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Simply Physical Science: An Introduction

Simply Physical Science is a standards-based science curriculum for students with limited reading abilities, including those with an intellectual disability or autism. The curriculum includes: one **Student Book**, a **Consumable Student Workbook**, an **Easy Reader**, a **USB flash drive**, and this **Teacher's Guide**.

Curriculum Inventory

***Simply Physical Science* Teacher's Guide** includes:

- Standards Alignment for chapter content
- An At a Glance chart with the instructional resources available for each chapter
- 3–day and 5–day Simply Science Lesson Template
- Sample 3–day and 5–day lesson for the chapter *Electricity Safety*
- Data collection forms

***Simply Physical Science* Student Book** includes:

- Vocabulary Picture Cards
- Vocabulary Definitions
- Symbol-supported Text Articles
- Chapter Quizzes

The Easy Reader is a companion book that provides access to instructional lesson content for students that struggle with concepts covered by the symbol-supported Text Articles. The Easy Reader uses simplified text and large images to provide access to lessons tied to grade-level content.

The consumable *Simply Physical Science* Student Workbook includes chapter quizzes for students to complete at the end of the unit chapters. The workbook condenses all of the student activities into a consumable option, giving students the opportunity to share their accomplishments with peers, parents, and instructional staff.

USB flash drive includes the following for each chapter:

Articles
- Symbol-supported Text Article
- Easy Reader

Projects / Experiments

Vocabulary
- Vocabulary picture flashcard files
- Vocabulary definitions

Activities
- Worksheets
- Quizzes
- Language extension activities

Extras
- Text Articles without symbol supports
- Image libraries: Literacy Support Pictures (LSP) and photographs
- Standards Alignment document
- *Simply Physical Science* At a Glance chart
- Master Vocabulary picture flashcards and definitions for *Simply Physical Science*

Picture It files—Picture It Software is required to open these files. **IMPORTANT:** *Picture It Software is not required to access all the content in Simply Physical Science™.* The Picture It files are included as a "true" extra for those who already have purchased the Picture It software.

PixWriter™ setups—PixWriter™ Software is required to open and access these files.

INSTRUCTIONAL METHODS

The *Simply Physical Science* curriculum provides a lesson template for planning and creating either a three- or five-day instructional plan. The lesson template helps to provide structure to lessons and ensure a systematic approach to providing instruction. Systematic instruction components are embedded in the template scripts and include the evidence-based practices described below.

Time-Delay Procedure

The time-delay procedure uses systematic prompting and prompt fading to promote the learning of a desired response with few or no errors. *Simply Physical Science* lesson templates encourage the use of the time-delay procedure to teach vocabulary identification and vocabulary comprehension. During the initial round of teaching, the teacher immediately points to or provides the correct answer response for students allowing for errorless learning (0 second time-delay). Prompts are gradually faded and students are given the opportunity to respond independently (5 second time-delay). Incorrect responses are blocked and students are redirected to the correct answer.

Sample Time-Delay Script

Review the vocabulary words using the Vocabulary Flashcards found on the USB flash drive and in the Student Book. Define each of the vocabulary words using the definitions included in the Student Book. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you read the word aloud. Say, **I want you to find the words from our Text Article or Easy Reader.** Present the vocabulary flashcards in sets of 2, 3, or 4 depending on the student's ability.

Time-Delay Procedure: Vocabulary Identification
Round 1: 0-Second Delay
Point to the Vocabulary Flashcard while saying the vocabulary word. **Show me** _____. For example, **Show me electricity.** Repeat for each student in the group.
Round 2: 5-Second Delay
Ask a student to find the Vocabulary Flashcard as you say the vocabulary word. Do not point to the Vocabulary Flashcard this time. Say, **Show me** _____. Allow up to 5 seconds for the student to respond independently before prompting. Reinforce correct responses or block and redirect for error correction. Shuffle the flashcards and move on to the next vocabulary word. Repeat for each student.

Now we are going to learn definitions to the vocabulary words from the Text Article or Easy Reader. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you give a definition. Say, **Now I want you to find the words when I give you the definition.** Present the vocabulary flashcards in sets of 2, 3, or 4 depending on the student's ability.

Time-Delay Procedure: Vocabulary Comprehension
Round 1: 0-Second Delay
Point to the Vocabulary Flashcard while saying the definition. **Show me the one that _____.** For example, **Show me the one that is an energy that occurs from the flow of electrons.** Repeat for each student in the group.
Round 2: 5-Second Delay
Ask a student to find the Vocabulary Flashcard as you say the definition. Say, **Show me the one that _____.** For example, **Show me the one that is an energy that occurs from the flow of electrons.** Allow up to 5 seconds for the student to respond independently before prompting. Reinforce correct responses or block and redirect for error correction. Shuffle the flashcards and move on to the next vocabulary word. Repeat for each student.

Least Intrusive Prompts and Specific Feedback

A system of least intrusive prompts places prompts given to students into a hierarchy from the least intrusive (or most independent) to the most intrusive (or least independent). Prior to prompting, the student should be provided the opportunity to respond independently. If an independent response does not occur, the continuum of prompts is utilized until the student elicits a response. Prompting is most effective when it is paired with specific feedback. Specific, descriptive feedback is essential for students to develop skills and to promote student success. The *Simply Physical Science* lesson templates include least intrusive prompting procedures, scripts for delivering specific praise to reinforce correct student responses, and error correction procedures to prompt incorrect student responses.

LESSON FORMAT

Each *Simply Physical Science* lesson template provides a three- or five-day plan to support and develop student understanding of vocabulary and builds comprehension of specific science concepts related to Physical Science.

Scripted lesson templates and sample lessons are included with *Simply Physical Science*.

Simply Physical Science Lesson Format Overview—3 Day

Day 1	Day 2	Day 3
▪ Anticipatory Set and predictions ▪ Introduce vocabulary ▪ Create KWL chart and Text Article ▪ Ask comprehension questions related to the article ▪ Model monitoring comprehension ▪ Have students summarize article ▪ Concept Development using chapter Activity, Project, or Experiment	▪ Review vocabulary ▪ Science Journal: Vocabulary ▪ Review KWL chart ▪ Continue reading Text Article, ask comprehension questions related to the article, model monitoring comprehension, and have students summarize article; **OR** ▪ Watch a video related to the topic. Videos to support content can often be found on the internet ▪ Be sure to preview the selected video prior to showing it to students for appropriateness and planning purposes. Plan stopping points in the video to probe student comprehension and generalization of topic knowledge ▪ Have students report in their Science Journal what they have learned about the topic during the week	▪ Final reading of the Text Article ▪ Complete the KWL chart with students by having them generate what they have learned; or have them place picture/symbol representations of what they have learned on the chart; or have them activate an AAC device to report what they have learned ▪ Assess student learning of vocabulary for the chapter that includes identifying the word/object/picture and demonstrate comprehension of the vocabulary by selecting the word/picture/object when the definition is provided by the teacher ▪ End of Chapter Quiz for chapters that have them

Simply Physical Science Lesson Format Overview—5 Day

Day 1	Day 2	Day 3	Day 4	Day 5
▪ Anticipatory Set and predictions ▪ Introduce vocabulary ▪ Create KWL chart and Text Article ▪ Ask comprehension questions related to the article ▪ Model monitoring comprehension ▪ Have students summarize article	▪ Review vocabulary ▪ Science Journal: Vocabulary ▪ Review KWL chart ▪ Group students and have them read either the Text Article or the Easy Reader. Consider sending home a copy of the Easy Reader or Text Article for students to share with their families ▪ Ask comprehension questions related to the article ▪ Model monitoring comprehension ▪ Have students summarize article	▪ Review vocabulary ▪ Review or complete Science Journal: Vocabulary ▪ Review KWL chart ▪ Group students and have them read either the Text Article or the Easy Reader ▪ Continue to probe student comprehension ▪ Concept Development using chapter Activity, Project, or Experiment	▪ Review vocabulary ▪ Review or complete Science Journal: Vocabulary ▪ Review KWL chart ▪ Watch a video related to the topic. Videos to support content can often be found on the internet ▪ Be sure to preview the selected video prior to showing it to students for appropriateness and planning purposes. Plan stopping points in the video to probe student comprehension and generalization of topic knowledge ▪ Have students report in their Science Journal what they have learned about the topic during the week ▪ Concept Development continued using chapter Activity, Project, or Experiment	▪ Final reading of the Text Article ▪ Complete the KWL chart with students by having them generate what they have learned; or have them place picture/symbol representations of what they have learned on the chart; or have them activate an AAC device to report what they have learned ▪ Assess student learning of vocabulary for the chapter that includes identifying the word/object/ picture and demonstrate comprehension of the vocabulary by selecting the word/picture/ object when the definition is provided by the teacher ▪ End of Chapter Quiz for chapters that have them

HOW TO USE

Choose a Text Article from the Student Book to begin. Select either the 3-day or the 5-day lesson plan template to develop your instructional plan. Both the 3-day and 5-day lesson plan address vocabulary comprehension, article comprehension, and concept development through activities, projects, or experiments. The 5-day lesson plan provides for additional concept development activities and repeated review of concepts to further reinforce student learning. Lesson templates provide a consistent and predictable structure to lessons when they are used. The partial scripts included with the lesson templates help to minimize teacher preparation time and increase fidelity of lesson implementation. Although scripts are provided and the colored text represents what to say, they are intended to be used as a guide and do not have to be read verbatim. Lessons also provide scripted, specific feedback responses for correct and incorrect answers and considerations for accommodating student supports for tasks, if needed.

Group Size

The lessons are designed for small group instruction with the recommendation of 2-4 students per group. However, depending on student ability levels, the group size could be larger. It is important to ensure that an appropriate lesson pace is provided, while giving all students an opportunity to respond and actively participate in the lessons. For chapters that have both a Text Article and an Easy Reader, the lesson template provides an instructional plan for each article type (e.g., Easy Reader Group Plan or Text Article Plan).

How Often to Use

Lessons are intended to be taught daily for approximately 20-30 minutes. Depending on the lesson plan template selected, a topic may be taught for a 3- or 5-day period.

Identifying Vocabulary Level

When planning instructional lessons, teachers should consider leveling the vocabulary that students will be responsible for learning. The vocabulary that will be covered in a lesson can be found in the Student Book at the beginning of each chapter. When planning for Level One vocabulary, select vocabulary words that are frequently used in the Easy Reader or the Text Article the student will be reading for the week. To determine targeted vocabulary for Levels Two and Three, include vocabulary that is more abstract and that may occur less frequently in the Text Article. To help determine which level is appropriate for your students, it is recommended that teachers use the *Vocabulary Data Collection Form* to assess each student prior to beginning instruction.

Monitoring Progress

Blank *Data Collection Forms* are provided to document student progress on vocabulary and Text Article comprehension. The *Vocabulary Data Collection Form* will need to be populated with vocabulary words and definitions for the Text Article being used. The Text Article *Comprehension Data Collection Form* will also need to be populated with the specific comprehension questions planned for the Text Article or Easy Reader being used.

Expanding the Lessons

Additional activities that support each Text Article and/or Easy Reader are included on the USB flash drive. These activities may be selected and used to further support student learning of the concept being taught.

GETTING STARTED

Step 1: Select a Chapter Text Article

Begin by previewing the Text Articles included in the Student Book. Determine which Text Article you will teach first and if some students will need to access the Easy Reader companion book. If you will be using the Easy Reader companion book for the Text Article, be sure to preview it as well.

Step 2: Preview the 3-day and 5-day Lesson Plan Samples

After previewing both lesson plan samples, determine which plan will work best for your students. You may wish to consider using the 3-day or 5-day sample lesson plan to deliver your first *Simply Physical Science* lesson. If you will not be using one of the sample lesson plans, print the 3-day or 5-day Lesson Template from the USB flash drive to develop your instructional plan for the Text Article you have selected.

Step 3: Review the activities, projects, and experiments for the Chapter Text Article

Refer to the At a Glance document included in the Teacher's Guide to preview the resources available for the Text Article you have selected. Each of the resources included on the At a Glance chart are located on the USB flash drive for further review, printing, and lesson preparation. Many of the resources included on the At a Glance chart are also available in the Student Book (Vocabulary Picture Flashcards, Vocabulary Definitions, Text Articles, and Chapter Quizzes), Easy Reader companion book, and the consumable Student Workbook (Chapter Quizzes). The projects, experiments, and some activities will need to be printed from the USB flash drive if you plan to use them with lessons. PixWriter files included on the USB flash drive will require PixWriter Software (not included) to access the files.

Step 4: Determine individual student accommodations

The *Simply Physical Science* lesson templates are designed to address the diverse needs of students with moderate-to-severe disabilities.

It is important to determine which accommodations or supports each student will need during the lessons you plan to allow for active participation. The *Simply Physical Science* lesson templates provide accommodation considerations that may offer students access to learning and allow each student to demonstrate what they have learned.

Step 5: Read and Practice the First Scripted Lesson

The *Simply Physical Science* lesson templates are scripted to provide guidance on what to say and do during lessons. After completing a lesson template or using one of the sample lessons, take time to practice reading the lesson scripts out loud and using the lesson materials. Consider practicing the lesson script with another person prior to delivering the lesson to students. Practicing the lesson will help you to become more familiar with the lesson structure and increase your fluency with delivering instruction to students. As you practice the lesson, make notes on any adjustments that need to be made to the lesson for individual students as well as any additional materials and supports that will need to be included.

Step 6: Prepare for and Teach Your First Lesson

Daily lessons will take approximately 20-30 minutes to complete. Review your current schedule to determine when you will implement *Simply Physical Science* lessons during your day. After scheduling a time for daily instruction, organize and prepare the materials that will be used with the lesson. You may need to prepare or pull the following materials:

- Printed and prepared lesson plan to reference and follow for the Text Article selected
- KWL Chart or dry-erase markers to record KWL information on a whiteboard
- Objects or photographs to support student learning of vocabulary
- Printed activities, projects, and experiments that will be used for concept development
- Materials needed for projects and experiments
- Science Journals for students to record what they have learned
- Identify video for students to view related to the topic, previewed ahead of time
- Printed data collection forms for recording student progress
- Preprogrammed AAC devices to support student participation
- Printed Text Articles and Easy Readers to share with families

Step 7: Progress Monitoring

Use the provided Simply Science *Vocabulary Data Collection Form* and Simply Science Text Article *Comprehension Data Collection Form* to document and monitor student performance related to Chapter Vocabulary and Text Article comprehension. Most Text Articles include a Chapter Quiz included on the USB flash drive, in the Student Book, and in the consumable Student Workbook. The Chapter Quizzes are another tool you can use to monitor student progress and learning related to *Simply Physical Science*.

Standards Alignment

Standard	How **Simply Science™** Aligns with National & State Standards
Knows that electricity in circuits can produce light, heat, sound, and magnetic effects	▪ Identifies things that use electricity (Ch. 1) ▪ Understands the use of magnetic and electric forces (Ch. 3-5) ▪ Understands how electricity flows in circuits (Ch. 4)
Knows that electrically charged material can attract and repel other charged materials	▪ Discovers that electricity can charge materials that can attract and repel other charged materials (Ch. 4-5) ▪ Understands circuits and how they can electrically charge material (Ch. 4)
Classifies matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound	▪ Knows how to identify matter that can conduct electricity (Ch. 1-5) ▪ Knows the properties of matter that can conduct electricity (Ch. 1-5) ▪ Identifies insulators (Ch. 3) ▪ Identifies conductors (Ch. 3)

Standards Alignment continued...

Standard	How **Simply Science™** Aligns with National & State Standards
Knows that matter is made up of tiny particles called atoms, and different arrangements of atoms into groups compose all substances	▪ Demonstrates knowledge about matter and how it is made up of atoms (Ch. 3-5)
Knows the organization of a simple electrical circuit	▪ Identifies simple, parallel, and series circuits (Ch. 4)
Understands motion of objects	▪ Understands that sound is produced by vibrating objects (Ch. 9) ▪ Understands vibrating objects move back and forth and up and down rapidly (Ch. 9) ▪ Understands sound waves move through the air to our eardrums, along nerves to our brains (Ch. 9) ▪ Understands pitch and loudness can be changed (Ch. 9) ▪ Understands pitch depends upon the frequency of the vibrating object (Ch. 9) ▪ Understands sound waves have energy (Ch. 9)
Understands light	▪ Understands light travels in a straight line until it strikes an object (Ch. 9) ▪ Understands the following vocabulary: reflection, absorption, refraction, as they relate to light waves (Ch. 9) ▪ Understands that optical illusions occur when light is refracted as it passes through certain matter (Ch. 9) ▪ Demonstrates knowledge of the color spectrum that is found in all light (Ch. 9)

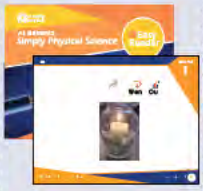
Standards Alignment continued...

Standard	How **Simply Science™** Aligns with National & State Standards
Develops an understanding of electricity	▪ Understands safety rules around electricity (Ch. 6)
Understands magnets	▪ Understands magnets attract certain kinds of materials (Ch. 8) ▪ Understands magnets attract and repel each other (Ch. 8) ▪ Identifies the poles of magnets (Ch. 8) ▪ Understands magnets can move objects without touching them (Ch. 8) ▪ Understands a compass is an instrument for finding directions since the magnetic needle always points north (Ch. 8) ▪ Knows how the first compasses were made (Ch. 8) ▪ Demonstrates how to follow a compass within their school environment (Ch. 8)
Develops an understanding of heat	▪ Understands that heat can be produced in many ways (Ch. 10) ▪ Understands that heat is measured by temperature (Ch. 10) ▪ Understands that heat moves from warmer objects to cooler objects ▪ Understands that when one form of energy changes into another form of energy, heat energy is usually produced (Ch. 10) ▪ Understands that heat energy is either lost or used (Ch. 10) ▪ Understands that energy can change forms and energy can be transferred in many ways (Ch. 10)
Understands the properties of earth materials	▪ Understands that natural resources are produced by natural materials (Ch. 7) ▪ Understands that some resources are renewable while others are nonrenewable (Ch. 7) ▪ Identifies energy sources found in nature–i.e., the sun, wind, water (Ch. 7) ▪ Knows the different forms of energy we use every day–solar, electric, food (Ch. 7)

At a Glance

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary

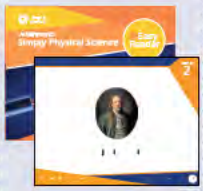
Introduction to Electricity

"Learning About Electricity"	The Electricity Went Out 	Learning chapter retell	Electrical Appliances	Flashcard sort	Picture cards Definition
"How Do We Get Electricity?"		How Electricity retell		Batteries Electricity in the Morning	Picture cards Definition
"Static Electricity"		Write About Sticky Balloon Static Electricity	Experiment: Sticky Balloon		Picture cards Definition

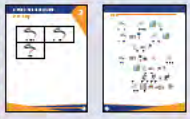
THIS CONTENT IS AVAILABLE ON THE FLASH DRIVE ONLY

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary

History of Electricity

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"History of Electricity"	Benjamin Franklin 	Easy History retell Franklin retell Life Long Ago	Project: Class Book	Sentence Strips Quiz: History	Picture cards Definition
Be Careful	Electricity and Me	Safety retell Electricity and Me retell		Matching Safety	Picture cards Definition

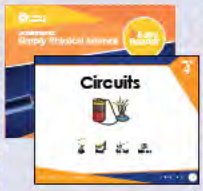
Conductors & Insulators

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Conductors and Insulators"	Conductors and Insulators	Conductors / Insulators Experiment: Conduct / Insulate Easy Conductor / Insulator retell	Experiment: Conduct / Insulate Experiment chart	Conduct / Insulate ▪ Conduct / Insulate flashcards Game: Electricity! Electricity! Quiz: Conductors/Insulators	Picture cards Definition 

THIS CONTENT IS AVAILABLE ON THE FLASH DRIVE ONLY

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary

Circuits

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Circuits"	Circuits: Light, Heat, Sound, Motors 	Why Batteries? How Many Circuits? Experiment retell Circuits retell Easy retell	Experiment: Simple Circuit	Battery Display How Many Circuits? Make a Simple Circuit ▪ Simple Circuit cards Quiz: Simple Circuits	Picture cards Definition

Electromagnets

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Electricity and Electromagnets"	Electricity and Magnetism In Our Lives	Electricity and Electromagnets chapter retell Easy Electricity and Magentism In Our Lives retell Magnetic Force report Electromagnet report	Experiment: Magnetic Force ▪ Magnetic Force chart Experiment: Electromagnet ▪ Electromagnet chart	Electricity in Your Home ▪ Electricity in Your Home chart Electromagnets in Your Classroom Quiz: Electromagnets	Picture cards Definition

Safety Around Electricity

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Electricity Safety"	Electricity and Me	How are you safe around electricity?		Match - Word to the Picture Sentence strips - Find the Safety Rules Around Electricity Safety Questions Quiz	Picture cards Definition

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary

Introduction to Energy

"We've Got Energy"	Energy, Energy, Energy.	What is energy?		Worksheet - Where Does Energy Come From?	Picture cards Definition
"Natural Resources"	It's Natural	Windmill Natural Resources chapter retell Easy It's Natural chapter retell	Project: Make Your Own Pinwheel Experiment: Store Solar Energy with questions	Match - Renewable / Nonrenewable Quiz	Picture cards Definition

Magnets & Compasses

"Introduction to Magnets"	Magnets Attract	Introduction to Magnets chapter retell Easy Magnets Attract chapter retell	Experiment: Magnetic North Pole Project: How strong is your magnet?	Hands-On - Bar Magnet Shapes Worksheet - How strong is your magnet? Quiz	Picture cards Definition

THIS CONTENT IS AVAILABLE ON THE FLASH DRIVE ONLY

At a Glance continued...

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Compass"	Find Your Way	First Compass Road Map Home	Experiment: First Compass Project: Treasure Map	Hands-On - Your Playground Hands-On - Road Map Hands-On - Find Your Way Home Quiz	Picture cards Definition

Waves, Light, and Sound

"Waves"	Magnets Attract	Water Waves		Hands-On - Water Waves	Picture cards Definition
"Do You Hear That?"		Funny Music	Experiment: Musical Glasses Project: Funny Music	Hands-On - Rubber "Band" Hands-On - Drum Beats	Picture cards Definition
"Light–I See Now!"	Sounds & Light Waves	Funny Face	Experiment - Bent Ruler Experiment - Light & Heat	Quiz	Picture cards Definition

THIS CONTENT IS AVAILABLE ON THE FLASH DRIVE ONLY

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary

Heat Energy & Energy Conversion

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Hot Stuff"	That's Hot	Butter & Buttons Hot Air Balloon	Experiment: Butter & Buttons Experiment: Hot Air Balloon		Picture cards Definition
"Energy Changes"	Energy Changes			Worksheet - All Energy Quiz	Picture cards Definition

Extras Included on Flash Drive

- Master Vocabulary for all units
- Photographs and graphics included in units
- PixWriter files on both Mac and Windows platforms. PixWriter Software required.
- Files of Picture It text articles in both Mac and Windows platforms. Picture It files require the Picture It Software to access; software is not included. Text Articles are included and accessible in PDF format.
- All chapter lessons in text .pdf

THIS CONTENT IS AVAILABLE ON THE FLASH DRIVE ONLY

Simply Science: Lesson Template—3 Day

Unit: _____

Chapter Title: _____

Text Article: _____

Easy Reader (not all chapters will have one): _____

_____

Concept Statement: _____

*Teacher-created statement—Big idea of the chapter

Student Learning Objectives: (included in the Standards Alignment Document)

_____

_____

Teacher-Created Standards-Based Objectives: _____

_____

Vocabulary (Photographs are located on the flash drive; object representation and word cards are provided by the teacher):

Level 1: _____ (object representation/photographs)

Level 2: _____ (photographs/picture cards)

Level 3: _____ (picture/word cards)

Text Article/Easy Reader Comprehension Questions:

Page #	Comprehension Questions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Materials:
*PixWriter Setup (PixWriter Software required), Picture Images, Projects, Experiments, and Activities are located on the Simply Science flash drive

Articles:_____(Text Article)

and_____(Easy Reader)

Vocabulary Cards and Vocabulary Definitions:_____

PixWriter Setups:_____

Projects/Experiments:_____

Activities/Quiz:_____

Picture Images:_____

Blank Science Journal for each student to record vocabulary and report what they learned.
This could be a blank spiral notebook, a blank composition notebook, or several pages of printer paper bound together.

KWL Chart

Video Link Related to Topic: _____

Optional Materials:_____

Photo Cards:_____

Object Representations:_____

Preprogrammed AAC Device with Concept Statement:_____

Additional copies of article for students to take home and share with their families

Day 1

Anticipatory Set

Think about how you plan to introduce the lesson topic and engage students in what they will be learning about. Ask students questions to get them thinking about what they may already know about the topic or have them make predictions about what they will be learning.

Today we are going to learn about _____. Can anyone think of examples of _____? Why do you think _____? What might happen if _____? Do you know what these items have in common?

Vocabulary

First, we are going to learn new vocabulary words that will help us to learn about our topic, _____. Introduce the vocabulary words and define them. Then use the Time-Delay Procedure to introduce and teach vocabulary words and their definitions. Target vocabulary comprehension by presenting the vocabulary definition and having the student identify the object/photograph/symbol of the term definition presented.

Introduce/Read the Text Article or Easy Reader

We are going to read and learn about _____. Before we read, I want to see what you already know about _____. Have students share what they already know about the topic. Create a **K** (What I Know), **W** (What I Want to Know), and **L** (What I Learned) chart and record what students already know about the topic and what they want to know about the topic. **Listen to me read and let's see what we can learn about _____.**

For chapters that have both a Text Article and an Easy Reader, you will have two groups for reading. Determine which students will be reading the Text Article and which students will be reading the Easy Reader. You will only have one reading group for chapters that only have a Text Article.

Group 1: Easy Reader

For students reading the Easy Reader, consider adding the concept statement to the bottom of each page.

Encourage students to participate in the reading of the article by anticipating and stating the concept statement at the end of each page by orally stating the sentence, completing part of the sentence, and/or using a preprogrammed AAC device. As you read, pause prior to reading the last word or words (_____) of the concept statement. Look for students to engage with the text by either stating the last word or words of the concept statement or by activating a prerecorded AAC device to complete the sentence.

- If the student does not respond or an incorrect response is given, reread the concept statement and say, **Press the button on your device to complete the concept statement,** or say, **Remember the concept statement is: _____.**
- If the student still does not respond or provides an incorrect response again, model by saying the concept statement _____. Or, repeat the last word of the concept statement: _____. Some students may only complete the last word of the concept statement orally or by using an AAC device.
- If the student still does not respond or continues to provide an incorrect response, guide the student's hand to activate the AAC device, or say, **The concept statement is: _____. Your turn. Try again.**

When targeted vocabulary is read in the story, pair the word with the visual/object/tactile representation and have the student acknowledge the photograph or object being presented. As you read, pause prior to reading the targeted vocabulary word: _____. Look for students to engage with the text by either stating the targeted vocabulary word (_____) or activating a prerecorded AAC device to complete the sentence. When targeted vocabulary is read in the story, pair the word with the visual/object/tactile representation and

have the student acknowledge the photograph or object being presented.

- If the student does not respond to the targeted vocabulary, provide a verbal prompt: **This is the word _____. Look at/touch/point to/show me _____.**
- If the student does not respond or responds incorrectly, model touching/pointing to the targeted vocabulary word (_____) while saying, **Look at/touch/point to/show me _____.**
- If the student still does not respond or continues to provide an incorrect response, guide the student's hand to the targeted vocabulary word (_____), while stating the word.

Students may also be encouraged to participate in reading the article by making requests for the page to be turned.

- For students who do not independently turn pages, give a verbal prompt: **Help us keep reading the article. Turn the page.**
- If the student still does not respond or provides an incorrect response again, model turning the page while saying, **This is how I turn the page to keep reading the article.**
- If the student still does not respond or continues to provide an incorrect response, use hand-over-hand assistance to help the student turn the page.

Group 2: Text Article

We are going to read an article titled _____. Before we read, I want to see what you already know about _____. Have students make connections with what they already know about the topic. Create a **K** (What I Know), **W** (What I Want to Know), and **L** (What I Learned) chart and record what students already know about the topic and what they want to know. **Listen to me read and let's see what we can learn about _____.** Read the Text Article _____.

As the Text Article is read, ask comprehension questions to monitor student understanding of the text. Highlight and focus students on the concept statement for the lesson (_____). Consider adding the concept statement to select pages of the article. Encourage students to participate in the reading of the article by anticipating and stating the concept statement as it occurs throughout the article.

- If the student does not respond or an incorrect response is given, reread the concept statement and say, **Press the button on your device to complete the concept statement,** or say, **Remember the concept statement is _____.**
- If the student still does not respond or provides an incorrect response again, model by saying the concept statement: _____. Or, repeat the last word of the concept statement: _____. Some students may only complete the last word of the concept statement orally or by using an AAC device.
- If the student still does not respond or continues to provide an incorrect response, guide the student's hand to activate the AAC device, or say, **The concept statement is _____. Your turn. Try again.**

As the article is read, focus students' attention on the **bolded text** representing the vocabulary words being taught in the lesson. You may choose to model highlighting the vocabulary words as you read and encourage students to highlight the vocabulary words in the article if students have their own copies. For repeated readings of the article, be sure to reference why the words are highlighted and have students locate vocabulary that they highlighted and state what the word means throughout the article. When targeted vocabulary is read in the story, pair the word with the visual/object/tactile representation and have the student acknowledge the photograph or object being presented.

- If the student does not respond to the targeted vocabulary, provide a verbal prompt: **This is the word _____. Look at/touch/point to/highlight _____.**
- If the student does not respond or responds incorrectly, model touching/pointing to the targeted vocabulary word while saying, **Look at/touch/point to/show me/highlight _____.**
- If the student still does not respond or continues to provide an incorrect response, guide the student's hand to the targeted vocabulary word, while stating the word.

Text Article Comprehension

As you read each section or page, pause before going on to model comprehension strategies and monitor comprehension:

A. Comprehension Strategy—Answering Questions

Utilize images and objects as answer choices for students who may benefit from them to actively participate in the lesson. Preprogram AAC devices with answer choices to encourage student participation. Determine which comprehension questions you will ask each time you read the article. Reference comprehension questions created on page 1 of the lesson plan.

B. Comprehension Strategy—Monitoring Comprehension

- Model asking questions about things that students may not understand in the text.
- Pause after reading a sentence and model thinking out loud about the text.
- Determine and summarize important ideas and supportive details.
- Determine text importance.
- Integrate new ideas with existing background knowledge.

C. Comprehension Strategy—Summarization

Ask students, **What was this article about?** Provide students with visual supports or object representations to generate responses if needed. Utilize preprogrammed AAC devices with responses to facilitate participation.

After reading the article, review the key points covered in the lesson that students may not have mentioned.

Concept Development

Choose a chapter Activity, Project, or Experiment for students to participate in to close the lesson for the day.

Day 2

Vocabulary Review

We are going to review our vocabulary again today. Review vocabulary with students using the Time-Delay Procedure to reinforce student learning of vocabulary words and their definitions.

Vocabulary Activity

Level 3: Provide each student with blank paper or a Science Journal. Students will record vocabulary related to the lesson in their journals or on the paper provided. Have students draw pictures or glue pictures of the vocabulary words being targeted in the lesson. Have students write/copy the words and their definitions. If necessary, the teacher may choose to simplify the definitions. The students may also draw their ideas of what each word means.

Level 2: Provide each student with blank paper or a Science Journal. Students will record vocabulary related to the lesson in their journals or on the paper provided. Each student will need a printed copy of the Vocabulary Definitions and Vocabulary Picture Cards. The teacher may glue the targeted vocabulary definitions into each student's journal. The students can then glue and match the Vocabulary Picture Cards to the Vocabulary Definition for targeted vocabulary words. The students may also write, stamp, or trace the targeted vocabulary words.

Level 1: Provide each student with blank paper or a Science Journal. Students will record vocabulary related to the lesson in their journals or on the paper provided. Provide each student with images related to the targeted vocabulary for the lesson. Have students participate in gluing pictures or object representations of the word into their Science Journals or onto a blank piece of paper. If possible, have students select object representations of each vocabulary word for more concrete understanding.

Continue Reading Text Article/Easy Reader OR Watch Video Related to Lesson Topic

Who can tell me what we started learning about yesterday? Allow students the opportunity to respond. **Yes, that is right! We have been learning about _____. Say, We are going to continue reading about _____ today. Before we read, let's review our KWL chart that we started yesterday. Did anyone think of something else that they want to know about _____? If so, we can add it to the chart.**

Reference Day 1 script for the Text Article and Easy Reader.

Text Article Comprehension

As you read each section or page, pause before going on to model comprehension strategies and monitor comprehension:

A. Comprehension Strategy—Answering Questions

Utilize images and objects as answer choices for students who may benefit from them to actively participate in the lesson. Preprogram AAC devices with answer choices to encourage student participation. Determine which comprehension questions you will ask each time you read the article. Reference comprehension questions created on page 1 of the lesson plan.

B. Comprehension Strategy—Monitoring Comprehension

- Model asking questions about things that students may not understand in the text.
- Pause after reading a sentence and model thinking out loud about the text.
- Determine and summarize important ideas and supportive details.
- Determine text importance.
- Integrate new ideas with existing background knowledge.

C. Comprehension Strategy—Summarization

Ask students, **What was this article about?** Provide students with visual supports or object representations to generate responses if needed. Utilize preprogrammed AAC devices with responses to facilitate participation.

Video Related to Lesson Topic

Say, **We are going to continue to learn about _____ today, but today we are going to use a different form of media to learn about _____. Today we are going to watch a short video about _____. I will pause the video at certain points, so we can discuss what we have seen. Before we watch the video, let's review what we have on our KWL chart so far. We have learned so much about _____ this week! When we finish watching the video, we are going to write in our Science Journals to report what we have learned this week about _____.** Remember to pause the video and draw students' attention to information that is important, ask questions to probe their comprehension, and highlight information from the video that supports what you have learned about during the week from the article that was read.

Report

PW Say, **We sure have learned a lot about _____! We will now record what we have learned in our Science Journals.** Have students generate sentences related to the topic by writing, typing, dictating, or using PixWriter (PixWriter Software required). Secure student responses in their Science Journals.

Additional Ideas for Writing Activities to Include in the Science Journal:

Teacher will provide each student with their Science Journal or a blank notebook.

Level 3:

- Have students generate sentences documenting what they learned about the topic. Provide students with access to a word wall with the Vocabulary Cards for the chapter.

Level 2:

- Have the students complete open-ended sentences using a word bank (PixWriter or Vocabulary Cards) to document what they have learned about the topic. The teacher can also preprint the sentences in light gray and have the student trace the word. Students can also cut out and glue images to complete sentences and document what they have learned.
- Provide the students with a copy of the concept statement glued into their Science Journals. Provide the students with an additional loose copy of the concept statement. Have students cut up the words from the sentence and match word to word, and then glue into their Science Journals.

- Review the concept statement. Provide each student with a printed copy of the sentence. Have students cut the individual words out from the sentence, arrange the words to recreate the sentence, and then glue the concept statement sentence in the correct order in their Science Journals.

Level 1:

- Have students participate by selecting images related to the topic and glue them into their Science Journals. (PixWriter or Picture It images, Vocabulary Cards, or photo images for the lesson could be used.)
- Have students activate a prerecorded AAC device to ask another student or teacher to cut and glue if students need assistance.
- Record a statement on an AAC device about the student's Science Journal Report that the student can share with others related to the topic.

Day 3

Read the Text Article/Easy Reader

Say, **We are going to read [name of Text Article or Easy Reader] for the last time today. I want you to think about all the things that we have learned this week about _____ because when I finish reading, we are going to complete our KWL chart. I am so excited to see everything that you have learned!**

As you read the text, ask comprehension questions and record individual student responses to document what they have learned from this lesson.

KWL Chart

After you have finished reading the Text Article or Easy Reader, draw students' attention to the KWL chart. **We have learned so much about _____ and now we get to document what we have learned! We can also see if there was anything that we wanted to learn about _____that we did not learn. If there are things that we wanted to learn about _____ that we did not learn, we will come up with a plan to find out the answers!** Complete the KWL chart with students by having them generate what they have learned; or have them place picture/symbol representations of what they have learned on the chart; or have them activate an AAC device to report what they have learned. Students may also reference their Science Journal Reports that they completed the day before to assist them with providing what they have learned.

Vocabulary

Say, **Today is your day to shine and to show me what new vocabulary words you learned this week.** Use the Time-Delay Procedure to assess student learning of vocabulary words and their definitions.

End of Chapter Quiz/Assessment

For chapters that include a quiz, have the student complete the quiz. Student performance on the quiz can be used to determine strengths and weaknesses, to include in an IEP, and to report student progress in their student portfolio.

For chapters that do not include a quiz, you may choose to review student performance on comprehension questions for the Text Article and performance related to identifying vocabulary terms and their definitions.

Simply Science: Lesson Template—5 Day

Unit: _____

Chapter Title: _____

Text Article: _____

Easy Reader (not all chapters will have one): _____

Concept Statement: _____

*Teacher-created statement—Big idea of the chapter

Student Learning Objectives: (included in the Standards Alignment Document) _____

_____

Teacher-Created Standards-Based Objectives: _____

_____

Vocabulary (Photographs are located on the flash drive; object representation and word cards are provided by the teacher):

Level 1: _____ (object representation/photographs)

Level 2: _____ (photographs/picture cards)

Level 3: _____ (picture/word cards)

Text Article/Easy Reader Comprehension Questions:

Page #	Comprehension Questions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Materials:
*PixWriter Setups (PixWriter Software required), Picture Images, Projects, Experiments, and Activities are located on the Simply Science flash drive

Articles: _____ (Text Article)

and _____ (Easy Reader)

Vocabulary Cards and Vocabulary Definitions: _____

_____

_____

_____

PixWriter Setups: _____

_____

Projects/Experiments: _____

_____

Activities/Quiz: _____

_____

Picture Images: _____

_____

Blank Science Journal for each student to record vocabulary and report what they learned.
This could be a blank spiral notebook, a blank composition notebook, or several pages of printer paper bound together.

KWL Chart

Video Link Related to Topic: _____

Optional Materials: _____

_____

Photo Cards: _____

_____

Object Representations: _____

Preprogrammed AAC Device with Concept Statement: _____

Additional copies of article for students to take home and share with their families

Day 1

Anticipatory Set

Think about how you plan to introduce the lesson topic and engage students in what they will be learning about. Ask students questions to get them thinking about what they may already know about the topic or have them make predictions about what they will be learning.

Today we are going to learn about_____. Can anyone think of examples of _____? Why do you think _____? What might happen if _____? Do you know what these items have in common?

Vocabulary

First, we are going to learn new vocabulary words that will help us to learn about our topic—_____. Introduce the vocabulary words and define them. Then use the Time-Delay Procedure to introduce and teach vocabulary words and their definitions. Target vocabulary comprehension by presenting the vocabulary definition and having the student identify the object/photograph/symbol of the term definition presented.

Introduce/Read the Text Article

We are going to read _____. Before we read, I want to see what you already know about _____. Have students share with what they already know about the topic. Create a **K** (What I Know), **W** (What I Want to Know), and **L** (What I Learned) chart and record what students already know about the topic and what they want to know about the topic. **Listen to me read and let's see what we can learn about _____.** Read the Text Article.

Text Article Comprehension

As you read each section or page, pause before going on to model comprehension strategies:

A. Comprehension Strategy—Answering Questions

Utilize images and objects as answer choices for students who may benefit from them to actively participate in the lesson. Preprogram AAC devices with answer choices to encourage student participation. You will read the article several times during the week. Determine which comprehension questions you will ask each time you read the article. Reference comprehension questions created on page 1 of the lesson plan.

B. Comprehension Strategy—Monitoring Comprehension

- Model asking questions about things that students may not understand in the text.
- Pause after reading a sentence and model thinking out loud about the text.
- Determine and summarize important ideas and supportive details.
- Determine text importance.
- Integrate new ideas with existing background knowledge.

C. Comprehension Strategy—Summarization

Ask students, **What was this article about?** Provide students with visual supports or object representations to generate responses if needed. Utilize preprogrammed AAC devices with responses to facilitate participation.

After reading the article, review the key points covered in the lesson that students may not have mentioned.