "announcements" of H-class to watch before the lesson a humorous video on the unity to be involved. o During modern teaching, students have the opportunity to attend this video again as well as extra interactive material that enables them to experiment and understand algebraic as well as the geometric interpretation of Pythagorean Theorem and how they are linked to each other Tained. o Students drawing the rectangular triangles in the notebook and recognize the kinds of sides. o Students design rectangular triangles, as well as squares of their sides on the whiteboard of the classroom and apply to these Pythagorean Theorem. o Form a rectangular triangle using objects from everyday life. o At the end of their lesson, relevant work is assigned.	The teacher tells the students how the Ancient Egyptians constructed straight angles. Specifically, they used the rope in the figure above, where, as we can see, the rope has 13 knots at equal distances apart that form 12 equal line segments. By keeping the end knots together and stretching the rope at the red knots, the triangle ABG is formed, which the ancient Egyptians believed to be a rectangle with a straight angle at the vertex B. It is worth noting and later some trades use this method of constructing straight angles. 

Procedures
(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. **Lesson Format**
   - E-Class tools

i. Tasks: Posting of the assignment, submission of the final paper by students, deadline management, grading.
ii. Exercises: Posting of assignment for online student self-assessment.
iii. Internet connections: Used to post useful external links for youtube videos and online interactive geogebra applications

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iv. Discussions: Supporting asynchronous dialogue between students during the lesson, allowing for questions, queries and providing asynchronous feedback between students and the teacher.

- External tools:

Youtube, ready-to-use online interactive applications Geogebra and Microsoft Office 2016

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)* The teacher informs the students about the topic of today's unit and states the teaching objectives of the lesson.	The teacher informs the students about the topic of today's unit and states the teaching objectives of the lesson. Previous knowledge is then recalled, specifically relating the Pythagorean Theorem to the area of a square mentioned in a previous lesson.	Students share their knowledge from previous classes with their classmates and the teacher, through discussion and simultaneous guidance from the teacher.
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)* **New info**	The teacher posts a link (http://photodentro.edu.gr/v/item/video/8522/132) to a video on Youtube with a humorous video, where in this way students are introduced to the concept of the Pythagorean Theorem, and its use in everyday life. This video is posted in Class H in the "Internet Connections" section and then posted in the "Announcements" tool	Students should, after reading the relevant Announcement in the "Announcements" tool in Class H, watch the relevant YouTube video in order to get in touch with the concept of the Pythagorean theorem.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	First, to prove the Pythagorean theorem, the teacher uses • digital tools, such as the micro-experiment "A proof of the Pythagorean theorem" from the enriched textbooks (http://photodentro.edu.gr/v/item/ds/8521	Having understood the geometric interpretation of the Pythagorean Theorem, as well as the algebraic relationship between the lengths of the sides of a rectangle triangle, students can now compose the definition of the theorem. This definition has also

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	Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	/ 2019). Students are then given time to engage with the activity, followed by a discussion where the whole class tries to come to a conclusion. ● Then it becomes the same procedure in the blackboard. ● This is followed by a new activity (http:/ / photodentro.edu.gr/ v/ item/ ds/ 8521 / 5333) in which students learn to compose the Pythagorean Theorem. They are also asked to change the values of the sides b and c in order to understand that E=E1+E2 always holds. Finally, they are given a youtube video (https:/ / www.youtube.com/ watch?v=7_cC4rAxK0I) where the above relationship is clarified. In E-Class the teacher has created in the "Assignments" tool a booklet with exercises to apply to the ones he has delivered and discussed during the lesson. The students have to work on activities.	been posted in the H- Classroom in the "Documents" tool. Students should log in to Class H, in the "Assignments" tool to find the booklet with the exercises they will solve to practice and consolidate the lesson.

4. **Closure:**
This phase takes place at the end of the lesson and gives students the opportunity, during the study and implementation of their work, to ask questions and queries concerning the "Pythagorean theorem". In this way, the teacher is able to support the students by taking relevant questions/ questions and providing appropriate feedback.

Evaluation:
The teacher has posted in the classroom and specifically in the "Exercises" tool, online exercises that will help students in their self-assessment. Each student answers an exercise online and immediately afterwards receives the results of his/ her effort.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations

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Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	It is expected that at the end of the lesson students will be able to formulate the Pythagorean Theorem, understand both its geometric and algebraic meaning and be able to relate them. In addition, they will be able to find one side of a right triangle if they know the other two and use the Pythagorean Theorem to solve problems.	Students with learning difficulties were able to formulate the definition of the Pythagorean theorem to a satisfactory degree, but their work showed that they did not understand the geometric interpretation of it. They can also use the algebraic formula to find one side of a right triangle if they know the other two, but they find it difficult to use the theorem to solve problems.	o Be able to find one side of a rectangular triangle if they know the other two. o Be able to use the Pythagorean Theorem to Solve Problems.

Modifications/ Adaptations:

In order to arouse the students' interest, the teacher can first present to the students the concept of the Pythagorean triad (without mentioning its name) and assign them a group project in which, after finding some Pythagorean triads, they can construct with wood (perhaps in collaboration with the teacher who teaches the technology lesson), triangles whose side lengths (in centimeters) make Pythagorean triads. Finally, ask them to report their observations about the type of triangles (right triangles). In any teacher, particularly useful also could be the reuse of existing material. In particular, the exemplary teaching scenario of the Pythagorean Theorem proposed on the Aesop platform (http:/ / aesop.iep.edu.gr/ node/ 20435) could be used as an alternative.

Comments:

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Lesson:UDL4U Science (Physics)	Main Topic: Forces	Subtopic: Types of Forces
Date: 4/ 10/ 21		Duration/ Schedule: 45’
Target Student: 13 years old	Class: 2nd grade of Gymnasium	Type of Special Need: Dyslexia
IEP Goals: • Students should be able to give examples of forces (with contact and distance) • Students should be able to draw the forces on the objects		Short Term Objectives: • Students will be able to learn about force • Students will also be acquainted with the types of force
Contents: Definition of force Types of forces Construction of a vehicle	Lesson Objective(s): • To provide the opportunity to develop scientific skills in students • To develop the power of thinking and reasoning among them. • To develop a scientific attitude and observation among the students. • To develop scientific creativity in the students	Skills (from the national curriculum) Students are expected to have knowledge about moving objects
Method(s): representation, construction		
Materials: marker, whiteboard, pointer, chart showing types of force, Tools : Tape, Scissors, Pencil , bottle lids, craft stick, Straw, Magnets (stronger the better)		

Representation	Action and expression	Engagement
The teacher can use videos or pictures of different types of forces. He/ She also can	The teacher teaches the students the several types of forces by using • The PC	Teacher gives the students magnets so they can recognize noncontact forces.

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explain to students what forces are using the examples of everyday life. With the appropriate questions he/ she directs and prepares students for the subject.	• The main coursebook • The whiteboard • Experiments • Construction of a vehicle	He/ She asks them to categorize several forces to the two types of forces. The teacher asks students review questions before beginning the new material. After that students in groups of five construct the two vehicles. Two groups construct the first vehicle and the other two the second one. Then they try to move them. They try to explain what is going on. Finally the teacher explains what contact and noncontact forces are.

Procedures

1. **Lesson Format**

There will be four groups of five children. Every group will put together two desks where they construct the vehicles.

2. **Introduction:** *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	Teacher asks the students some questions to begin thinking about forces and the motion around them. **If I drop this pen what will happen to it?** **Will something different happen of I drop the pen in outer space?** **What causes this difference?** Teacher asks students questions that make them think of	Students will answer the question about forces and begin to think about gravity and how gravity can exert a force on an object.

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	the names of different forces. The teacher writes these examples on the board. **Other than gravity, what other Forces do you know?** **Can you give any examples of these Forces?**	Students recall the information about forces they went over last week and refresh the content. Students think about different forces and try to come up with examples of each and name them as one student writes them on the board.
Anticipatory Set: *(How will you create interest in this lesson? Is pre-assessment necessary? Is this review or new info)*	Teacher demonstrates to the students how a magnet attracts paper clips and other metals. **What is this? (While pointing at the magnet)** **Do magnets only attract or stick to metals?** **Does the magnet have to touch the paperclip for it to stick?**	Students pay attention and look at the magnet while wondering what type of a force it is.

3. **Presentation:**

Procedures	**Teacher will…**	**Student will…**
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	Teacher demonstrates to the students how a magnet can repel another magnet or attract another magnet depending on which way you try to attach them. **Which of these is a force? Are both the repulsion and attraction forces?** Teacher give instruction on a piece of paper how to construct the vehicles: 1. Take as a body for the car a craft stick. 2. Cut 2 lengths of straw that are a bit wider than the width of the car body. These will hold the axles to let the wheels spin. 3. Tape the straw pieces to the bottom of the car body, make sure that both ends of the straws are not covered in tape. Tape one towards the front and one towards the	Students watch the demonstration with the magnet repelling and attracting. Students construct the vehicles and answer the teachers' questions.

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	Practice: (How will students demonstrate the ability to perform skill independently?)	back of the car. 4. Find 4 wheels, bottle caps, buttons, container lids, cardboard or any round object would work for wheels. To make cardboard wheels: i. Find a circle to trace (a round bottle cap). ii. Cut out 4 cardboard squares that are a bit bigger than your circle. iii. Trace the circle onto each square. iv. Cut out each circle by cutting off the corners or the square, making it smaller and smaller until you can cut out a smooth circle. 5. You might need adult help for this step! To make axles, cut 2 pieces of skewers to be longer than the axle holder straws attached to the car body. An easy way to cut the skewers is to score them with scissors (make an indent where you want to cut them) and then break them at the score mark. 6. You might need adult help for this step! Attach the center of one wheel onto one end of an axle. Put the other end of that axle through the axle holder and tape on another wheel. You can use tape or poke a hole in the wheel to attach it to the axle. Ask for an adult's help if you poke holes into the wheels. 7. Repeat with the other set of wheels and axle. The picture to the right shows the bottom of a car! 8. Congratulations! You have a basic car! Test it out to make sure the wheels work! 9. When testing your car, is this a contact or non-contact force? Magnet Motor 1. Take the strongest magnets you can find, stack half of them together and tape them to the body of the car. 2. Hold the other half of the magnets near the car and see	

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	if you can push or pull the car. Try flipping the magnets to get different effects. 4. Is this a contact or non-contact force? 5. Challenge: how fast can you make the car go? Is it smoother to push or pull the magnet car? What happens if you use more magnets? Fewer magnets?	

4. **Closure:**
Teacher asks students to discuss with their partners which of the examples of forces written on the board would be in the category of contact and non-contact forces. Students discuss with their partners and place each force in a category writing their answers on a piece of paper.

Non-Contact Force	Contact Force
Gravity	Friction
Magnetic force	Pull
Electrical force	Air resistance
	Push
	Springs

Teacher asks students which force they put in each category and a couple review questions.
Which forces did you put in each group?
How is a contact force different than a nonc*ontact* force?

Evaluation: Students will answer to the following questions:

Action	**Contact or noncontact**
Kicking a ball	
A magnet pulling a coin	

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The balloon you just rubbed through your hair makes your hair stand up	
Throwing a ball	
Dropping an orange	
Pushing a swing	

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	Students will understand that gravity and magnetism are non-contact forces and can still create motion.	Students will understand that forces can still be acting on an object if they aren't touching	Students will be able to say whether a force is contact or non-contact.

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

Teacher can give to students the vehicle already done and let students discover the contact and noncontact forces. Teacher could also use pictures in the second exercise of the worksheet to describe the force he means.

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Comments:

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LESSON PLAN

Lesson: UDL4U Science	**Main Topic:** *States of matter*	**Subtopic:** *Matter and interactions*
Date: 20.03.2022		**Duration/ Schedule:** 45’
Target Student: boy 12 years old	**Class: 2nd grade of Gymnasium**	**Type of Special Need: Dyslexia**
IEP Goals: Students should be able to: • define matter • identify the three states of matter solid, liquid and gaw3. • Classify substances as solids, liquids and gases.		**Short Term Objectives: Students should be able to:** • **describe solids as having a fixed shape.** • **describe liquids as having no fixed shape** • **describe gases as having no fixed size or shape**
Contents: • **Definition of matter** • **Classification of substances** • **Experiment**	**Lesson Objective(s):** **Students will:** • **Explore and record types of matter found outdoors** • **Experiment with the energy of gas**	**Skills (from the national curriculum)** **Students are expected to recognize the three states of matter. They should already be familiar with identifying and naming a variety of everyday materials.**
Method(s): representation, brainstorming		
Materials: crayon, water balloon, two baskets, sketch pads (or digital cameras or other photographic device), computer, internet connection		

Representation	**Action and expression**	**Engagement**
In this lesson, students will learn about the three states of matter by using materials we use everyday by using • videos https:/ / www.youtube.com/ watch?v=DE3LCPfP8N8 https:/ / www.youtube.com/ watch?v=nbfloBQnpK8	Students choose the material which represents solid, gas and liquid. They can show them by using a computer.	Students will categorize materials which they will find in the classroom or by using the internet, in the three states of matter.

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• pictures of materials • objectives which we already have in the classroom.		

Procedures

1. **Lesson Format**

Children will sit in a circle. In the middle of the circle there will be a table with objects.

2. **Introduction:** *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	The teacher will review key content words: (liquid, solid, gas, shape, weight). The teacher will explain that matter is something that has weight and takes up space. What are some things that have weight and take up space? (The teacher will point out that even though we don't see air, it does matter.) • Matter has three states: solid (a block), liquid (water), and gas (air). • Solids have shapes. You can see and feel solids (crayon). Solids cannot change shape on their own, but force can change them (break a crayon). Its particles are packed tightly together. • Liquids do not have shapes of their own. They take the shape of the container they are in (milk). Particles in gasses move around freely and quickly. • Gasses are matter that are difficult to see. They have no specific shape or size, but they do have weight and take up space (steam). The air we	The students will answer whatever they know about the three states of matter from their everyday life.

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	breathe is made up of gasses. Particles in gases move around freely and quickly.	
Anticipatory Set: *(How will you create interest in this lesson? Is pre-assessment necessary? Is this review or new info)*	The teacher will show to the students videos or pictures of several materials or materials which already exist in the classroom.	The students will watch them and recognize them

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	• Teacher will draw on an easel pad a three-column table titled Matter. He/ She will write the headings, Solids, Liquids, Gases. Then he/ she will ask: What are some things that matter? The teacher will list the responses under the correct heading. • The teacher will take a walk outside. He/ She will provide each student with a pencil and a sketch pad. He/ She will encourage students to draw pictures of three objects that can be classified as matter. (Option: the teacher can use digital cameras if available). He / She will review drawings (or photos) explaining that each thing is made of matter.	Students will say things that matter and will try to categorize them. Students will draw pictures of matter.

4. **Closure:**
The teacher will discuss different ways students might classify the objects they saw outside. For example, color, size, texture, living, non-living, etc. He/ She will guide students in classifying items.

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States of Matter

Directions: Cut out the word cards at the bottom of the page. Glue the word cards in the correct places to label each object as a solid, liquid, or gas.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

solid	liquid	gas	solid
liquid	gas	solid	liquid

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Evaluation: *The teacher will review students' participation and index-card sorting activity for accuracy.*

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	*Students will learn what matter is and explore different states of matter*	Students will be able to classify matter in various ways (size, shape, color, etc.)	Students will be able to recognize the three states of matter.

Modifications/ Adaptations: The teacher will let students sit in a circle. He / She will write the word Matter on an easel pad. He / She will give one student a beanbag.
The teacher will ask each student to say a word related to matter. It can be the name of an object or a content word. The teacher will have each student pass the beanbag to the next student. He/ She will give each student 20 seconds to name a word. When time is up, the child holding the beanbag is out if he/ she has not said a word.

Comments:

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LESSON PLAN

Lesson: UDL-Lesson sports1	**Main Topic: IMPROVING THE ABILLITY OF SHOOTING**	**Subtopic: FREE SHOOTING**
Date:		**Duration/ Schedule: 45minutes**
Target Student: 12- 14years old	**Class:** Secondary education	**Type of Special Need:** Student with mobility problems in a wheelchair
IEP Goals: 1 In the first quarter, to succeed in scoring 3/ 10 free throws in one teaching hour. 2. In the second quarter, to succeed in scoring 6/ 10 free throws in one teaching hour. 3. In the third trimester, to succeed in scoring 9/ 10 free throws in one teaching hour.		**Short Term Objectives:** 1 Shoot from shorter distances than normal, using a ball with different textures. 2. Shoot from normal distance with the ball of normal standards. 3. Shoot from normal distance with audio feedback.
Contents: Be able to hold the balls properly. To be able to throw balls into baskets of different sizes with the sound of a whistle.	**Lesson Objective(s):** The purpose of this activity is for the students to practice free throwing, in progressively more difficult conditions, until they can have the best result on the subject.	**Skills (from the national curriculum)** -free throw in baskets of different heights -free throw after a pass -free throw after an audible signal
Method(s): modeling- forming.		
Materials: -three baskets at different heights -12 balls with different material of manufacture -1whistle		
Representation	**Action and expression**	**Engagement**

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Before the students were on the court, they have talked in class about the terminologies and have seen videos with interviews with mvp basketball players who mention how they themselves improved their ability to shoot with 100% success free throws and lead their team to success.	Before the stadium, we divide the students into groups and assign them to find: - key expressions that lead to a successful free throw - find statistics with the free throw rates that led to success - to see a film that will demonstrate the feelings of the athletes, who managed with their performance to win their team.	*-Students' practice in an outdoor area* *-Practice students along with mvp players* *-Participation of students in a free throw competition*

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. **Lesson Format**

(How will students take part in the lesson? What's the setting in your classroom?)

classroom-schoolyard- face to face- one on one, teamwork.

2. **Introduction:** *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: A suitable working environment is provided in the school garden. Course materials are available.	Today we will do ball throwing practice with you. For this, you must listen and follow me carefully. If you listen to me carefully and follow me, you will be able to learn to shoot basketball after this training.	students listen to the teacher
Anticipatory Set: Students watch videos. The teacher demonstrates to the students, with the help of a professional basketball player, how from different kinds of passes we can shoot successfully.	Now I want you to watch this video carefully. I want you to tell me what you think after the video.	students watch the video

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3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: Course materials are placed where students can see them.	Now we start our lesson. The teacher introduces the materials. Look, here we have three different-sized baskets and twelve balls.	Students listen to the teacher and look at the mater Students listen and follow the teacher.
Modeling: The teacher first shows the people holding the ball correctly from the smart board. It pauses the relevant parts of the video by opening it and allows students to see it. The teacher verbally talks about the ball throwing technique and what the students should do. It then shows how to throw it by throwing it into the basket of the smallest height.	Teacher: Now I want you to look carefully at these images. Look, like here, we have to open our hands and hold the ball with our fingers. Now I will do it, watch me carefully, and then you will take turns holding the ball. Let's learn how to hold it first. Look, I'm holding the ball like this. take care of my arm and hands, now you hold. (The teacher hands the ball to the student with special needs and allows her to hold it with full physical assistance.) Teacher: Now watch me carefully. I will throw the ball into the basket and then you will throw the ball into the basket. (The teacher throws the ball to the special needs student with full physical assistance. It starts the basket from the distance and direction that the student can throw.)	Students follow the teacher. Students hold the ball looking at the teacher. Student holds the ball. The children throw the balls into the basket. The student throws the ball with full physical assist
Guided Practice: At this stage, the students are asked to hold the ball correctly and throw it into the basket with the sound of the whistle. Basket from being a model is slightly different.	Teacher: Now, as I just showed you, I want you to catch the ball and whistle it into the basket. Are you ready? I want you to catch the ball first and throw it when I blow the whistle. (The teacher starts with semi-physical assistance, catching and throwing the ball to the special needs	Students listen to the teacher. Students hold the ball. They throw some amount in basket separated by the whistle. This way they keep trying. The student catches the ball with the help of the te

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		student. Slowly moves the basket away. continues until physical aid in the form of shadows.)	and throws it into the basket.
	Practice: The teacher asks the students to throw the ball with the whistle. If there are problems with grip and shooting positions, it goes back to guided applications here. Students can participate in an internal free-throw contest, with classmates in their class.	Teacher: When I blow the whistle, I want you to throw the ball into the basket. Let's start. (The special needs student is reminded of the rules and asked to throw the ball. Go back to physical assistance steps if needed.) Now we will divide into groups and have a competition with you. (Special needs students also join groups with their friends.)	Students throw the ball into the basket with the whistle. The student catches the ball and throws it into the basket. Students compete in groups.

4. **Closure:**

At the end of the lesson, the teacher summarizes the important points in a few sentences. For the closing of the lesson, we answer all the students' questions and we suggest that for the next lesson, after they are divided into groups of four people, they present from an exercise with the cooperation of their classmate in the wheelchair. Today we learned to hold balls and throw them into baskets at different distances. We're going to play a game about that in our next lesson. I'm already wondering what we're going to do. I want you to practice holding the ball and throwing it into the basket at home until the next lesson. First, you should watch the video that I will send to your families. You did a great job today, congratulations to all of you.

Evaluation: After the course is taught, an evaluation study is carried out to evaluate how well the instructional purpose and objectives of the course have been achieved. At the end of the three trimesters, we evaluate our students in free throw through two different exercises. We give them a flyer and ask them to record their scores. Then, the leaflets are collected, and the results are evaluated based on specific measurement models. Thus, we have the quantitative and qualitative result of our work and the ability to improve our teaching, based on the results.

General Lesson Objective Evaluation Functional Behaviors

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Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will demonstrate these behaviors:	Students manage to throw 10/ 10 balls in a lesson.	Students succeed in throwing 6/ 10 balls in a lesson.	Students manage to throw 3/ 10 balls or less.

Modifications/ Adaptations:

They will be used for optimal performance:

- demarcation of specific traffic corridors
- continuous adjustment of the height of the baskets
- play and practice with different combinations of students each time and at different times than the rules of basketball stipulate
- gradation of the difficulty of the exercises, depending on the individual performance
- participation and cooperation in the course with other specialties of teachers e.g. psychologists

Comments:

It is very creative, challenging, and beautiful to have the opportunity to teach in a class that may include a student with special abilities. The course has continued alternately, and everyone is given the opportunity to understand how you can adjust your skills and character having to work with a special person. The values of sports through the teaching of the special education course always have another meaning in our lives.

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LESSON PLAN

Lesson: HISTORY	**Main Topic:** ANCIENT HISTORY	**Subtopic:** MINOAN CULTURE. THE PALACES: KNOSSOS, PHAISTOS, MALIA, ZAKROS THE SOCIAL ORGANIZATION THE TRADE THE WRITING THE RELIGION AND THE ART OF THE MINOANS
Date:		**Duration/ Schedule:** 4 class lessons
Target Student: - Cultivation of exploratory learning. - Development of self-action and creative imagination in school activities. - Promoting students' critical ability. - Motivate students to reflect by discussing the peaceful way of life of the Minoans as opposed to the tendency for wars in modern times.	**Class:** First Grade of High School	**Type of Special Need:** Students with dyslexia and students with autism spectrum disorder.
IEP Goals: The specific lesson plan is addressed to students of 1st Grade of High School of Special Education. *- to get to know the historical outline of the Minoan civilization* *- to learn the main features of the Minoan civilization* *- to understand the reasons for the development and spread of the Minoan civilization*		**Short Term Objectives:** - To acquaint students with the differences in the religion of the Minoan and the Mycenaean civilization. - To place the centers of the Minoan civilization on the chronological axis and on the map. - To be able to describe a monument of the Minoan civilization and to explain the relationship of the monuments with religion, social stratification, and daily life of the ancient Cretans. - To understand the role of the Minoan trade in the spread of Minoan civilization in the Aegean and in the Mediterranean in general.

LESSON PLAN

Contents: Keywords: internet, new - critical literacy, bronze age, Minoan - Mycenaean civilization, collaborative method, abstract - synthetic ability. The student or the students are exploring the introduction: which is the culture that was developed in Crete, when did it flourish and who discovered it? We move to the first section: Natural environment. What are the reasons for the development of the culture? What geological factors contributed to the flow of the historical development? In the left indication, geomorphology: what is the area of the island and the morphology of the soil? In the left indication climate: what is the form of the climate? Comparison of the current climate with that of the Minoan era. In the indication on the left, soils of Crete: which areas could be cultivated (in a nutshell)? In the left indication, vegetation: in the same indication above: the vegetation in Minoan art - can you identify the vegetation of the Minoan era from the depictions of plants in various art forms? In the left indication, the action of the volcanoes: on the same sign on: the echo of the eruption - why were the palaces destroyed. Tidal waves from the eruption of the volcano of Thera or other	**Lesson Objective(s):** - To learn how to work together on the same task. - To be able to locate in a text the basic information of the course. -To answer on simple questions based on specific information. -To draw the chronological axis and place on it the Minoan civilization. -To locate on the map the main settlements and the main monuments of the civilization. -To describe characteristic findings of the Minoan civilizationTo understand the importance of the two cultures. - To relate the works of art of that time with today by finding their similarities and differences. - To develop a dialogue about the use and value of pottery for their use and value in everyday life.	**Skills (from the national curriculum)** – acquisition of basic historical knowledge – cultivation of historical and critical thinking – acquisition of historical consciousness – acceptance of the uniqueness (religious and cultural) of all people – acquiring a positive attitude towards the study of the past in order to understand society.

LESSON PLAN

reasons? Were the tidal waves good?		

Method(s): Cooperative teaching

Dialectical teaching, exploratory teaching, questions and answers, inductive dialectical teaching

Materials: images, maps, shapes, use of the board (interactive), internet, worksheets.

Representation	Action and expression	Engagement
Analysis of the basic characteristics of the Minoan era *-the palaces* *-social organization* *-Sea rule* *-writing* *Through questions and brainstorming addressed to students there will be an effort to facilitate students with the connection of their previous knowledge with what they will be taught.*	*We ask the students to recall what they were taught about the Cycladic culture and the relations of the Cyclades with Crete.* *There will be images and videos displayed in order to make the subject understandable.*	*Visit to an archeological museum in order to get to know the Minoan culture.*

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. **Lesson Format**

Presentation, map, picture, discussion. Classroom- grouping. Face to face.

LESSON PLAN

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *Utilization of the internet* *- Google Earth* *- Archaeological Museum of Heraklion* *- Educational portal of the Ministry of Education* *A diagram is presented to the students with the basic elements of the lesson through pictures.* *The lesson outline.* *THE RELIGION OF THE MINOANS (PICTURES WILL BE PRESENTED TO THE STUDENS)* *THE ART OF THE MINOANS (THROUGH PICTURES)* *MINOAN CERAMICS (THROUGH PICTURES)*	The teacher first informs the students of the individual objectives of the lesson plan. The composition of the groups is determined by the students themselves, while the teacher intervenes with a new structure in cases where polarizations are observed in the groups of purely weak or strong members. Students do their own research on teacher-designated websites and collect their material. Whenever necessary, assisted by the teacher, who now plays an auxiliary and mediating role, they finally complete their worksheets and present them to the other groups of students. -maps will be given by the teacher to the students -recording of students' observations on the blackboard. -we ask students to observe the pictures in the textbook - we record on the blackboard the students' observations - we use the sources of the textbook - we ask the students to compose a text with the basic terms of the lesson.	Students will be asked to navigate the World Wide W read specific paragraphs, observe pictures, compare elements and situations of modern life with that of Minoan era, and to understand the general climate time, in order to be able to complete the worksheet some activities in the hot-potatoes program that wi requested at the end. 1 They will visit the website http://www.ime.gr/chronos/02/crete/gr/economex4.html. and after reading the first paragraph they will comp the list of exchangeable products in the hot-potatoe program. In addition, they can do some exercises at http://users.thess.sch.gr/tsimoulis/askhseis-on-line/minoiki-kriti/index.htm. **2 . They will observe images from the web pages http://www.explorecrete.com/greek/Knossos3 ml, http://www.explorecrete.com/greek/Knossos4 ml,** **http://www.explorecrete.com/greek/Knossos5 ml** **http://users.ach.sch.gr/pchaloul/epokhi-halkou/krete/toihografies.htm** **and as a group they will draw conclusions about peaceful way of life of the Minoans.**

LESSON PLAN

Anticipatory Set: The teacher makes the students watch a video about the Minoan civilization and they talk about it.	The teacher asks questions about the Aegean civilizations, what could be the characteristics of the Minoan civilization, what did you see in the videos?	Students give their opinions. Students: - understand the important position of Crete within the Aegean region - understand and conclude about the many economic activities of the inhabitants - students observe the pictures and describe them - students study the sources and comment on them - students identify the keywords in the textbook text and compose the lesson plan

3. **Presentation:**

Procedures	**Teacher will…**	**Student will…**
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?)	Then the following diagram is shared to make it easier for students to understand the specific culture. Once the students understand the basic characteristics of the specific culture then the teacher proceeds to assign tasks. The first task concerns the whole team. Initially, the instructor informs the students about the rules of the task. Imagine that you are archaeologists and you have discovered the art of the Minoans in Greece. Work in groups and draw the artifacts you have discovered.	Having each group their plasticine or clay, they are c upon to make vessels which were used by the Mino Once students have completed the activity then the groups together with the teacher compare what the made. Students do the dramatization.

LESSON PLAN

Independent **Practice:** (How will students demonstrate the ability to perform skill independently?) worksheets to repeat the lesson and consolidate the information	Students are then asked to remember the basic features of the Minoan art and to each design a Minoan vase. After the completion of the process, a presentation of all the projects will take place. In this interactive way and with the help of the diagram the students will understand more easily and on their own, the basic characteristics of the Minoan civilization. We get students to work together in groups. We ask them to assume that they live in the heyday of the Minoan civilization. Students are asked to narrate their lives as kings, queens, and craftsmen in the pages of their diary. We ask the students to dramatize a celebration in the Minoan palaces	

4. **Closure:**
The topic of the lesson is summarized, and students' questions are answered. Today we talked to you about the location of the Minoan civilization, its features and what was done there. We designed a vase belonging to the Minoan civilization. Next lesson we will paint these vases and continue to learn about other Aegean civilizations.

Evaluation: Students are asked to express themselves through drama. They are asked to say the features of the Minoan civilization and place them on the diagram.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or	Discussion -Conclusions. When each subsection is presented by one	Know the characteristics of the Minoan civilizations.	She cannot answer the questions asked about the Minoan civilizations and cannot tell their features.

LESSON PLAN

exceed expectations)	group, the others function dialectically (take notes, ponder, questions) to link the work of one team to the next so that the final conclusions to be drawn through the collective effort of all teams. The evaluation is done from the final presentation but also from the full participation of members in overall work of the team but also of each member separately. Says a feature that is never talked about in the lesson or talks about a different civilization.		

Modifications/ Adaptations:

Materials used in the lesson.

Diagram was used to convey the course content.

Drama studies and Minoan vase design studies were carried out.

Comments:

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LESSON PLAN

<table>
<tr><td>Lesson: Texts of modern Greek literature</td><td>Main Topic: THE MIGRATION – THE REFUGEES</td><td>Subtopic: MAROULA KLIAFA, THE ROAD TO HEAVEN IS LONG</td></tr>
<tr><td colspan="2">Date:</td><td>Duration/ Schedule: 4 in-class hours</td></tr>
<tr><td>Target Student:</td><td>Class: First Grade of High School</td><td>Type of Special Need: Students with dyslexia and students with autism spectrum disorder.</td></tr>
<tr><td colspan="2">IEP Goals:
☐ To exercise in justifying their point of views.
☐ To organize oral and written arguments based on the convergence of their views.
☐ To take notes and take the place of the other by taking on different roles.
☐ To observe the life around them and to reflect on the daily problems and difficulties of the people described in the text.
B. Pedagogical
☐ To observe, to research, to evaluate, to judge, to analyze, to compose, to discover.
☐ To work in groups, exchange information and to make up for each other’s shortcomings.
☐ To accept other point of views.</td><td>Short Term Objectives: To acquaint students with the issues of diversity, social racism, marginalization, rejection and to raise awareness of the problems of their fellow human beings, especially young immigrants, and people with disabilities.
To understand the letter as a literary genre.</td></tr>
<tr><td>Contents:
- To understand how we can write a letter.
- To collaborate and recognize the emotions that marginalized people may experience.
- To develop empathy.
- Through dramatization to</td><td>Lesson Objective(s):
- To learn how to work together on the same task.
- To be able to locate in a text the basic information of the course.
- To answer on simple questions based on specific information.</td><td>Skills (from the national curriculum)
Through the working groups the teachers will realize whether the students understood what they were taught, and the students will learn to work more collaboratively.</td></tr>
</table>

LESSON PLAN

experience the emotions experienced by children of the same age.		

Method(s): Cooperative teaching, teamwork, brainstorming

Materials: Creation of comics with descriptions of emotions and collages with photos of children experiencing these emotions. Recording of expressions of rejected children and creation of dialogues with supportive expressions.

Representation	Action and expression	Engagement
Through questions and brainstorming addressed to students there will be an effort to facilitate students with the connection of their previous knowledge with what they will be taught.	Screening of movies related to the main topic. Screening of the movie 'Miracle'.	Cooperation with social structures.

Procedures

1. **Lesson Format**

Face-to-face group work in the classroom.

LESSON PLAN

2. Introduction:

Procedures	Teacher will…	Student will…
Attending Cue: *Starting point:* Examples of social racism and unwanted attitudes towards vulnerable social groups from students' daily experiences.	- The teacher talks to the students about the concept of diversity (margin, different, racism) in a simplified way. - Assign tasks to groups of students who may have been bullied or to students who have been bullies, so that they can get used to and take it for granted to work with them. - Screening of the movie 'Miracle'.	Create cards with these words and place them on a side of the wall at which they can refer to when similar behavior is detected in the classroom. -Communicate and create dialogues with the aim of resolving differences and for a better integration and socializing of them within the school and later with their wider social environment. -Record the emotions they experienced while watching the film.
Anticipatory Set: The teacher creates cards about words such as difference, diversity, bullying, marginality and hangs them around the classroom. Reading the text Content commentary Technique - structure Tasks Parallel texts: Leoni, Maria Pyliotou, textbook page 195.	After the film is shown, the teacher distributes worksheets to the students.	The students are divided into small groups of four and on special cards they record their thoughts and feelings, each group taking on a role from the film that has been shown.

3. Presentation:

Procedures	Teacher will…	Student will…
Input:	The teacher brings the course materials to the class. Gives students a variety of pictures. Teacher: Now we start our lesson. I want you to examine the	Students examine the pictures.

LESSON PLAN

	pictures I gave you.	
Modeling:	- The teacher talks to the students about the concept of diversity (margin, different, racism) in a simplified way. - Assign tasks to groups of students who may have been bullied or to students who have been bullies, so that they can get used to and take it for granted to work with them.	Students listen to the teacher.
Guided Practice:	Students are asked to design banners and write articles in the form of group work about what is spoken. "Now I want you to create a banner or write an article based on what we talked and watched with the pictures and cardboards in front of you. You will then present them."	Students work on preparing banners and writing in groups.
Practice:	Students are asked to evaluate their work. If necessary, return to the guided practices phase. At the end the teacher asks the students to evaluate the previous activities.	Students fill in an evaluation sheet

4. **Closure:**
At the end of the lesson, the teacher summarizes the key points and answers the students' questions. Today we talked to you about many concepts. In our next lesson, we will do a drama study. I want you to think about it at home. I also want you to do the worksheets that I will distribute to you until the next lesson.

Evaluation: At the end of the course, an evaluation study is carried out to understand how far the goals and objectives have been achieved. Worksheets are distributed to the students, and they are asked to mark and write.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations

LESSON PLAN

Students will demonstrate the following academic behaviors.	Based on the concepts discussed in the lesson, the students give examples of situations and people not given in the lesson.	Students learn concepts such as diversity, marginality, difference, bullying and give examples.	Students cannot say what concepts such as diversity, marginality, difference, bullying are and cannot give examples.

Modifications/ Adaptations:

Program: The course will be held according to the high school 1st year curriculum.
Rules: Materials are prepared in appropriate size and shape for students with dyslexia and autism.
Environment: Necessary sequence order is provided for group work.
Method of teaching: group teaching in a face-to-face classroom.
Materials: pictures, videos, short film, work paper, carton, adhesive.

Comments:

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LESSON PLAN

REZEKNE CITY EDUCATION DEPARTMENT

Lesson: Physics	**Main Topic:** Electricity and Magnetism	**Subtopic:** Potential Difference, Resistance
Date:		**Duration/ Schedule: 40 minute**
Target Student:	**Class: 10. class**	**Type of Special Need: Learning Disability**
IEP Goals: a. The environment is prepared for students to explain the concept of electric current through the movement of electric charge using the electrolysis vessel..		**Short Term Objectives:** b. Students are provided to discuss electric current for solids, liquids and gases.
Contents:	**Lesson Objective(s):** **5E Learning Model, Constructivist approach**	**Skills (from the national curriculum)** **In this activity, students will use and develop the following skills** 1. Social Skills 2. Collaboration Skills 3. Problem solving
Method(s): 5E, question and answer, class discussion, observation, demonstration experiment		
Materials: *Power supply, 2 test tubes, 2 electrodes, alligator cable, glass rod, tripod, static rod, beaker, bunzen clamp, water, washing soda, ammeter*		

LESSON PLAN

Representation	Action and expression	Engagement
1-Put 500 ml of water in a beaker. Add 30 g of washing soda (Na_2CO_3) and mix your solution with a glass rod. 2- Fill both test tubes to the brim with the solution you have prepared. Then turn it upside down by covering it with your finger in an airtight manner and immerse it in the solution in the beaker. Secure the tubes with the Bunzen clamp. 3-Place the ends of the electrodes inside the tubes as shown in the figure. Connect the crocodiles to the electrodes and connect the other ends to the DC output of the power supply. 4- Connect an ammeter to a suitable point in the circuit. 5- Turn on the power supply and switch the load from the circuit and measure the passing time of the current by pressing the button of the stopwatch. 6- Mark the amount of gas collected in the tubes every 3, 6, 9 minutes on the tubes and cut the circuit. 7- Briefly summarize the experiment and answer the following questions in your notebook.	1) How was the conductivity provided in the internal and external circuits in the experiment? 2) Which gas was collected at which pole? 3) Which gas was collected more? 4) Why was that collected more?	

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

LESSON PLAN

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	Teaching-Learning Activities: 1. Introductory phase (5 minutes) * The teacher reads the following reading passage to the class. The idea of a water-powered car was a dream that was put forward 10 years ago, but this dream has now officially come true. This car can work with anything with a molecular structure of H2O, regardless of sea, rain or river water. The maximum speed of the vehicle produced by the Japanese company Genepax is 80 km per hour, and it can work non-stop for half an hour with 1liter of water. If such water-powered cars become widespread and become available with more powerful engine options, as they will, humanity can have free travel and lead a more prosperous and happy life. Although strong states that generate income from oil reserves will not want to prevent this, we can say that this change will be inevitable as environmental awareness and the threat of global warming increase. * The teacher directs the following questions to the students after the reading passage and creates an atmosphere of discussion in the classroom. 1) What is the working principle of gasoline powered vehicles? 2) How could the car run with water?	

LESSON PLAN

		2. Exploration phase (15 minutes) *** The teacher does the electrolysis experiment in the classroom.** *** It is shown that hydrogen is flammable.**	
	Anticipatory Set: *(How will you create interest in this lesson? Is pre-assessment necessary? Is this review or new info)*	**3. Description (10 minutes)** * The figure shows an electrolysis vessel. The liquid containing ions is called the electrolyte, and the metal rods immersed in the electrolyte are called electrodes. The electrode connected to the positive terminal of the battery is called the anode, and the electrode connected to the negative terminal is called the cathode. The positive end of the battery provides the collection of negatively charged ions at the anode, while the negative end of the battery allows the collection of positively charged ions at the cathode. With the help of electrolysis, water is split into hydrogen (H) and oxygen (O), which form the building blocks. While oxygen gas is collected in the tube at the anode in the figure, oxygen gas is collected in the tube at the cathode. As seen in the equation H_2O $H_2(g) + ½ O_2(g)$, a water molecule consists of 2 hydrogen atoms and 1oxygen atom. The total charges collected at the cathode and anode are equal to each other. While V volume of oxygen gas is collected at the anode, 2V volume of hydrogen gas is collected at the cathode. Experiments show that when a 1C (coulomb) load is passed through the circuit, 0.06 cm^3 of oxygen gas accumulates at the anode, while 0.12 cm^3 of hydrogen gas is accumulated at the cathode. The total amount of charge passing through the unit cross section of the conductor is called electric current. Current $= \frac{yük}{zaman}$ $i = \frac{q}{t}$ Ampere $= \frac{coulomb}{saniye}$ is denoted by	

		the letter i and its unit is ampere in the SI unit system. Ampere is denoted by the letter A for short. means 1amp; It means that a load of 1C passes through the cross section of the conductor in 1second. (The amount of charge should not be confused with the number of electrons. It is 1e = 16x10-19 C.) The direction of the electric current is accepted as the opposite of the movement direction of the electrons. As seen in the figure, while the electrons leave the negative terminal of the battery and move towards the positive terminal, the direction of the current is from the positive terminal to the negative terminal of the battery. Electric Current in Solids: In metals, electric current is created by electrons. Metals are good conductors because they have free electrons on them. Electric Current in Liquids: Electric current in liquids is provided by both positively charged ions and negatively charged ions. As stated before, pure water does not conduct electric current, but when soluble substances such as acids, bases and salts are added to the water, it conducts electric current. (When sugar dissolves in water, it does not conduct an electric current, because sugar dissolves not ionic but molecularly.) Electric Current in Gases: Gases are normally insulators. They become conductive under suitable conditions. Conductivity is directly proportional to temperature and inversely proportional to pressure. In gases, electric current is provided by both electrons and ions. When calculating the magnitude of the current, the absolute values of the positive and negative charges are summed and divided by		

	time. That is, positive and negative charges do not neutralize each other.	

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	4. **Expansion (5 minutes)** * The teacher reads the following reading passage to the students. Usage areas of electrolysis 1. Separation of Metals For this, a solution of a salt of that metal is prepared for which metal is to be separated. This method is most commonly used for copper metal. One of the electrodes immersed in the solution is pure copper and the other is non-pure copper. Since copper ions are (+) charged, they go to the cathode, where they become neutralized and purified. 2. Metal Coating An object that we want to coat with any metal is used as a cathode in the electrolysis container. Whichever metal we want to cover is chosen as the anode. Instead of the solution, the water solution of the metal salt, which is used as the anode, is taken. Chrome, nickel and silver plating is done with this method. If an iron fork is to be coated with nickel, the fork is chosen as the	

		cathode and nickel as the anode. Nickel salt solution is used as the solution. Nickel ions in the aqueous solution go to the cathode and accumulate as elements and perform the plating event. **5. Evaluation (5 minutes)** *The teacher solves the following questions. Question: In the electrolysis vessel in the figure, 20 cm3 of gas accumulates in the K vessel. Accordingly, what is the type of gas accumulating in the L container and what is its volume? Solution: Since the K container is the anode, oxygen gas has accumulated, hydrogen gas will accumulate in the L container at the cathode. Since the volume of hydrogen gas collected will be twice that of oxygen, 40 cm3 of gas accumulates. Question: The gas collected in the tube in the electrolysis vessel in the figure is 60 cm3. a) How much gas would be collected if the cathode was inside the tube other than the anode? b) How much gas would be collected if both electrodes were inside the tube? Solution: a) 120 cm3 of hydrogen gas would be collected. b) Since both gases will be collected in the same tube, 60+120=180 cm3 gas would be collected..	

4. Closure:

Questions 1)

Which of the following is not a reason for an electrical circuit not to work?

A) Making connections to both poles of the battery

B) There is a break in the wires

C) not completing the circuit

D) The bulb is broken

E) the switch is off

2) Which of the following is a circuit element that controls the passage of electricity?

LESSON PLAN

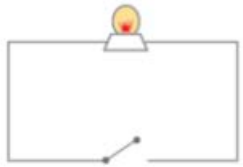
A) Lampholder B) Battery C) Switch D) Connecting cable E) Bulb

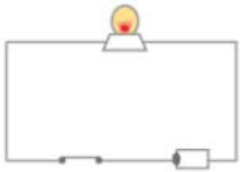
3) Which of the following is the polarity of the battery called? A) "+" and "–" B) Front and back C) Up and down D) Right and left E) North and South

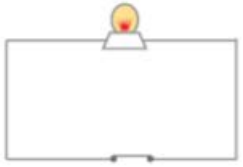
4) Which of the following statements about batteries is false? A) Batteries can be of various sizes. B) Batteries must be properly placed in the battery bed. C) Waste batteries are good for the environment. D) Batteries convert chemical energy into electrical energy. E) It must be in a simple electrical circuit.

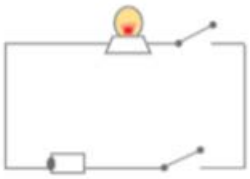
Different circuit diagrams are given below. Decide whether the bulb currently lights up.

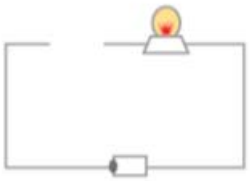
LESSON PLAN











LESSON PLAN

Evaluation:

Can You Make the Light Bulb Light? Tools and materials: bulb, lampholder, key, battery holder, battery, connecting cables. Fabrication

1) Obtain the tools and design a simple electrical circuit by examining the circuit elements.

2) Set up the electrical circuit you designed and run it. Write down your observations.

3) Were you able to make the bulb light in the electrical circuit you set up? If the bulb did not light, what could be the reasons?

4) Draw a picture showing the circuit you are running.

Warning: Be careful when working with the bulb. After the experiment is over, put the tools and equipment you used in their places.**General Lesson Objective Evaluation**

Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	AGENDA TASK LIST Task No | Task Teacher's | approval Reading passage "SIMPLE ELECTRICAL CIRCUITS" on page 1-3 read and answer the questions "Can You Make a Light Bulb Light?" on page 4. experiment do it. Read the reading passage "BRIGHTNESS OF BULBS" on page 5-6 and answer the questions. Do the "AMPULES EXPERIMENT" on page 7 Reading passage "Symbols of Circuit Elements" on pages 8-10 read and answer the questions Do the "Simple Electric Circuit" experiment on page 11 Read the reading passage "RESISTANCE" on pages 12-13 and ask the questions. Please answer. Do the "MEASURE THE RESISTANCE" experiment on page 14 Read the reading passage "Series and Parallel Connection" on pages 15-17 and answer the questions. Read the reading passage "AMPERMETER" on page 18-19 and answer the questions. Do the "Ammeter" experiment on page 20 Read the reading passage "VOLTMETRE" on pages 21-22 and ask the questions. Please answer. Do the "Voltmeter" experiment on page 23. Read the reading passage "Motion of Electric Charges" on page 24-25 and answer the questions. Do the "ELECTROLYZE" experiment on page 26. Read the reading passage "Electric Current" on pages 27-29 and ask the questions. Please answer. Read the reading passage "Potential Difference" on pages 30-31 and answer the questions. Experiment "VARIABLES DEPENDING ON RESISTANCE" on page 32 do it. Read the reading passage "Resistance" on pages 33-35 and ask the questions. Please answer. Do the "OHM LAW" experiment on page 36. Read the reading passage "ELECTRIC CIRCUITS" on pages 37-39. answer the questions. Read the reading passage "Calculating Equivalent Resistance" on pages 40-51 and answer the questions. Watch "Video-1" from the computer. Answer the questions on page 52. Read the reading passage "CONNECTING BATTERIES (GENERATORS)" on pages 53-59 and answer the questions. Read the reading passage "The Brightness of the Lamps" on pages 60-66. answer the questions.	Obtain the tools and design a simple electrical circuit by examining the circuit elements.	Obtain the tools and design a simple electrical circuit by examining the circuit elements.

LESSON PLAN

Modifications/ Adaptations:
Comments:

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LESSON PLAN

Lesson: Mathematic	**Main Topic:** *Functions*	**Subtopic: Periodic Functions**
Date:		**Duration/ Schedule:** 40’
Target Student: High school	**Class: 9**	
IEP Goals: Learning the periods over the regular shapes also function graphics		**Short Term Objectives:** Teaching the recurrent shapes. Teaching some function graphs what shape is like recurrent shapes. And teaching the mathematical period concept over this.
Contents: regular shapes function graphics	**Lesson Objective(s): Students will** learn the periods over the regular shapes also function graphics	**Skills (from the national curriculum)** In this activity, students will use and develop the following skills 1. Social Skills 2. Collaboration Skills 3. Problem solving
Method(s): Demonstration		
Materials: *(List all materials you will be using in each area)*		

Representation	Action and expression	Engagement
Smart board, internet,	*Dividers, Wooden Stick, Markers, Papers*	***The competition environment of the test about the pattern is provided on the internet.***

LESSON PLAN

Procedures

No procedures included

1. **Lesson Format**

Students will be in the classroom and extraordinary things will not be used. First step is demonstrating and explaining. Next step is the teacher explaining by making a concrete drawing. After this process all students make this demonstration by themselves.

2. **Introduction:**

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	ask questions about casual behaviors or regular things about human life.	answer and give examples about teachers' ques
Anticipatory Set: *(How will you create interest in this lesson? Is pre-assessment necessary? Is this review or new info)*	ask "How could I get information about the future?". All this presentation was about it.	answer various answers. After they will find right answers.

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	Teacher will remember previous lessons and make conversation about the previous lesson with the whole students.	Student will making or listening conversation and presentation first.
Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to	Teacher will explain this lesson's topic using visual videos for giving examples about recurrent things.	Student will making brainstorming with class and trying to explain this topic with previous ea

LESSON PLAN

activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	**The teacher will ask the students about this.** **Teacher will explain this topic using materials again and demonstrating periodic functions graphs.** **Teacher will control the student's ability in this practice.**	**Student will have opportunity to ask questions about drawing graphs with using materials.** **Students will finding their own periodic functions and explaining what it is.**

4. **Closure:**

Teacher will speak about periodic functions. Also teacher will asking the students to write an essay on repetitive things that they observe in their environment.

Evaluation:

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)			

LESSON PLAN

Modifications/ Adaptations: -
Comments:

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LESSON PLAN

Lesson: Physics	**Main Topic:** *pressure and buoyancy*	**Subtopic: Flipped Classroom Model**
Date:		**Duration/ Schedule: 40**
Target Student: High School	**Class: 10**	
IEP Goals: To examine the effect of the application of the Flipped Classroom model in the context of the lesson plans in which "pressure and buoyancy"		**Short Term Objectives:** Attitude towards problem solving and physics lesson
Contents: academic success of the students, their physics performance level, problem solving skills and their attitudes towards the physics lesson	**Lesson Objective(s):** **Students will learn their physics performance level, and learn solving problems**	**Skills (from the national curriculum)** In this activity, students will use and develop the following skills 1 Social Skills 2. Collaboration Skills 3. Problem solving
Method(s): **Direct instruction, group instruction, question and answer technique, discussion**		
Materials: *(List all materials you will be using in each area)*		

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Representation	Action and expression	**Engagement**
Smart board, internet, pattern pictures	Activity papers/ worksheets Cardboard Glue Pencil Colored papers.	***Peer tutoring (if needed)***

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

2. Introduction: (How will you grab the student's attention?)

Procedures	Teacher will…	Student will…
Attending Cue: (How will transition from prior activity be made? What will you initially say/ do to gain students attention)	Four classes will be included, two of which will be randomly assigned as the experimental group and two as the control group. The experimental group will consist of 59 students, 34 girls and 25 boys, and the control group will consist of 62 students, 37 girls and 25 boys. While the Flipped Classroom Model will be applied to the experimental group, the methods prescribed by the Physics Curriculum will be applied to the control group. The duration of the lesson was equal in both groups, and it was assumed that the groups were not affected by each other in any way. No additional application will be made	Students will outcome "Explains the concept of pressure in solids and stagnant liquids.

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	to any of the experimental and control groups.	
Anticipatory Set: (How will you create interest in this lesson? Is pre-assessment necessary? Is this review or new info)	. Lesson videos have been added to the site, which was established for the theoretical transfer of the subjects to take place outside the classroom. Pre-test applications will be made.	

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent Practice: (How will students demonstrate the ability to perform skill independently?)	Four classes will be included, two of which will be randomly assigned as the experimental group and two as the control group. The experimental group will consist of 59 students, 34 girls and 25 boys, and the control group will consist of 62 students, 37 girls and 25 boys. While the Flipped Classroom Model will be applied to the experimental group, the methods prescribed by the Physics Curriculum will be applied to the control group. The duration of the lesson was equal in both groups, and it was assumed that the groups were not affected by each other in any way. No additional application will be made to any of the experimental and control groups.	

4. **Closure:**

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Evaluation:

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	It will be ensured that the basis of the subject is grasped with basic cognitive skills through digital technological material.		

Modifications/ Adaptations:

Comments:

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LESSON PLAN

Lesson: Biology	**Main Topic:** environment based on Brain-Based	**Subtopic:** the learning environment based on Brain-Based Learning Theory with the traditional learning environment in biology education
Date:		**Duration/ Schedule: 40**
Target Student:	**Class: 9**	**Type of Special Need: Learning Environment**
IEP Goals: To compare the learning environment based on Brain-Based Learning Theory with the traditional learning environment in biology education and to determine the effect on students' learning and attitudes towards the lesson.		**Short Term Objectives: Does the learning environment based on the brain-based learning theory have an effect on the students' learning of the 9th grade 'Matter Exchange in the Cell' topic and their attitudes towards the biology lesson?**
Contents: **Brain-Based Learning Theory-based learning**	**Lesson Objective(s):** **Students will learn environment based on the brain-based learning**	**Skills (from the national curriculum)** In this activity, students will use and develop the following skills 1 Social Skills 2. Collaboration Skills 3. Problem solving
Method(s): **An experimental model with pretest-posttest control group will be used in order to determine the effects of the classroom environment and traditional method based on Brain-Based**		

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LESSON PLAN

Learning Theory on student achievement.		
Materials:		
Representation	Action and expression	Engagement
Smart board, internet	*Activity papers/ worksheets* *Cardboard* *Pencil*	*The competition environment of the test about the pattern is provided on the internet.*
Procedures *(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)*		
1. Lesson Format *(How will students take part in the lesson? What's the setting in your classroom?)* *Consider: demonstrations, group investigation, games, multimedia, presentation, and so on*		

LESSON PLAN

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	Students will be selected for the research. The subject will be determined. Teachers will be applied to the students.	
Anticipatory Set: *(How will you create interest in this lesson? Is pre-assessment necessary? Is this review or new info)*	Before the application, students were asked to keep a learning diary. Students will be given the "Substance Exchange in Cell Achievement Test" and "Biology Lesson Attitude Scale" as a pre-test in order to determine their prior knowledge about "Matter Exchange in the Cell".	

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?)	Input: Experimental group students will be divided into groups of 5-6 people for group work. Both individual and group work will be included in the course. Modeling: The lessons will be taught in accordance with the prepared brain-based activity plans. Guided Practice: Colorful worksheets will be used in the lesson, appropriate homework will be given, and a poster will be prepared. A "Student Opinion	

LESSON PLAN

Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	Questionnaire" will be given to the students in order to get their views on the activities. Practice: The "Cell Exchange Achievement Test" will be administered to both groups as a pro-test.	

4. Closure:

Students will be given the "Substance Exchange in Cell Achievement Test" and "Biology Lesson Attitude Scale" as a pre-test in order to determine their prior knowledge about "Matter Exchange in the Cell".

Evaluation:

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	We will do content analysis of the data obtained through the student opinion survey.		

Modifications/ Adaptations:

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LESSON PLAN

Comments:

Lesson: Mathematic	Main Topic: *Trigonometry*	Subtopic: Unit Circle
Date:		Duration/ Schedule: 40 ‘
Target Student: High school	Class: 10	

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LESSON PLAN

IEP Goals: Learning the unit circle		**Short Term Objectives:** **Teaching the unit circle with using trigonometric functions**
Contents: **trigonometric functions**	**Class, Students** **Writing board** **Dividers** **Markers**	**Skills (from the national curriculum)** In this activity, students will use and develop the following skills 1 Social Skills 2. Collaboration Skills 3. Problem solving
Method(s): Demonstration		
Materials: *Writing board, Dividers, Wooden Stick, Markers, Papers*		
Representation	**Action and expression**	**Engagement**
Smart board, internet, pattern pictures	*Activity papers/ worksheets* *Cardboard* *Pencil*	***The competition environment of the test about the pattern is provided on the internet.***
Procedures -		

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1. Lesson Format

Students will be in the classroom and extraordinary things will not be used. First step is demonstrating and explaining. Next step is the teacher explaining with making concrete drawings. After this process all students make this demonstrating by themselves.

2. Introduction:

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	remembering the circle and circle's equation.	doing remember ex-learning topics about circle's equation
Anticipatory Set: *(How will you create interest in this lesson? Is pre-assessment necessary? Is this review or new info)*	Show how to make circle and it's equation from geometric equation of place on analytic surface	trying the comprehend

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	Teacher will remember previous lessons and make conversation about the previous lesson with the whole students.	Student will making or listening conversation and presentation first.
Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?)	Teacher will explain this lesson's topic using visual videos for giving examples about trigonometry on the right triangle. The teacher will ask the students about this.	Student will making brainstorming with class and trying to accommodate this topic with previous earnings.
Guided Practice: (How will students practice skill and how	Teacher will explain this topic by using materials again	Student will have opportunity to ask questions about drawing unit circle and they

LESSON PLAN

will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	**and demonstrating trigonometric functions on a unit circle.**	**will show trigonometric coordinates on unit circle**
Practice: (How will students demonstrate the ability to perform skill independently?)	**Teacher will control the student's ability in this practice.**	**Students will demonstrate their own coordinates using unit circle.**

4. **Closure:**

Teacher will speak about unit circles. Also the teacher will asking the students to make a brainstorming to find other equation on unit circle.

Evaluation:

General Lesson Objective Evaluation Functional Behaviors

Students	**Exceeds expectations**	**Meets expectations**	**Approaching expectations**
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)			

LESSON PLAN

Modifications/ Adaptations:
Comments:

Lesson: Literature	Main Topic: Authentic Reading	Subtopic: Practical Reading
Date:		Duration/ Schedule: 80 minutes
Target Student: pre-intermediate	Class: 7 / 8	Type of Special Need: speech disorder, short attention span

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LESSON PLAN

IEP Goals: *-to develop reading skills.*		**Short Term Objectives:** *-to develop practical reading skills, by using texts from everyday life (for example, labels on different items)* *-to emphasize the importance of reading in everyday life.*
Contents: ***Target Vocabulary: authentic reading materials (instructions; journals; calendars; printed weather forecasts, etc.)***	**Lesson Objective(s):** *-By the end of the lessons students will be able to read and interpret written information in different authentic resources*	**Skills (from the national curriculum)** *-reading and interpreting information.* *-critical thinking*
Method(s): individual work; inquiry-based learning; authentic learning; the lexical approach		
Materials: printed weather forecast (for 2 weeks); a cookbook; a dictionary (synonyms; foreigns words); different medication instructions; journals ("Illustrated Science"; "National Geographic", etc.); a calendar (with name days); Worksheet (Appendix 2); Methodological material available (Appendix 1): https://read.bookcreator.com/LBSdJjogwJVEc6EMEh25oMcx9DP2/rTe3W8hPSMWhUh_B74bcA		
Representation	**Action and expression**	**Engagement**
In order to present the lesson authentic materials are going to be used: various items from everyday life (for example, a calendar, a cookbook, journals, etc.	***This lesson is based on inquiry-based learning approach where students look for information on different everyday life items and objects.*** ***Students will activate their background knowledge*** ***Students can give their assignments by using different media***	***Students will be motivated to participate by inquiry-based learning through authentic materials. Students will have given a worksheet with questions. The answers can be found by examining different items from everyday life.***
Procedures *(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)*		

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1. Lesson Format

- Individual work: students answer questions from the worksheet by examining different objects / items
-question worksheets (printed) are placed on one table; on the other table - various authentic resources.

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *An introductory question*	-ask "Why reading is important?", "Where do you have a chance to read in your everyday lives?"	- answer the questions based on their everyday experiences.
Anticipatory Set: *A can (without a label) is shown and students have to answer the question - what is inside?*	Follow methodological material (Appendix 1) -show a can (without a label) and ask students "What is inside?" "How do you know?" "What could help us to find out the correct answer to this question?"	-answer the question based on their critical thinking skills

3. Presentation:

Procedures	Teacher will…	Student will…
Input: In order to introduce the activity different objects from everyday life will be shown.	-show different objects / items (like - a calendar, a cookbook, medicine packs; weather forecast, etc.) -ask "How do you know what is this thing and how to use it?"	-look at different objects and express their thoughts on the question
Modeling: Anticipatory questions + authentical materials	-ask "How many of you read labels?", "What information can we get there?"	-answer the question
Guided Practice: examining one object	- ask "Which of the objects that you see here on the table you use the most in everyday lives?"	-explore the object
Practice: practical exploring activity	-ask questions from the worksheet -hand out worksheets (with tasks - questions) -explain that students have to answer the questions	-answer the questions -answer the questions independently by examining all objects on the table

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	by examining objects that are placed on the table. Material: Worksheet (Appendix 2)	

4. Closure:
   Students are going

Evaluation:

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will: *-Form sentences with given grammar structures;* *-Express a guess using the target vocabulary;* *-Select relevant information from a video material* *-To be able to name wild animals in English.*	Astudent is able to: *-name wild animals in English using grammar constrstructions - This is / These are.* *-select relevant information from a video material*	Astudent is able to: *-name wild animals in English.* *-form sentences with given grammar structures.* *-work with an online or hard copy dictionary*	Astudent is able to: *-name wild animals in English.*

Modifications/ Adaptations:
Although this material is for two 40-minute lessons, it can be stretched out for a longer time if students have problems at any stage.

LESSON PLAN

Comments:

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LESSON PLAN

Lesson: English (EFL)	Main Topic: Natural World	Subtopic: Wild Animals
Date:		Duration/ Schedule: Two 40-minute lessons
Target Student: A1level (Beginner)	Class: 2	Type of Special Need: speech disorder, short attention span
IEP Goals: *-To be able to acquire the necessary vocabulary in order to make simple descriptions, conduct elementary conversations.*		Short Term Objectives: *-To be able to name wild animals in English.* *-To be able to make a full sentence with a given contstruction.*
Contents: ***Target Vocabulary:*** *names of wild animals in written and spoken forms* ***Target English Grammar****: Sentence starters and articles "This is a/ an ",* *"These are "*	Lesson Objective(s): *-By the end of the lessons students will be able to make full sentences naming wild animals in English.*	Skills (from the national curriculum) *-Form sentences with given grammar structures;* *-Express a guess using the target vocabulary;* *-Select relevant information from a video material*
Method(s): individual work; group work; inquiry-based learning; the grammar translation method; the audio lingual method; authentic learning; the lexical approach		

LESSON PLAN

Materials: Soundtracks with different animal voices (Appendix 1); Vocabulary presentation (Appendix 2); Online dictionary / hard copy; Tongue twisters (Appendix 3); Guessing game (Appendix 4); Memory game (Appendix 5); revision game (the link is provided below)		
Representation *In order to present the material audio and video materials are going to be used:* ✓ *Students will figure out the topic of the lesson by listening to audio files;* *Students will be able to collect new vocabulary by watching a video material*	Action and expression *In order to practice grammar points and vocabulary:* ✓ *Different practice games and activities will be provided* *These activities will be in different formats - text, video, audio*	Engagement *Students will be motivated to participate by using interactive as well as authentic materials. Engagement will be also promoted by organizing activities in pairs or small groups.*

LESSON PLAN

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. Lesson Format

- musical circle time (Teacher-Student collaboration) - REVISION OF THE PREVIOUS TOPIC (Domestic Animals)

- pair / small group work (Student - Student collaboration) - VOCABULARY TRANSLATION

- individual work - VOCABULARY / PRONUNCIATION PRACTICE / FEEDBACK GAMES (Guessing game; memory game; pronunciation activity; revision game; worksheet)
Students are sitting in pairs. A computer, a projector, speakers, blackboard / whiteboard are needed.

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *The previous lessons were dedicated to domestic animals. This information will be used in order to move to the next topic - wild animals as well as getting feedback from the previous topic (revision) Students will start by playing a musical game.*	-show the "magic bag" and explain that there are cards with different pictures. -explain that there will be music and while students hear it, the "°"magic bag" has to be handed over from one student to the other. -explain that when the music stops, a student holding a bag needs to take one card (without looking) from the bag and name it. <u>Material: Appendix 1</u>	-sit in a circle. One students holds the "magic bag". - as soon as the music starts, a student passes the "magic bag" to the next student on the right / left side. -when the music is stopped, a student holding the "magic bag" takes out one picture card and names the domestic animal shown on that card.

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	Anticipatory Set: *A teacher provides audio material in order to get ideas from students of what they hear and thus coming to a conclusion - what is the lesson's topic.*	-record different animals' sounds using prepared sound files -write down vocabulary words on the board Material: Appendix 2	-listen to the sounds and make a guess of wha hear.
3. Presentation:			
	Procedures	Teacher will…	Student will…
	Input: In order to introduce vocabulary, a video material will be used. **Modeling:** Students will work individually and then in	-explain that students are going to watch a video. -explain that they have to watch carefully and write down animals which they see there Material: Appendix 3 -(After watching) divide students in pairs (or small	-watch the video and write down animals that they see in notebooks -(After watching) work in pairs (or small

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	pairs (or small grouos) in order to collect new vocabulary and then translate it using online dictionary or hard copy.	groups) -explain they have to make a spidergram with all the words they have written down -collect words from students and make a big spidergram on the board. -divide students in pairs -explain that they have to translate the words <u>Material: Online dictionary / hard copy</u>	groups) and make a spidergram (with all words they have written down) - work in pairs and translate the words
	Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	-show video material with tongue twisters in order to practice pronunciation. <u>Material: Appendix 4 - Tongue Twisters</u> -show video material "Guessing game" - for vocabulary eliciting. <u>Material: Appendix 5 - Guessing game</u> -show memory game.	- repeat tongue twisters together. - read as quickly as they can individually. -take a look on the picture and make a guess. -form sentences with constructions: This is a/ an... / These are... -memorize what is shown in each round.

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		-explain that students have to look carefully and try to memorize pictures. -after 20 seconds a teacher collects feedback - how many words students remember. There are 3 rounds. Material: Appendix 6 - Memory game	-after 20 minutes write down what they remember.
	Practice: (How will students demonstrate the ability to perform skill independently?)	-hand out a worksheet Material: Appendix 7 - Worksheet "Wild Animals"	-fill out a worksheet in full sentences. -work individually
4. Closure:			

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Students are going to play a revision game (both - vocabulary and grammar points). The game can be accessed here: https://www.educaplay.com/learning-resources/11145308-vai_vari_uzmin_t_visus_dz_vniekus.html

LESSON PLAN

Evaluation:

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will: *-Form sentences with given grammar structures;* *-Express a guess using the target vocabulary;* *-Select relevant information from a video material* *-To be able to name wild animals in English.*	Astudent is able to: *-name wild animals in English using grammar constrstructions - This is / These are.* *-select relevant information from a video material*	Astudent is able to: *-name wild animals in English.* *-form sentences with given grammar structures.* *-work with an online or hard copy dictionary*	Astudent is able to: *-name wild animals in English.*

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Modifications/ Adaptations: *Although this material is for two 40-minute lessons, it can be stretched out for a longer time if students have problems at any stage.*
Comments:

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Lesson: Chemistry	Main Topic: *THE SUBJECT OF MOL*	Subtopic: THE EFFECT OF CONCEPTUAL CHANGE TEXTS ON SUCCESS IN TEACHING THE SUBJECT OF MOL
Date:		Duration/ Schedule: 40
Target Student: SECONDARY SCHOOL	Class: 11	
IEP Goals: In our study, it is aimed to examine the effect of conceptual change texts on success in teaching the mole subject in secondary school chemistry education.		Short Term Objectives: 1- To be able to comprehend atoms, molecules and measurable masses 2-To be able to understand Avogadro's number 3- To be able to comprehend number of mole
Contents: THE EFFECT OF CONCEPTUAL CHANGE TEXTS ON SUCCESS IN TEACHING THE SUBJECT OF MOL	Lesson Objective(s): Students will use and develop the following skills 1. Social Skills 2. Problem solving	Skills (from the national curriculum) In this activity, students will use and develop the following skills 1. Collaboration Skills 2. Problem solving
Method(s): Pre-test, post-test and logical thinking ability test		
Materials: *The logical thinking ability test, originally developed by Kenneth G. Tobin and William Caple (1981) and translated into Turkish by Özkan, Aşkar and Geban, will be used to determine students' thinking abilities. This test is especially important in terms of showing the extent to which students can use problem solving strategies by seeing cause-effect relationships in the problems they may encounter in the fields of science and mathematics. The questions in this test include answers that require not only scientific thinking, but also logical thinking. The reliability of this test was determined as 0.86 (Geban, 1989). There are ten questions in total in the test. Eight questions are multiple choice, and the last two*		

LESSON PLAN

questions require the students to explain the answers. The answer to each question is 0.5 points.

Representation	Action and expression	Engagement
Smart board, experiment materials	*Activity papers/ worksheets,Cardboard,Pencil,Colored papers.*	*Video recording of students' self-expressions*

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)*	6 equivalent classes were determined. 3 of these classes were used as the control group and the other 3 as the experimental group. Lessons will be given to the groups by the same trainer. In the control group, the teacher-centered traditional teaching method will be taught, and in the experimental group, the lesson will be taught using conceptual change texts. Subjects will be explained to the experimental and control groups in the same order and the same sample questions will be solved. In the traditional teaching method, while the student is passive and the teacher is active, the students are the active teacher guide in the classroom where the lesson is taught with conceptual change texts.	In the traditional teaching method, while the student is p and the teacher is active, the students are the active teac guide in the classroom where the lesson is taught with conceptual change texts.
Anticipatory Set: *(How will you create interest in this lesson? Is pre-assessment necessary? Is this review or*	While the conceptual change texts are used in the teaching process, the students will discuss the concepts by themselves, with their friends and with the practice teacher, and exchange	After the questions posed to them, students will be giver different answers and their answers will be explained.

LESSON PLAN

new info)	ideas. After the questions posed to them, students will be given different answers and their answers will be explained. In the discussion environment guided by the practice teacher, the students became aware of both their own ideas and the ideas of their other friends, and their own ideas and their friends' ideas and their own ideas and scientific ideas will be compired..	

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent **Practice:** (How will students demonstrate the ability to perform skill independently?)	The application will last six lesson hours. At the end of the application, the post-test will be applied to determine the success increase of the students. As in the pre-test application, one lesson hour (40 minutes) will be given in the post-test. With the data obtained, it will be determined whether the teaching methods are effective in teaching the concept of mole and which teaching method is more effective. The implementation will take a total of five weeks.	

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4. Closure:

Evaluation:

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	1st IMPLEMENTATION OBJECTIVES: 1-To be able to comprehend atoms, molecules and measurable masses 2-To be able to comprehend Avogadro's number BEHAVIORS: 1-To know the atomic mass unit 2-To say the Avogadro's number 2nd IMPLEMENTATION OBJECTIVES: 1-To be able to comprehend Avogadro's number 2-To be able to comprehend Molarity BEHAVIORS: 1-To define the concept of Mole 2-To explain the relationship between Avogadro's number and moles 3-To solve problems related to Avogadro's number. 4-To know the transitions from the number of moles to the number of granules. 3rd IMPLEMENTATION OBJECTIONS:	Correctly completes at least 80% of all missing patterns on the assessment worksheet. Actively participates in lesson activities.	

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	1-To be able to comprehend the relative atomic mass 2-To understand the molar mass 3-To explain the relationship between the number of mole and the relative atomic mass 4-To explain the relationship between the number of mole and the molar mass 5-To be able to solve problems related to molar mass BEHAVIORS: 1-To apprehend the molar mass 2-To be able to explain the relative atomic mass 3-To explain the relationship between the number of moles and the molar mass. 4- To solve problems related to molar mass 4th IMPLEMENTATION OBJECTIONS: 1-To be able to comprehend formula mass 2- To be able to solve problems related to mole calculations BEHAVIOR: 1-To be able to comprehend the formula mass 2- To solve a given problem related to the concept of mole		

Modifications/ Adaptations:

-

Comments:

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LESSON PLAN

VOIEVODUL MIRCEA HIGH SCHOOL

Lesson: "The Consumer and Consumer Behaviour (Opportunity cost, Economic Utility)"	**Main Topic:** "The Consumer and his Rational Behaviour"	**Subtopic: -**
Date:		**Duration/ Schedule:** 50 minutes
Target Student: Jane Smith (a nickname)	**Class:** 11th	**Type of Special Need:** Dysgraphia
IEP Goals: - To be able to have a conversation about the consumer, the buyer and their behaviour. - To be able to talk about the consumer`s needs. - To be able to identify the demand on the market.		**Short Term Objectives:** - To be able to identify the differences between consumer and buyer. - To be able to explain what the opportunity cost means.
Contents: - Consumer and consumer behaviour - Opportunity cost - Economic utility	**Lesson Objective(s):** - To explain the difference between the consumer and buyer. - To explain the opportunity cost. - To explain the economic utility.	**Skills (from the national curriculum):** - To identify and characterize the consumer`s role which any person has. - To build a rational consumer behaviour needed by the pressure between the needs and resources.

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Method(s): Brainstorming, Think / Work in Groups / Communicate, mind maps		
Materials: computer; PowerPoint presentation; Internet access (for Google Classroom, YouTube); worksheets; images; crayons; markers		
Representation	**Action and expression**	**Engagement**
- Visual: The content of the course is presented using visual information like a written lesson posted on Google Classroom so that the students can read the material at their own pace. The students will also have visual information like images and a Power Point presentation. - Auditory: The content of the course is also presented using auditory information like videos using YouTube.	- To prove that they have learned the information taught the students have to work in groups to make a short questionnaire which could be used to study the consumer behaviour. - The students have to identify the consumer or the buyer given a list of examples. - Students have to identify the opportunity cost.	- Students will have to identify the importance of studying the consumer behaviour and after that they will watch a video on YouTube about this task. - Students have to create a short questionnaire that could be used for a survey to understand what elements and actions are studied in a consumer behaviour survey. - Students will have to identify the opportunity cost given a budget and a list of possibilities to spend that budget. - Students will see a series of images showing different objects and they will have to identify if those objects have economic utility for them or not. Motivating students to get involved in solving different tasks they will connect the abstract information with the information they have already heard of.
Procedures		
1 **Lesson Format** For this lesson the class is divided into 4 groups of students. Some tasks require solving them individually, into groups or with the entire class.		

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2. **Introduction:**

Procedures	Teacher will…	Student will…
Attending Cue: Grab the students attention by asking "Can you explain what the demand means?" (Before this lesson the students learned about the demand.)	The teacher will ask a question from the previous lesson to the students: "Can you explain what the demand means?" If the students do not know exactly the answer the teacher helps them remember.	Students will have to think and answer the question the teacher asked.
Anticipatory Set: - The class is divided into 4 groups. - Create interest in the lesson by showing an image of a person and asking the students: "Who can this person be?", "Can this person be a consumer?"	The teacher divides the class into 4 groups. The teacher shows the students a picture and asks them two questions: "Who can this person be?", "Can this person be a consumer?"	Students will have to think and answer the questions the teacher asked.

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: - Explain the meaning of consumer and consumer behaviour. - Explain the difference between consumer and buyer. - Explain the opportunity cost. - Explain the economic utility. **Modeling:**	The teacher explains the meaning of the consumer and consumer behaviour. The teacher explains the differences between consumer and buyer. The teacher explains the opportunity cost. The teacher explains the economic utility.	The students listen to the teacher and write down in their notebooks the information they consider important. The students ask questions when they do not understand the new concepts.

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- All the explanations are using visual and auditory materials. - The methods used are Brainstorming for talking about the importance of studying the consumer behaviour, Think / Work in Groups / Communicate for identifying the consumer and the buying given some examples.	The teacher gives each group of students a task to identify the importance of studying the consumer behaviour. Each group will have to organize a Brainstorming session by discussing the task. The teacher shows a video to the students about the importance of studying the consumer behaviour after the students`ideas have been discussed. The teacher gives the students the task to identify the consumer or the buyer.	Each group of students solves the task given by the teacher. Each student must express his opinions about the importance of studying the consumer behaviour. The students communicate their ideas to the class. The students watch the video presented. The students solve the task given by the teacher. First, they word individually, then they work in groups.
Guided Practice: - Create a short questionnaire about the consumer behaviour which can be used in a survey. - Create a mind map with the concepts taught.	The teacher gives each group of students the task to make a short questionnaire about the consumer behaviour which can be used in a survey. The teacher tells the students to create a mind map using the concepts taught.	The students solve the task given by the teacher. One of the students is chose to be „The writer" who has to put down on paper his teammates ideas about the survey. The students make the mind map.
Practice: - Identify the opportunity cost given a budget and a list of possibilities to spend that budget. - Identify the objects which have economic utility for the students from a list given.	The teacher gives the students a budget and asks them to identify a list of opportunities to spend the budget. Then they have to identify the opportunity cost. The teacher shows the students a list of objects and the students must choose the objects which have economic utility for them.	The students think and answer the teacher`s task using the concepts they have learned about like: opportunity cost, consumer, economic utility.

4. **Closure:**

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The teacher asks the students if they have any questions and assigns homework (Find information about E.C.R. – Efficient Consumer Response).

Evaluation:

The evaluation of the lesson is done during the entire class, the teacher studies and observes the activity and behaviour of the students. The teacher asks questions in order to see if the students have understood the concepts taught.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	The students will be able to understand the importance of studying the consumer behaviour and will be able to make a short questionnaire about the consumer behaviour which could be used to study the consumer's buying habits.	The students will be able to explain the meaning of consumer behaviour, opportunity cost and economic utility.	The students will be able to understand the meaning of consumer and buyer.

Modifications/ Adaptations:

- The time of solving a task can be modified by adding a few minutes until the students find the information they need in order to complete the task.
- If the students show signs of knowing some of the information provided, the teacher will ask them to share their knowledge with their classmates.
- Aiding students if they do not have any idea how to solve a task.
- Help the students reflect, have a critical thinking and use their creativity.
- Support the collaboration between the students.

Comments:

Video source: www.youtube.com

- The importance of studying consumer behaviour: https:/ / www.youtube.com/ watch?v=v1q1nnPCcKw

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Image source: www.google.com

- Images for the economic utility: - https://www.google.com/imgres?imgurl=https%3A%2F%2Fcdn.vox-cdn.com%2Fthumbor%2Fv97OD-MBgNjw8p5crApucVs9RB8%3D%2F0x0%3A2050x1367%2F1800x1800%2Ffilters%3Afocal(1025x684%3A1026x685)%2Fcdn.vox-cdn.com%2Fuploads%2Fchorus_asset%2Ffile%2F22022572%2Fbfarsace_201106_4269_012.0.jpg&imgrefurl=https%3A%2F%2Fwww.theverge.com%2F22451975%2Fphone-buying-guide-enthusiasts-nerds&tbnid=rKJAn3dbuqwgyM&vet=12ahUKEwjB9KOwwtnzAhULahoKHePXDx0QMygEegUIARCIAg..i&docid=1mIXR4LigfLiM&w=1800&h=1800&q=phone&ved=2ahUKEwjB9KOwwtnzAhULahoKHePXDx0QMygEegUIARCIAg

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- https://www.google.com/imgres?imgurl=https%3A%2F%2Fi.pcmag.com%2Fimagery%2Farticles%2F00tLYTqwmgFvacZlYPc5ecO-8..1583853669.jpg&imgrefurl=https%3A%2F%2Fwww.scbrieathletisme.net%2Fcomputer-boots-but-no-monitor-keyboard-or-mouse&tbnid=lluE3psUA-GLcM&vet=12ahUKEwjszLTAwtnzAhVYPhoKHV3DDvUQMygeegUIARDbAg..i&docid=0AOcdqznl4l2GM&w=16818&h=946&itg=1&q=computer&ved=2ahUKEwjszLTAwtnzAhVYPhoKHV3DDvUQMygeegUIARDbAg

- https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.greenqueen.com.hk%2Fwp-content%2Fuploads%2F2021%2F07%2FRental-Fashion-Causes-More-Emissions-Than-Throwing-Clothes-Away.jpg&imgrefurl=https%3A%2F%2Fwww.greenqueen.com.hk%2Frental-fashion-emissions-study%2F&tbnid=ZyeMWr9B8linZM&vet=12ahUKEwjbvZrVwtnzAhUEdBoKHaaICNMQMygBegUIARC0AQ..i&docid=JsYdr3eGKqxnQM&w=1024&h=768&q=clothes&ved=2ahUKEwjbvZrVwtnzAhUEdBoKHaaICNMQMygBegUIARC0AQ

- https://www.google.com/imgres?imgurl=https%3A%2F%2Fassetscdn1.paytm.com%2Fimages%2Fcatalog%2Fproduct%2FF%2FFO%2FFOOSMOKY-TRENDYSMOK381955669A9D8%2F1622965634045_0..jpg&imgrefurl=https%3A%2F%2Fpaytmmall.com%2Fmen-casual-shoes-glpid-5413&tbnid=AY9C0ggV3TKXeM&vet=12ahUKEwj0-_HZwtnzAhVggc4BHScMD1oQMygVegUIARCZAw..i&docid=eQPTFVqByjY7oM&w=2020&h=2020&q=shoes&ved=2ahUKEwj0-_HZwtnzAhVggc4BHScMD1oQMygVegUIARCZAw

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LESSON PLAN

Lesson: LA SANTÉ/ TALKING ABOUT HEALTH IN FRENCH	**Main Topic:** *Talking about one's health*	**Subtopic: Revising the verb AVOIR (to have)**
Date:		**Duration/ Schedule: 60 minutes**
Target Student: A2 level (basic users: elementary) of the CEFR (The Common European Framework of Reference for Languages)	**Class: 10th (15 yrs old)**	**Type of Special Need:** **Short attention span** **Specific Reading Comprehension Deficit**
IEP Goals: *By the end of the lesson, students will be able to use taught key vocabulary and sentence patterns to describe their state of health in French using at least one complete sentence in (2 out of 3) trials as measured by teacher observation.*		**Short Term Objectives:** To be able to express both verbally and in writing about their health
Contents: Grammar points: Present indicative of the verb AVOIR (to have): "J'ai". Revision. Vocabulary: building vocabulary to talk about health problems: avoir mal à + noun	**Lesson Objective(s):** T's planning: By the end of the lesson, students will be able to use prior knowledge in order to give information in French about their state of health Ss' notebooks: to be able to give basic information about health	**Skills (from the national curriculum)** - Receiving oral messages in situations of usual communication - Expressing orally in situations of usual communication
Method(s):		
Materials: *(List all materials you will be using in each area)*		

Representation	**Action and expression**	**Engagement**
Visual and auditory resources (video, written text, organizers)	*All activities on the topic are designed to be stimulating and engaging as they focus on health aspects that interest us all, no matter the age.*	*The variety of tasks on the topic is meant to encourage all students to get actively involved.*

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	The introductory game is intended to catch students' attention through competition and play and the final assignment offers students the choice of the method of completion (including role play and music).	*The video containing expressions related to health, the introductory game, the visual cues, the written organizers allow students to choose their favorite method to participate in the lesson.* *Also, working in pairs encourages collaboration and communication through competition, fun and peer-tutoring.* *The moderate physical activity (role playing) is meant to support the students with short attention span to get involved and to focus on the activity.*

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. Lesson Format

Students facing the screen, students working in pairs. Student-teacher interaction, student-student collaboration.

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: Using body language while saying how one feels is a fun and interactive way of catching students' interest in the lesson. By inserting drama elements, students will get the chance of revising the verb AVOIR (to have) in indicative present and some adjectives without even realizing it.	In order to catch the students' attention, the teacher may start by saying how he/ she is feeling by using both verbal speech but also body language. Eg. Saying "Je suis fatigué/ e (I am feeling tired)" while gesturing a state of lethargy. To support the students, the teacher will offer a few written suggestions that they can choose: Je vais bien. – I am doing well. J'ai mal à… – …. hurts.	- give individual oral answers to the teachers' quest using (if needed) the support expression. Using body language is encouraged but not mandatory.

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	Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)*	-will suggest an introductory game called The Highlighter Splat. Students share a piece of vocabulary related to the topic and have a different coloured highlighter each. The teacher reads out the Romanian translations in a random order and students have to race their opponent to highlight the French phrase on the sheet. The one with the most highlighted in their colour is the winner.	-play the game in pairs. -ask the teacher at the end of the activity if there are any unknown words and write them in their notebook by paying special attention to spelling.
3.	**Presentation:**		
	Procedures	**Teacher will…**	**Student will…**
	Input: Teacher-Students; Students-Students; Students-Teacher (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) **Modeling:** (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?)	-show students chunks of a YouTube video containing expressions that they can use to talk about their health. Students will have access to both the audio part and the written expressions. -ask questions such as "How would we translate "J'ai de la fièvre." in Romanian?" and draw students' attention on the similarity of some French and Romanian words (fièvre-febră-fever/ le médecin-medicul- the doctor/ le sirop-siropul-the syrup, l'indigestion-indigestia-the indigestion etc). -ask students to identify which was the most widespread expression used to say how one is feeling. -write on the board some of the expressions containing " "j'ai mal à" and exemplify its construction (+followed by a noun) and use of the right preposition (à, au, aux, à l'+ noun)	-watch the video and notice the similarities between Romanian and French vocabulary regarding the topic. -answer the teachers' questions and give examples words that sound similar in Romanian and French. -answer the teacher's questions while identifying the words that are similar in both French and Romanian and the expression "j'ai mal à +noun". -write the examples in their notebooks

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	Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	**Activity 1:** The teacher will give students a set of sentences focused on the topic of Health and they have to decide who is talking (either the doctor or the person who is feeling sick). The students have already had contact with most of the sentences during the first part of the activity.	-work in pairs and identify who is saying the sentence/ asking the question
		Activity 2 requires the students to fill in the blanks with the right word connected to a health issue. The teacher will give the possibility to students to use helping words if they believe they need them. When students have finished, they may proceed to compare their answers with the ones of a colleague. *Also, the teacher will suggest to students that one way of correctly identifying the missing word is to look at the article in front of the blanks. This strategy should offer them a clue of the gender and the number of the missing noun.	-read the sentences and fill in the blanks with the right words. The students who are struggling can use the Helping auxiliary containing the answers put in a random order. When they have finished, students will check if their answers are similar to the ones of their colleagues'.
	Practice: (How will students demonstrate the ability to perform skill independently?)	The teacher will now encourage students to do a short role play with their colleague based on the topic. One of them will play the doctor and will ask "Qu'est-ce qui ne va pas?/ What's wrong?" and the other student plays the person who is feeling ill and has to give an answer using the structures learned in the lesson. The students will then switch roles to make sure everyone has the chance to speak.	-engage in a short role play in order to use the structures they have learned about in the lesson. If there are any students unable to come up with their own answer, they are allowed to look in the notebook and read aloud one of the appropriate sentences. Students are also encouraged to use body language while saying their symptoms. Using body language is optional.

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		Each pair will get their turn of interpreting their role in front of the whole classroom and the teacher.	-decide not to play in front of the whole classroom if reluctant to be the centre of attention.

4. Closure:

The teacher praises the students for their hard work and assures them that they should now be able to offer basic information in French about their health. He/ she encourages them to revise the vocabulary in their notebooks at home in order to remember the words and the structures in the future and to help them with spelling. The teacher also explains that while at home the students do not have access to the classroom teacher helping them with the pronunciation. In order to benefit most of their revision, the teacher reminds the students of two websites they can use to help with their pronunciation: forvo.com (for individual words) and acapelagroup.com (for bigger chunks of text). The teacher also insists on the importance of pronouncing the words out loud and clearly as for the students to make sure that they say the words correctly.
For extra points, the students feeling creative may choose to individually write a short poem or song using structures learned about in the lesson. (eg. En Crète, j'ai mal à la tête etc).

Evaluation: The teacher will supervise all the activities especially when the students are working in groups.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will: -listen to the instructions -focus on the activities and not call out during the lesson -use helping words in case they are struggling - role play (unless choosing to opt out)	- Writing their own scenario for the role play, a complex dialogue using more than 3 lines per participant. Using the imperative. (ex. Saying 'Bonjour', describing symptoms, asking details about illnesses and condition and offering solutions 'J e vous recommande', 'Prenez ce médicament!' etc.	-engage in the proposed activities, in the Teacher-Student interaction and the Student-Student collaboration -perform in the role play -model their pronunciation in order to pronounce words correctly -identifies written words upon hearing thus demonstrating a good level of reading and audio comprehension.	- -writing down in their notebooks key vocabulary related to the topic - -being able to get involved and participate on short term -

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

Hearing support is provided as it is important for all pupils to make the connection between spelling and pronunciation.
The video's pace is targeted to French as a second language therefore it allows students to pay attention to what they are hearing.

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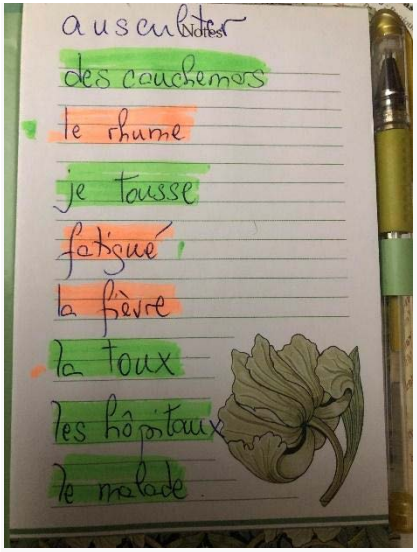
Students are allowed to move and use their body language in order to be more convincing in front of their peers and to make learning fun. Students are allowed not to perform in front of the class if they choose not to; also, they are allowed to consult information in their notebooks before answering.
Comments:

Modeling – support ressource

La maladie: décrire ses symptômes en français: https:/ / www.youtube.com/ watch?v=lvLRrLChyac&ab_channel=MademoiselleCatherine

Ice breaker – The Highlighter Splat game

LESSON PLAN



Activity 1

Qui parle, le médecin (a) ou le malade (b) ?

1. Je vais vous ausculter. → .....
2. Je tousse beaucoup. → .....
3. Vous dormez bien ? → .....
4. Qu'est-ce qui ne va pas ? → .....
5. J'ai mal au ventre. → .....
6. Vous avez des soucis ? → .....
7. Je vais vous faire une ordonnance. → .....
8. Je fais beaucoup de cauchemars. → .....
9. Vous avez l'air fatigué ! → .....

LESSON PLAN

Activity 2

The helping words for the students who are struggling are: rhume, cauchemars, grippe, indigestion, medicaments, sirop.

Complétez par le mot approprié.

1. Clément a mal à l'estomac, il a une ..... .
2. Je fais de très mauvais rêves, je fais des ..... .
3. Quand on tousse, on peut prendre un ..... . contre la toux.
4. Elle a le nez qui coule, elle a un..... .
5. Le médecin prescrit des ..... .
6. Bertrand a un rhume, mal à la tête et de la fièvre, il a la ..... .

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LESSON PLAN

Lesson: SE PRÉSENTER/ PARLER DE SOI (Introducing Yourself in French)	**Main Topic:** Giving details about yourself	**Subtopic:** Talking about likes and dislikes
Date:		**Duration/ Schedule:** 60/ 90 min
Target Student: A1level (basic users: beginner/ faux débutant) of the CEFR (The Common European Framework of Reference for Languages)	**Class:** 9th grade (14 yrs old)	**Type of Special Need: Short attention span** **Specific Reading Comprehension Deficit**
IEP Goals: *By the end of the lesson, students will be able to use taught key vocabulary and sentence patterns to talk about themselves in French using at least six complete sentences in (2 out of 3) trials as measured by teacher observation.*		**Short Term Objectives:** To be able to express both verbally and in writing about likes and dislikes
Contents: Grammar points: Present indicative: Je m'appelle/ Je suis/ J'habite/ J'aime/ Je n'aime pas Vocabulary: likes and dislikes, adjectives	**Lesson Objective(s):** T's planning: By the end of the lesson, students will be able to give information about themselves (giving their name, age, talking about their current situation, giving information about their likes and dislikes) Ss' notebook: To be able to talk about ourselves	**Skills (from the national curriculum)** - Receiving oral and written messages in situations of usual communication - Expressing orally and in writing in situations of usual communication

LESSON PLAN

	(saying who we are and what we like to do)	
Method(s):		
Materials: *(List all materials you will be using in each area)*		
Representation	**Action and expression**	**Engagement**
Visual and auditory resources (video, written text, recording, fill-in activity) with the intention to stimulate students according to their abilities. All materials (pictures, hand outs, recordings) are included as an annex to the lesson plan.	The topic allows for a diverse way of expression using visual, auditory, speaking and writing activities, adapted to students' abilities and interests. Pictures, handouts and recordings to be used during the lesson. PowerPoint presentation and/ or recording to be used as assessment.	The topic relates to the students' personal universe therefore we anticipate their interest and involvement in the proposed activities. Also, working in pairs encourages students' collaboration as it creates a safe space for students to try and express themselves.
Procedures *(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)*		
1 Lesson Format *Students facing the screen, students working in pairs. Student-teacher interaction, student-student collaboration.*		

LESSON PLAN

2. Introduction:

Procedures	Teacher will…	Student will…
Attending Cue: *Review previously learned knowledge about introducing oneself. Ideally, at this stage, all students should remember how to use the structure "Je m'appelle", even though not all students may be able to spell it correctly. The teacher puts together students' interventions and informs them that they will improve their vocabulary and speaking ability on the topic.*	-ask the students a few questions in order to put together a structure of how to introduce and talk about yourself in French. The main elements to be used are: -name -age/ birth date -nationality - occupation - likes and dislikes - describing yourself in one word	-answer the teachers' questions (suggesting eleme the name, occupation, likes and dislikes etc).
Anticipatory Set: *Students have to think about an adjective to describe themselves; the adjective has to start with the same letter as their name. eg. Je m'appelle Arina et je suis ambitieuse. (My name is Arina and I am ambitious). / Je m'appelle Razvan et je suis rebel. (My name is Razvan and I am a rebel.).*	-ask the students to be creative and to describe themselves using one adjective that starts with the same letter as their name - ask students to work in pairs and to correct each other's adjective using an online dictionary	- come up with one adjective to describe themselves - in case of doubt (spelling of the masculine/ feminine form of the adjective), they will use the dictionary for corrections. -show interest for their partner's sentence as the activity is short and fun.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) Teacher-Students; Students-Students; Students-Teacher **Modeling:** (How will you model—verbally explain with	-present 2 pictures with 2 young people introducing themselves in French (minimal information, simple wording and vocabulary). The teacher asks the students to identify a common aspect to all presentations. If it seems the students need more clues, the teacher asks the students to think about the structure of a presentation that they have talked	- identify the information in the 2 presentations - observe the structure of a presentation

LESSON PLAN

	visual example/ demo? How will you support students to activate their own thinking?)	about in the beginning of the lesson. The common aspect is that all presentations respect a structure that contains: -name -age/ birth date -nationality - occupation - likes and dislikes - describing yourself in one word	
	Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) **Practice:** (How will students demonstrate the ability to perform skill independently?)	A1- The teacher will distribute to the students the hand out for the listening activity. In the recording, 4 persons are going to introduce themselves in French, all offering the same specific information (name, age, nationality, profession and address). The hand out contains their written speech, but each presentation lacks some information (either the person's name/ age/ nationality, profession etc). The teacher asks the students to listen to the recording twice and to fill in the missing information. This will test the students' comprehension in French having been previously exposed to the specific vocabulary. A2 – The teacher will put students in groups of 3 and will ask them to take their turn to introduce each other in French while respecting the structure presented at the beginning of the lesson. He/ she will then visit each group in order to listen to them while talking about themselves.	- work in pairs. They will listen to the recording twice and will fill in the blank spaces with the words they hear in the recording. The activity is done individually. After they have finished filling in the missing information, students will work in pairs to compare their answers and to help each other. With all the information identified, the students listen to the recording one more time in order for them to check if the combination of written text and the recording improves their comprehension level. Students take their turn at introducing themselves and talking about them in French using the structure and the vocabulary presented in the beginning of the lesson.
4.	**Closure:**		

LESSON PLAN

This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

The teacher will ask the students how confident they feel at the end of the lesson about introducing and giving details about themselves in French. They will be encouraged to practice outside of the classroom by making a PowerPoint presentation about them. The task is to be presented in front of their peers in the next lesson. Students also have the option to record themselves at home and play the recording in class instead of talking freely in front of their peers.

Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

General Lesson Objective Evaluation Functional Behaviors

Students will	Exceeds expectations	Meets expectations	Approaching expectations
-focus on the activities -be patient when working in pairs and collaborate with their partner - refrain from calling out -use the dictionary as advised	-thinking about a playful way of introducing themselves in French (ex. Je m'appelle Louis et je suis le roi de la France. J'aime la chasse, mais je déteste me lever tôt."	- performs the tasks given by the teacher. - is able to offer information about himself/ herself using the structure given in the beginning of the lesson -cooperate when working in small groups	-writing down in their notebooks key vocabulary related to the topic - being able to use the structure 'Je m'appelle' orally (but having difficulties with spelling)

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

- Emphasis will be placed on the speaking element
- Ask low ability students to focus only on 2 recordings out of the 4 at A1
- Allow low ability students to listen to the recordings 3 times instead of 2
- Encourage the use of a dictionary to look for translation
- Clarify vocabulary by highlighting words and lead groups to discuss these words' meaning.
- Help students break learning into smaller chunks.
- Allow students to stand up when talking about themselves

LESSON PLAN

- Use scaffolds to support syntax and sentence structure.
Comments:

Input

Fiche: Ma fiche de présentation
Objectif: Se présenter

Je me présente

1. Je lis et je comprends

NOM :	Tournier
Prénom :	Marie
Âge :	12 ans
Anniversaire:	16 septembre
Ville :	Paris
Langue :	français
Goût :	La géographie , le cinéma, le tennis

Bonjour,
Je m'appelle Marie Tournier. Mon nom c'est Tournier. J'ai douze ans. Mon anniversaire c'est le 16 septembre .J'habite à Paris. J'aime la géographie, le cinéma et le tennis.

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LESSON PLAN

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A1- listening

LESSON PLAN

1. Présenter

38 Se présenter

Choisissez votre identité.

1. Vous êtes étudiant.
Observez votre fiche d'identité.

Nom : Perez
Prénom :
Nationalité : Espagnole
Âge :
Adresse en Espagne : Plaza de Roma 12
Madrid
Adresse en France : 45, rue Blatin
63000 Clermont-Ferrand

Présentez-vous.
Comparez votre présentation avec la proposition faite dans l'enregistrement.

2. Vous êtes étudiante.
Observez votre fiche d'identité.

Nom : Schmidt
Prénom :
Nationalité : Allemande
Âge :
Adresse en Allemagne : Eibenweg 10
Adresse en France : 30, Bd Carnot
03200 Vichy

Présentez-vous.
Comparez votre présentation avec la proposition faite dans l'enregistrement.

3. Vous êtes un homme avec une profession.
Observez votre fiche d'identité.

Nom : Manzetti
Prénom : Giacomo
Nationalité :
Âge : 35 ans
Profession :
Situation de famille : Marié -
Adresse en Italie : Piazza Ferrari 9
Gênes
Adresse en France : 5, Place d'Italie
75013

Présentez-vous.
Comparez votre présentation avec la proposition faite dans l'enregistrement.

4. Vous êtes une femme avec une profession.
Observez votre fiche d'identité.

Nom : Manning
Prénom :
Nationalité :
Âge : 38 ans
Profession :
Situation de famille : Veuve - 2
Adresse en : 14, Brian
Dublin
Adresse en France : 57,
69000 Lyon

Présentez-vous.
Comparez votre présentation avec la proposition faite dans l'enregistrement.

40 Présenter quelqu'un

Choisissez une personne de l'activité n° 38.
Observez sa fiche.
Présentez cette personne.
Comparez votre présentation avec la proposition faite dans l'enregistreme

2. Décrire

41 Se décrire

Observez les mots et expressions proposés ci-dessous.

Taille : • grand(e) - petit(e) - de taille moyenne
• gros(se) - mince - maigre
Visage : rond - mince - allongé
Cheveux : • blonds - bruns - roux - châtains - poivre et sel - gris
• courts - longs - raides - frisés
Yeux : • bleus - noirs - marron - verts
• avec des lunettes - des lentilles

Choisissez les mots pour vous décrire.
Comparez votre présentation avec la proposition faite dans l'enregistreme

42 Décrire quelqu'un

Avec les mots de l'activité n° 41, décrivez un(e) ami(e).
Comparez votre présentation avec la proposition faite dans l'enregistreme

LESSON PLAN


Comment tu t'appelles?
Quel âge tu as?
Où est-ce que tu habites?
Tu es née où?
Quelle est ta nationalité?
Quelle est la date de ton anniversaire?
Qu'est-ce que tu aimes?
J'habite à Lyon
Je suis née à Paris
Je suis française
J'ai douze ans
C'est le 2 janvier
Je m'appelle Marie
J'aime le basket
clcondefr.blogspot.com

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LESSON PLAN

Lesson: English	**Main Topic:** *The English – Speaking World*	**Subtopic: - Speaking English**
Date:		**Duration/ Schedule: 50 minutes**
Target Student: intermediate level of EFL	**Class: 9th**	**Type of Special Need: slight speech, language and communication**
IEP Goals: *IEP annual goal for student with special needs* - *To be able to perform interactive communication in a simple exchange and direct information*		**Short Term Objectives:** - to make students aware of the importance of being able to speak English.
Contents: **-Target vocabulary :** idioms containing the word 'time' – the most frequently used noun in English	**Lesson Objective(s):** By the end of the lesson students will be able to give a short presentation about how the English language is spoken.	**Skills (from the national curriculum):** - **Transfer and mediation of oral or written messages in various communication situations** - **Detaching the global meaning / essential ideas from an oral / written text, based on some support questions.** - **Deduction of the meaning of unknown elements with the help of context** - **Select relevant information from fragments of informative texts, instructions, tables, maps, to complete a task**
Method(s): Individual work / pair and group work		
Materials: *Visual and auditory resources (poster, written text, organizers)*		

Representation	Action and expression	Engagement
The teacher dialogues about the purpose of the lesson (beyond posting or reading the purpose). There will be used visual, colored information, drills, and listening links.	*This lesson is about the English language and other languages (including endangered languages) that the students may know*	*This lesson develops speaking skills and the use of idiomatic language and uses the students' own experiences and opinions as the basis of all discussions and written work.*

Procedures

1. Lesson Format

The teacher will split the class in pairs or small groups of 3 or 4 and will have students choose roles within the small groups so as to feel comfortable.
The development of the activity involves teacher-student/ student-student/ student-teacher interaction.

2. Introduction:

Procedures	Teacher will…	Student will…
Attending Cue: The lesson stars with a warm-up activity	-ask the students a few questions in order to check their understanding of the topic: • What is the official language in your country? • Do the people in your country speak any other languages, apart from the official one? • Which foreign language are studied most in schools in your country? • Have any English words been incorporated into our language? What are they? • Do you think that the ability to speak English is essential in the modern world?	-give individual answers to the teacher's questions
Anticipatory Set: *Tuses a map of English speaking territories to devise a pre-reading activity.*	-ask the students to take close look at the map and, in pair, complete the grid. -clarify vocabulary by highlighting words and lead pairs to discuss these words' meaning. -make sure the students write the people's names not the countries' ones	- complete the grid using the new information

3. Presentation:

Procedures	Teacher will…	Student will…

	Input: T-S/ S-S/ S-T **Modeling:**	Activity 1 -pass on reading hand-outs -ask the students to read silently -ask the students to decide if the sentences following the text are true or false **Activity 2** -show the 'English is great' poster and ask the students to discuss why the poster mentions, 'Home to the language and business of technology'. - write on the board the key words in the Ss' answers	- read the text, - elicit unknown words and ask the T's help - decide if the sentences are true or false - report the answers to the class - discuss the slogan on the poster and report to the teacher their answers. Students should work in pairs to help each other and assist student to student learning.
	Guided Practice:	**Activity 3** -lead on to the question, 'What do people use English for?' and elicit that English is a global language and is used to communicate much of the world's business and technology	- based on the words written on the board, they find answers to the T's question and answer. After the sentence is complete, the students should read it to each other aloud to make sure it is correct.
	Practice:	-hand out Task 2 and ask students to complete Questions 1and 2. -monitor and provide content-based feedback if students require it. -listen and make notes of common errors	- the students complete Questions 1and 2 where they give a short talk before moving on to questions which raise awareness of endangered languages and the reasons for keeping them alive. Students should work in pairs to help each other and assist student to student learning. Students are encouraged to choose a different partner, as to feel comfortable To see a map of the world's endangered

Production:	-hand out Task 3. -ask students if they can remember which the most frequently used noun is in the English language (Time). -tell them they are going to learn some useful idioms that contain this word. -explain the meaning of "idiom"- *a phrase or expression that typically presents a figurative, non-literal meaning attached to the phrase;* provide examples. -elicit any that they already know. -use visual prompts for the students who find it difficult to get the message right.	languages, go to: http:/ / www.unesco.org/ new/ en/ >endangered languages > Interactive map of the world's languages in danger - match the idioms with the definition, individually and then in pairs, before feeding back as a group. They will practice both oral English and written English as they will have to record the response. Students could record themselves reading their work aloud at http:/ / vocaroo.com/ . This gives them the opportunity to self-correct. They can even send their recordings to the teacher so they can give more detailed feedback. Extra work – Students may solve a second exercise on time-idioms and fill in the gaps. It can also be given as homework.

4. Closure:

The teacher can promote a healthy debate about why it is important to keep all the world's languages alive and the negative impact of losing them.
In case time is too short, task 3 can be continued in a following class.

Evaluation: Throughout the lesson the teacher will walk around to make sure that the students are doing the activity correctly. The written answers enables the teacher to see whether questions have been asked and answered correctly and whether the students are correctly finishing the activity.

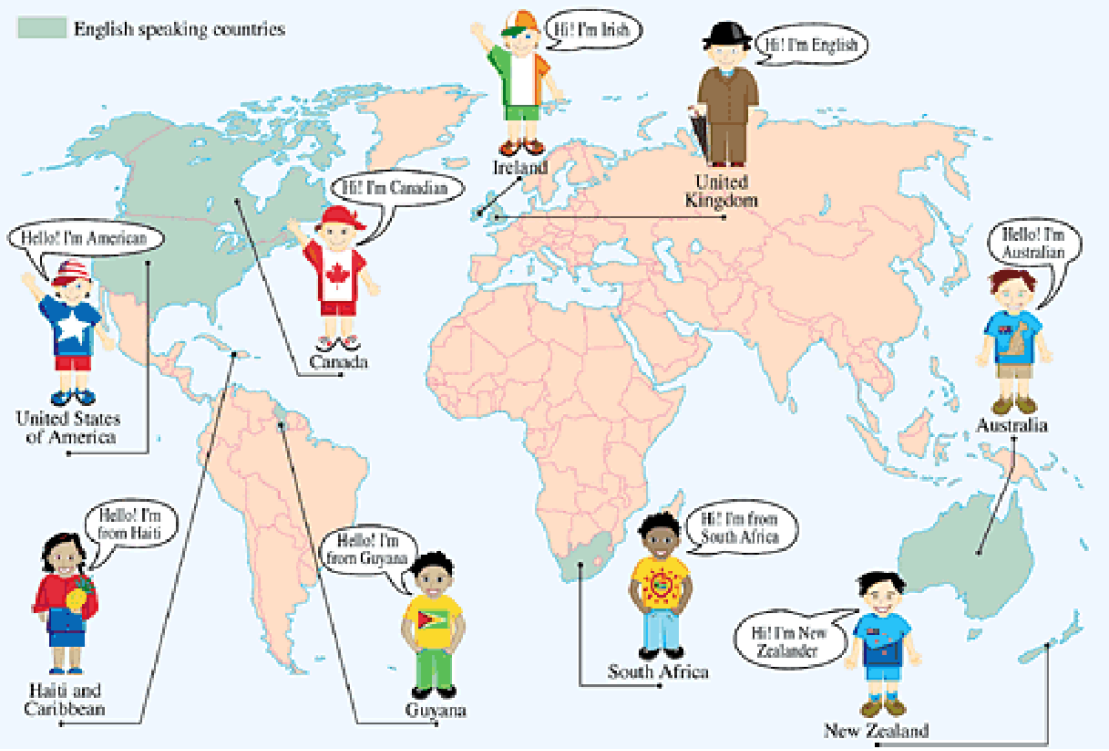
General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
-focus attention with minimal supervision or intervention. -be prepared for assignments. -refrain from distracting others. -listen when directions and instructions are given. -be considerate of the opinions of others.	Students will be able to use language-related idioms on their own.	-Students perform the tasks given by the teacher. -Students make a short description based on a visual support Students make short dialogues. Students make coherent oral presentations. Students participate fully in group situations or when called upon. Students cooperate in both large and small group settings	Students will be able to write down in their notebooks key vocabulary related to the topic. Students will be able to get involved and participate on short term.

Modifications/ Adaptations:

- *Intuitive material will be provided for performing exercises.*
- *Describe purpose for upcoming learning, in writing and orally.*
- *Emphasis will be placed on writing simple messages in response to a request.*
- *Help students break learning into smaller chunks*
- *Use small groups, where taking risks may feel safer.*
- *Ensure "participation" includes options other than speaking in a group.*
- *Rotate assigned roles of "talker" and "questionnaires in pairs/ groups".*
- *Have students reflect on a time when the learning was difficult, listing strategies they used then and applying them to current learning.*

Comments:



Using the new information complete the grid below:

The most spoken language in the world .....

The second most spoken language in the world.....

People who speak English as their native language.....

People who speak English as a second language.....

Activity 1

Reading comprehension

English is the second most spoken language in the world, the first is Chinese. More than 400 million people speak English as their first or native language and more than 300 million speak it as a second language. It is the first language of the United Kingdom, Eire, the United States of America, Australia, New Zealand, Canada and Jamaica. It is the second language in South Africa, India, Pakistan, and the Philippines, and it is widely spoken all over the world.

About one third of the world speaks English but there are many differences depending on where it is spoken.

The purest English is Standard English or Queen's English. This is the form taught in schools all around the world: The English that originated in Britain.

American English is widely used, perhaps even more than British English. It is different from British English in pronunciation, intonation, spelling, and sometimes even grammar, and many words are completely different.

Australian and New Zealand English are similar to British English but there are differences in vocabulary and slang. Many words such as kangaroo, dingo, and boomerang come from Aboriginal language.

Canadian English is different from both American English and British English. When the first pioneers arrived in Canada, they borrowed many words from Canadian French, from the native Indian Languages, and from Eskimo, such as anorak, igloo, and kayak.

English is the language of international business, commerce, science, communication, research, aviation and shipping. Until the middle of the 19th century, French was the international language. But when Britain became very powerful in the world, establishing colonies in North America, Asia, Africa and the South Pacific, the people of this regions had to start using English. Another reason why English is the most widely used language is that its grammar is simpler than that of most other languages.

Activity 2

Decide if these sentences are true (T) or false (F). T F

1. About 1/3 of the world speaks English □ □

2. The purest form of English is called British English. □ □

3. American English is not different from British English □ □

4. Kangaroo and boomerang come from the Aboriginal language. □ □

5. Anorak and kayak were originally Eskimo words. □ □

Activity 3

Why does the poster mention, "Home to the language and business of technology?

English is one of the world's global languages. What do people use English for?

1.Take it in turns with your partner to speak for one minute about how you use English.

Give yourself two minutes to prepare your answer.

You should talk about:

• what you use English for now.

• what you like and dislike about the English language.

• what you would like to be able to do better in English in the future.

• other languages that you speak and what you use them for.

2. Discuss this statement with your partner:

Half the world's 6000 plus languages will die out by the end of the century and there's no valuable reason to do anything about it.

Endangered languages

• Do you speak an endangered language?

• Are there any endangered languages near where you live?

• Is it important to keep all the world's languages alive? Why?/ Why not?

• What can be done to keep endangered languages alive?

Match the idioms using the word 'time' to the definitions.

1. The police arrived …….. and caught the thief trying to escape through the window.
2. ……. I couldn't believe Jane and I had been talking for 3 hours!
3. I'm …….. by having a coffee as I wait to catch my train home.
4. I didn't finish the exam as I ran ……..
5. ……. if my broken arm heals well. I have to wait at least six weeks before I will know.
6. I've been studying so hard this week. I need a bit of …….
7. I always ……. when I meet up with my friends. They make me laugh so much.
8. 'I've told you …… to tidy your bedroom! I am not going to do it for you!' said Mum to George.
9. I've been doing the same job for twenty years. I'm so bored with it now that I've decided it's ……..
10. In her …….., Catherine likes to go to the cinema with her friends.

Idiom	Definition
1. to run out of time	A. over and over again, repeatedly
2. time after time	B. time to relax
3. in the nick of time	C. to have an amazing, enjoyable time.
4. killing time	D. free time, when not working
5. time for a change	E. to enjoy yourself and not notice that time has passed
6. Only time will tell,	F. making the time pass quickly
7. have a whale of a time	G. you need to wait before you can find out
8. spare time	H. to leave work unfinished
9. Time flies when you are having fun!	I. the right moment to do something completely different
10. time off	J. just at the right moment – any later and it would be too late

Extra work. Use the idioms you have just learned to fill in the gaps

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LESSON PLAN

Lesson: Native language	**Main Topic:** *(Identify specific content area and lesson topic. Say how the lesson fits into the larger unit of study.)* *Language and communication*	**Subtopic: Argumentative essay**
Date:		**Duration/ Schedule:** 1hour
Target Student: 16 - 17 years	**Class: 11th grade**	**Type of Special Need: dyslexia** *It differs from case to case*
IEP Goals: ***IEP annual goal for student with special needs (It differs from case to case)*** Oral or written argumentation of opinions in various communication situations		**Short Term Objectives:** - Use of argumentative techniques and strategies in various communication situations (written / oral)
Contents: Discursive structures in the non-literary text. The argumentative text.	**Lesson Objective(s):** - to know the structure of the argumentative text: thesis, hypothesis, arguments + examples, conclusion - to know the specific connectors - to know the structure of an argument	**Skills (from the national curriculum)** - Use of argumentative techniques and strategies in various communication situations (written or oral) - Comparing and evaluating different arguments in order to formulate their own judgments
Method(s):- explanation, heuristic conversation		
Materials: *(List all materials you will be using in each area)* - Handbook of Debate, Oratory and Rhetoric (DOR) - DOR student's notebook - Worksheets		
Representation	**Action and expression**	**Engagement**

LESSON PLAN

Presenting information and course content in multiple formats so that all students can access it. *Examples: Provide alternatives for accessing information (e.g., visual and auditory)* *Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts and using advanced organizers)* - Handbook of Debate, Oratory and Rhetoric (DOR) - Link to a video with an example of a debate: https://youtu.be/nBFQQ5qGr9E - Video regarding the construction of an argument in SEXI format: https://youtu.be/vcmXI-CR60M -	*Allowing students alternatives to express or demonstrate their learning.* *Examples: Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts, using advanced organizers)* *Provide options for completing assignments using different media (e.g., text, speech, film, and music)* - Students will have to make an argument in SEXI format and an argumentative text. The final topic - the argumentative text - could be thought of in an interactive way: students can write the specific paragraphs of the hypotheses of the arguments and the conclusion on separate sheets and, with the help of their colleagues, they can reconstruct the essay they thought.	*Stimulating students' interests and motivation for learning in a variety of ways.* *Examples: Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math and culturally significant activities)* *Provide options that encourage collaboration and communication (e.g., peer tutoring)* - Students will watch the two videos about creating an argument in SEXI format and the one that presents a debate

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)

Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

- Some tasks require solving them individually, into groups or with the entire class.

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will…	Student will…
Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)* - Paper plane metaphor	- The teacher asks students to create a paper plane, then sets a point to which each student should send their plane. - The teacher will point out that although all the	- Students will create paper airplanes and launc them, ceasing to reach the point / object proposed by t teacher.

	students wanted to reach the proposed target, few planes reached or approached it. The same happens when a person wants to convince someone else. He needs to reach his goal through the strength of the arguments used.	
Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)* - This will be not entirely new information. The students have previously studied (in lower grades) the argumentative text. The teacher can, therefore, update some information.	- The teacher updates the students' knowledge, in an attempt to build the structure of an argumentative text and to establish the specific terminology: thesis, hypothesis, arguments, conclusion, connectors - The teacher graphically makes the scheme of the argumentative text, on the board, helped by the students' answers	- Students recall the structure of the argumentative text - Students write on notebooks the structure of the argumentative text, actively contributing, through their answers, to its realization

3. **Presentation:**

Procedures	**Teacher will…**	**Student will…**
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?) - Explanation, brainstorming, drawing will be used - In this lesson the students will study the structure of an argument, in SEXI format (Statement, Explanation, Impact) - Students will watch the video related to the structure of the arguments, accessing https://youtu.be/vcmXI-CR60M	- The teacher invites the students to watch the video related to the structure of the arguments, accessing - The teacher proposes 3 theses, from which the students choose one, which they will develop as a hypothesis and in connection with which they will perform a brainstorming to gather the ideas necessary for argumentation.	- Students will watch the video related to structure of the arguments, acces https://youtu.be/vcmXI-CR60M

	Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?) - The scheme for brainstorming and the one for the argument in SEXI format will be drawn **Guided Practice:** (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent - Students will generate argumentative texts, starting from the ideas noted by the brainstorming method - Direct observation, verbal appreciation of the answers **Practice:** (How will students demonstrate the ability to perform skill independently?) **- Students will develop the second argument themselves**	- The teacher makes 2 drawings / schemes, using the ideas communicated by the students	- Students will contribute ideas to find arguments related to the chosen thesis - Students will generate argumentative texts, starting from the ideas noted by the brainstorming method - Students will develop the second argument themselves

4. Closure:

This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

The teacher asks the students if they have any questions and assigns homework – a new argumentative text

Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

The evaluation of the lesson is done during the entire class, the teacher studies and observes the activity and behaviour of the students. The teacher asks questions in order to see if the

students have understood the concepts taught.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations) Students will be able to compose an argumentative essay, with arguments developed according to the learned format (SEXI).	- Students manage to find strong arguments, which to develop according to the discussed model (SEXI), bring appropriate examples, establish the impact clearly - Clarity and logic in expressing ideas - The hypothesis contains the buds of the arguments - The conclusion is a synthesis of the arguments and strengthens the hypothesis	- - Students don't find great arguments, do not develop ideas well enough - - There are examples - - The logic exists - The hypothesis and the conclusion are not developed	- They know the structure, but they can't develop any part of the essay, the discourse is poor in ideas, lacking examples, common places are used

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

The time will be different for the assessment in class
The argumentative text could be reduced to only a few ideas, but respecting the structure.

Comments:

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LESSON PLAN

Lesson: Romanian literature/ Universal literature	**Main Topic:** *(Identify specific content area and lesson topic. Say how the lesson fits into the larger unit of study.)* ***Popular literature***	**Subtopic: Literature and mythology. Traveling motives**
Date:		**Duration/ Schedule:** 2 hours
Target Student:	**Class:** 11th grade	**Type of Special Need:** dyslexia
IEP Goals: *IEP annual goal for student with special needs* - Understanding the literary/ non-literary text - Formulation of opinions (written and oral) on given topics		**Short Term Objectives:** - Understanding the myth of Pygmalion - To be aware that the myth has taken over and interpreted in different arts
Contents: - The myth of Pygmalion in *Metamorphoses*, by Ovidiu - *To Galateea,* by Nichita Stanescu - *Pygmalion*, by George Bernard Shaw - *The My Fair Lady* theater show - The movie *My Fair Lady* - *The myth of Pygmalion* in painting and sculpture	**Lesson Objective(s):** - Understanding the myth of Pygmalion - To be aware that the myth has taken over and interpreted in different arts	**Skills (from the national curriculum)** - Comparison of worldview, human condition, or art reflected in literary, nonliterary, or other arts
Method(s): - reading of the myth from *Metamorphoses*, of the poem *To Galateea*, of some fragments from the dramatic work *Pygmalion*, by G. B. Shaw		

- heuristic conversation
- explanation
- analysis of literary texts
- analysis of different ways of adapting the myth of Pygmalion in different cultural areas: literature, painting, sculpture

Materials: *(List all materials you will be using in each area): PC, smartboard*

Representation	Action and expression	Engagement
Presenting information and course content in multiple formats so that all students can access it. *Examples: Provide alternatives for accessing information (e.g., visual and auditory)* *Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts and using advanced organizers)* - My Fair Lady Theater Show - https://www.youtube.com/watch?v=HwrE2-31HOc - The film My Fair Lady - https://www.youtube.com/watch?v=ygBkAcyYkW0 (1938) - The movie My Fair Lady - https://www.youtube.com/watch?v=UhNk2eniBQ4 - How to learn English https://www.youtube.com/watch?v=uKxd30lQ1f0&list=PL38R0DIADJ7H27l7XrJwPoNFxrFT8Mtf&index=6 - The End - Audrey Hepburn	*Allowing students alternatives to express or demonstrate their learning.* *Examples: Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts, using advanced organizers)* *Provide options for completing assignments using different media (e.g., text, speech, film, and music)* - creating a Padlet - creating a PREZI material - creating a drawing - 5 minute essay	*Stimulating students' interests and motivation for learning in a variety of ways.* *Examples: Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math and culturally significant activities)* *Provide options that encourage collaboration and communication (e.g., peer tutoring)* - teacher's presentation - https://prezi.com/p/wxa8estodu38/?present=1 - teacher's presentation - https://padlet.com/danielaionescu3/hm8ceev2n1i75wa2 - excerpts from plays or various screenings

https://www.youtube.com/watch?v=7eURVWtyDU8 - The Romanian end https://www.youtube.com/watch?v=Wb1o9EuCXxo - The problem with the ending and how to fix it https://www.youtube.com/watch?v=p8YrC48r3hc - The respect https://www.imdb.com/video/vi3261006361?ref_=vp_rv_1 - teacher's presentation - https://prezi.com/p/wxa8estodu38/?present=1 - teacher's presentation - https://padlet.com/danielaionescu3/hm8ceev2n1i75wa2		

Procedures

(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)

1. Lesson Format

(How will students take part in the lesson? What's the setting in your classroom?)
Consider: demonstrations, group investigation, games, multimedia, presentation, and so on

- ***multimedia***
- ***presentation***

LESSON PLAN

2.	Introduction: *(How will you grab the student's attention?)*		
	Procedures	Teacher will…	Student will…
	Attending Cue: *(How will transition from prior activity be made? What will you initially say/ do to gain students attention)* - The teacher offers a sheet of paper to the students and asks them to use it to draw, to turn it into a plane, etc. - Introducing of Pygmalion's myth	- The teacher offers a sheet of paper to the students and asks them to use it to draw, to turn it into a plane, etc. - The teacher invites them to a moment of reflection: how many possibilities that sheet of paper has to become -The teacher invites student to read Pygmalion's myth from the Ovidiu's *Metamorphoses; open discussions*	-The students will use the sheet of paper according the teacher's directions -The students will offer different answers and they will conclude that according the human that it uses, the paper may become so many different forms. -Open discussions regarding the myth (understandin establishing connections with the previous moment)
	Anticipatory Set: *(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)* New info	Invitation to a debate: the binary effect of the human interventions (as creators, teachers, influencers or just the most intelligent animal on Earth)	The students will take sides and they will sustain the options with arguments.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: (How will you convey to students the info they need to learn—methods/ techniques? How does this lesson link to previous learning?)	- Prezi - Padlet - heuristic conversation	
Modeling: (How will you model—verbally explain with visual example/ demo? How will you support students to activate their own thinking?)	1. This material will present different works of art from different cultural areas, which had as a point of inspiration the Pygmalion's myth. Link to a PREZI material - https:/ / prezi.com/ p/ x-3uj4zucnmh/ mitul-lui-pygmalion/ 2. present and explain the terminologies used: myth, archetype, Weltanschauung (heuristic conversation)	-watch the PREZI material -appropriation of the specific terminology
Guided Practice: (How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	The students will have to compare fragments or literary works that were proposed to them and to observe the differences in the interpretation of the myth (poetry and play) The students will be guided by the teacher using the heuristic conversation	-The students compare fragments or literary works that were proposed to them and observe the differences in the interpretation of the myth (poetry and play)
Practice: (How will students demonstrate the ability to	-On the Padlet prepared, the teacher created	-On the Padlet prepared by the teacher, the

perform skill independently?)	space for the students' posts	students will post their observations

4. Closure:

This is done at the end of the lesson. The purpose of the closure is to help students organize their learning; major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on

-The teacher propose another subject to reflect on: from the act of creation to the effect of our acts (to reflect on the new theme proposed by Shaw – the change produced by the interference in the other's life, with the intention of changing him for the better.
-The students will also post their reflection on this new subject of discussion, in a 5 minutes essay.

Evaluation: *(How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)*

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	The students will be able to compare the literary texts, they will be able to reflect on the change that each artist made in his process of transformation of the mythe.	The students will be able to compare the subject proposed today – the Pygmalion's mythe – reflected in literary, nonliterary, or other arts	The students will be able to resume the mythe and the Show's play – *Pygmalion.*

Modifications/ Adaptations: *(Describe in detail what modifications/ adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)*

LESSON PLAN

Comments:

Lesson: English	**Main Topic:** ***HOBBIES***	**Subtopic: - How to talk about likes and dislikes**
Date:		**Duration/ Schedule: 50 minutes**
Target Student: intermediate level of EFL	**Class: 9th**	**Type of Special Need: slight speech, language and communication**
IEP Goals: *IEP annual goal for student with special needs* - *To be able to make a short description and involve in a short dialogue based on a visual support*		**Short Term Objectives:** - To be able to talk about their likes and dislikes

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LESSON PLAN

Contents: **-Target English Grammar:** like/ love/ hate/ enjoy + -ing verbs **-Target vocabulary :** hobbies	**Lesson Objective(s):** By the end of the lesson students will be able to ask and answer questions about their hobbies and interests.	**Skills (from the national curriculum):** - **Receiving oral messages in situations of usual communication** - **Expressing orally in situations of usual communication**

Method(s):

Materials: *(List all materials you will be using in each area)*

Representation	Action and expression	Engagement
Apart from visual information, there will be provided a tape script of the listening activity.	*This task-based activity is designed as an opportunity for students to explore the personal universe involving a topic that students can find interesting/ stimulating* *activities are optional, and can be done according to the resources at hand as well as to the students' English level.*	*By bringing a real – life issue into the students' attention, this will enable them to make important connections between the classroom space and the world outside.* *If there is an Internet connection, the link below can be used for a listening activity (entire video, or chunks of it). The kit also offers a support reading text and some exercises and a game. All the activities are optional, and can be done according to the resources at hand as well as to the students' English level.*

Procedures

1. **Lesson Format**

The teacher will split the class in pairs or small groups of 3 or 4 and will have students choose roles within the small groups so as to feel comfortable.
The development of the activity involves teacher-student/ student-student/ student-teacher interaction.

2. Introduction:

Procedures	Teacher will…	Student will…
Attending Cue: *Review previously learned work regarding hobbies. Ask them questions like, "What is a hobby?" to ensure their understanding. If they do not recall or understand, explain it to them quickly and clearly. The teacher shows the students a picture describing their own hobby.*	-ask the students a few questions in order to check their understanding of the topic: What is a hobby? Why do we have hobbies? What hobby is this? Who enjoys this hobby? Why do you enjoy this hobby?	-give individual answers to the teacher's questions
Anticipatory Set: *Ask the students to very quickly draw a picture of what they enjoy doing. Get them to show it to their partner. The partner must guess what the activity is.*	-ask the students to work in pairs -make sure that in each pair, one of the partners is drawing and get them to show it to their partner.	-guess what the activity is.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: T-S/ S-S/ S-T **Modeling:**	-show students pictures (7 pictures) of different types of hobbies and make sure they have enough vocabulary and understanding to use the structure. -asks questions like "What hobby is this?", "Who enjoys this hobby?" and "Why do you enjoy this hobby?" to increase interest in the target language. -present the target language on the board. -present the question and answers with *my* favorite hobby so that they can notice the enthusiasm that should accompany talking about something that you like or enjoy. This will allow them to see how the questions should be asked and how they should be answered. They are also exposed to the correct	-pick one picture and write down words related to the hobby in the picture and ask T's help for the words they may want to use but are unfamiliar in English. -answer T's questions and write them in their notebooks

		pronunciation of the questions and answers. After modeling the questions and answers on the board, T will ask students to pick a hobby from the pictures. T will select one student to come to the front and ask the questions.	The students should respond individually with the answers modeled on the board using the selected hobby to replace **my** hobby.
	Guided Practice:	**Activity 1:** T will give Ss sentences missing the hobby words and a page with pictures of hobbies on. They have to choose the correct picture and then fill in the correct form of the hobby to complete the sentence. Clues as to which picture is appropriate for which sentence is given in the rest of the sentence, for example, if the word "pool" is in the sentence then the hobby will be "swimming". This will test the students' vocabulary and whether they can link or relate this vocabulary to other words.	After the sentence is complete, the students should read it to each other aloud to make sure the form of the word is correct. Students should work in pairs to help each other and assist student to student learning.
	Practice:	**Activity 2:** Activity 2 requires students to rearrange the questions and answers about hobbies into the correct word order.	Students will practice on how to arrange words and structure sentences to create meaning. Students will be allowed to help each

			other in pairs to assist student to student learning. The written part of activity 2 will provide a record of what each student knows and whether and where they need help.
		Activity 3: In activity 3,T will ask the students to answer the five questions about their favorite hobby. The purpose of the activity is to give them an opportunity to practice constructing their own sentences using the grammar and vocabulary learned, and to allow them to talk and write about what they enjoy. This activity will provide students with the foundation for talking about their hobbies in the production step.	Students are encouraged to do this activity alone.
		Teacher will give the students the opportunity to interview a classmate, based on a given template	
	Production:		They will work in pairs and be encouraged to change previous partners so that they get more exposure to talk about hobbies. The interview gives students a chance to both ask about other students' hobbies and answer about their own hobbies. They will practice both oral English and written English as they will have to record the response on the interview sheet.

4. Closure:

T will explain to students that they should now be able to ask and answer questions regarding hobbies. They will be encouraged to practice outside of the classroom by talking to friends about their hobbies in English.

Evaluation: Throughout the lesson the teacher will walk around to make sure that the students are doing the activity correctly. The written answers enables the teacher to see whether questions have been asked and answered correctly and whether the students are correctly finishing the activity.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
-focus attention with minimal supervision or intervention. -be prepared for assignments. -refrain from distracting others. -listen when directions and instructions are given. -be considerate of the opinions of others.	Students will be able to get involved in solving the tasks on their own while respecting the rules of the class and paying attention to the development of the activities.	Students perform the tasks given by the teacher. Students make a short description based on a visual support Students make short dialogues. Students make coherent oral presentations. Students participate fully in group situations or when called upon. Students cooperate in both large and small group settings	Students will be able to write down in their notebooks key vocabulary related to the topic. Students will be able to get involved and participate on short term.

Modifications/ Adaptations:

- *Intuitive material will be provided for performing exercises- except for the hand-outs, hearing support will be provided https:// www.english-learn-online.com/ vocabulary/ free-time-activities/ learn-free-time-activities-in-english/*
- *Emphasis will be placed on writing simple messages in response to a request*
- *The use of didactic strategies that emphasize the flexibility of approaches and the differentiated path.*
- *Help students break learning into smaller chunks.*
- *Have students reflect on a time when the learning was difficult, listing strategies they used then and applying them to current learning.*
- *Use small groups, where taking risks may feel safer.*
- *Ensure "participation" includes options other than speaking in a large group.*
- *Include opportunities to investigate, reflect, make, create, or dialogue.*
- *Have students move about the room during learning.*

Comments:

ACTIVITY 1 PICTURES




ACTIVITY 2

Put these questions and answers about hobbies in the correct order.

1) Q: hobby James What enjoy? does

_____

A: reading. James enjoys

_____

2) Q: What hobby? favorite is your

A: is hobby favorite going camping. My

3) Q: play When football? you do

A: I on play football Saturday.

4) Q: does to run? David Where like

A: David around the track. likes to run

5) Q: Anne does to swim? like Why

A: swimming she loves Anne because water. enjoys

_____

ACTIVITY 3

Answer the following questions in full sentences.

1) What is your favourite hobby?

_____

2) Why do you enjoy this hobby?

_____

3) Where do you like to do this hobby?

_____

4) When do you like to do this hobby?

_____

5) What is an activity that you do not enjoy?

Interview your Friend about their Hobbies

Interviewer name (your name): _____

Friends name: _____

1 Tell me 3 hobbies that you enjoy doing?

2. Which one is your favorite hobby?
3. How often do you_____?

4. Where do you usually _____?

5. When do you usually _____?

6. Who do you usually _____with?

7. Why do you enjoy_____?

8. Which 3 hobbies do you not enjoy doing?

9. Which hobby do you dislike the most?

10. Why do you not enjoy this hobby?

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LESSON PLAN

Lesson: "The Capital Market"	**Main Topic:** "The Market–Aplace where traders meet"	**Subtopic:** "Types of market"
Date:		**Duration/ Schedule:** 50 minutes
Target Student: John Smith (a nickname)	**Class:** 11th	**Type of Special Need:** Dyslexia
IEP Goals: - To be able to have a conversation about the market, supply and demand, types of market. - To be able to identify the differences between the types of market.		**Short Term Objectives:** - To be able to identify the differences between shares and bonds. - To be able to explain what the stock exchange means.
Contents: - Capital market - Shares and bonds - Stock Exchange	**Lesson Objective(s):** - To explain the meaning of the capital market. - To explain the difference between shares and bonds. - To explain the effects of a stock market crash on the economy of a country.	**Skills (from the national curriculum):** - To recognize the general characteristics of a market in its different types. - To characterize the different types of market starting from the object of its transactions.
Method(s): Brainstorming, Think / Work in Groups / Communicate		

LESSON PLAN

Materials: worksheets; computer; toy-money; images; PowerPoint presentation; Internet access (for Google Classroom; Google Search; YouTube); crayons; markers		
Representation	**Action and expression**	**Engagement**
- Visual: The content of the course is presented using visual information like a written lesson posted on Google Classroom so that the students can read the material at their own pace. The students will also have visual information like images and toy-money to help them connect the information. - Auditory: The content of the course is also presented using auditory information like videos using YouTube.	- To prove that they have learned the information taught, the students have to work in groups to make a poster about the capital market using the concepts that they have learned. - They also have to search on the Internet and find a picture of their own choosing to describe the effects of The Great Depression on the American citizens. - The students have to imagine that they are investors and will have to choose between investing in shares or bonds.	- Students will use toy-money to imagine that they are investors and will have to choose if they want to buy shares or bonds. - Students will watch a video on YouTube about The New York Stock Exchange and after that they have to decide if they would like to be a broker and work on a stock exchange. - Students receive a list of 10 companies that are listed on the NYSE and will have to explain what these companies have in common and what selling shares means for the future of a company. Motivating students to get involved in solving different tasks they will connect the abstract information with the information they have already heard of.

LESSON PLAN

Procedures

1 **Lesson Format**

For this lesson the class is divided into 4 groups of students.
Some tasks require solving them individually, into groups or with the entire class.

2. **Introduction:**

Procedures	Teacher will…	Student will…
Attending Cue: Grab the students attention by asking "Can you explain what a market is?" (Before this lesson the students learned about the market in general.)	The teacher will ask a question from the previous lesson to the students: "Can you explain what a market is?" If the students do not know exactly the answer the teacher helps them remember.	Students will have to think and answer the question the teacher asked.
Anticipatory Set: - The class is divided into 4 groups. - Create interest in the lesson by showing an image of the New York Stock Exchange and asking the students: "Do you recognize this place?", "Have you ever heard of the capital market?"	The teacher divides the class into 4 groups. The teacher shows the students a picture and asks them two questions: "Can you recognize the place?", "Have you ever heard of the capital market?"	Students will have to think and answer the questions the teacher asked.

3. **Presentation:**

Procedures	Teacher will…	Student will…
Input: - Showing images of The New York Stock Exchange. - Explain the meaning of the capital market. - Explain the difference between shares and bonds. - Talk a little about events that led to The Great Depression, explaining the stock exchange crash in 1929.	The teacher shows the students images with the New York Stock Exchange and explains the meaning of the capital market. The teacher explains the differences between shares and bonds by using a table with two columns, one for shares and one for bonds. The teacher shows the students images about the stock exchange crash in the United States of America in 1929 and The Great Depression from 1929 – 1933.	The students listen to the teacher and write down in their notebooks the information they consider important. The students ask questions when they do not understand the new concepts. The students watch the videos presented.
Modeling: - All the explanations are using visual and auditory materials. - The methods used are Brainstorming for talking about the things the companies listed on the NYSE have in common, Think / Work in Groups / Communicate for choosing a picture to describe the effects of The Great Depression on the American economy.	The teacher tells the students to use their phones to search for an image to describe the effects of The Great Depression on the American economy. First each student has to find the image, then the group has to decide on one image and communicate the choosing picture to the class. The teacher gives each group of students a list with 10 companies that are listed on the New York Stock Exchange. Each group will have to organize a Brainstorming session by discussing what these	The students use their phone to find the image in order to solve the task. First they work individually, them in groups, and later each group shows the image they have chosen.

		companies have in common and what selling shares means for the future of a company.	
	Guided Practice: - Use toy-money and imagine being an investor wanting to buy shares or bonds. - Make a poster about the capital market using the concepts that they have learned about.	The teacher gives the students toy-money and asks them to imagine they are investors wanting to increase their money. Each student – investor has to choose if they would buy shares or bonds and explain the reason. The teacher gives each group of students another task: they have to make a poster about the capital market using the concepts that they have learned about.	Each group of students solves the task given by the teacher. Each student must express his opinions about The common elements of the companies Listed on NYSE and the future of these companies.
	Practice: - Decide whether to be a broker on NYSE or not explaining why.	The teacher asks the students to decide whether to become a broker on NYSE or not, explaining their reason using the information from the lesson.	The students think and answer the teacher`s question explaining their reason. The students make a poster with the main information.

		The students think and answer the teacher`s question using the concepts they have learned about like: capital market, stock exchange, shares, bonds, income, profit.

4. **Closure:**

The teacher asks the students if they have any questions and assigns homework (Find information about the Dow Jones Index).

Evaluation:

The evaluation of the lesson is done during the entire class, the teacher studies and observes the activity and behaviour of the students. The teacher asks questions in order to see if the students have understood the concepts taught.

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)	The students will be able to explain the effects of a stock market crash on the economy of a country.	The students will be able to understand the capital market and explain the differences between shares and bonds.	The students will be able to explain meaning of a market and will be ab recognise that shares and bonds ar on the capital market.

Modifications/ Adaptations:

- The time of solving a task can be modified by adding a few minutes until the students find the information they need in order to complete the task.

- If the students show signs of knowing some of the information provided, the teacher will ask them to share their knowledge with their classmates.
- Aiding students if they do not have any idea how to solve a task.
- Help the students reflect, have critical thinking and use their creativity.
- Support the collaboration between the students.

Comments:

Video source: www.youtube.com

- Exclusive New York Stock Exchange Tour : https://www.youtube.com/watch?v=9nznWkR3Yho
- An inside look at Wall Street`s most famous tarder: https://www.youtube.com/watch?v=ogbRyjeU1IQ&t

Image source: www.google.com

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