

Practicum observation reflection -special education

3 pages | 593 words

This lesson is about teaching winter to students with severe special needs. We talk about winter all the time with our students, especially when it snows or is very windy or very cold outside. I think winter is a common topic in our daily conversation, often used to break the ice with co-workers, classmates or even strangers. What's more, it's important to understand what weather reporters or other people are talking about when you need to decide what to wear. Therefore, I assumed that incorporating a winter lesson into a class for students with special needs is a good idea. Weather is an interesting topic to

teach- I need to consider my students prior knowledge and their learning level, there are many simple, engaging and effective ways in which I can teach my special education students about the weather. A student misconception is the students will think snow comes from the clouds sweating. I designed this lesson to give a systemic introduction to winter. I focused on relating students' prior experience and knowledge from daily lives with the story- a snowy day with new vocabulary. In the following group activity, students experienced the winter by using their senses (sight, hearing, smell and touch).

Tailored to severe needs students, the explanation of the why winter comes and goes will be touched upon briefly but the students will not be expected to fully understand this concept. The teacher will be more concerned with the students understand of how winter affect us. One thing that I hope the students would get out of my lesson is: with prompting and support, make connections between a story or poem and one's own experiences. Students can learn winter vocabulary (New words: Snowsuit, footprints, stick, plop, angel, slid, snowball, thought, melted), and to know about a weather-snow experience.

I feel the activity "make your footprints" was successful because all of the students were engaged and participating. Students enjoyed working with the sponges and creating their own footprints. Since there was a minimal amount of information involved during this activity, students were able to grasp it more. The biggest challenge is how to make the teaching more effective to students with more difficult behaviors. Since Autism is a spectrum disorder, which means that there is a wide degree of variation in the way it affects the students.

Their communication level and learning patterns varies from each other as well. Some are always low motivated and some are quite sensitive (out of control). I was wondering how much information they have received and how much they have perceived? How to let these students also have the sense of participation? In some choice making sections, I don't know how long I should wait for their responses, or how many times I should repeat the question. There are several things that I would change if I taught this lesson again. I would like to make some accommodations for diverse learners.

For example: pictures for ESL students, differentiated center for different learning styles, give enough time for students to respond and safety/emergency concerns...

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Table of Contents Sample Reflection Special Education Paper

1. Understanding the eBook Sample Reflection Special Education Paper
 - The Rise of Digital Reading Sample Reflection Special Education Paper
 - Advantages of eBooks Over Traditional Books
2. Identifying Sample Reflection Special Education Paper
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sample Reflection Special Education Paper
 - User-Friendly Interface
4. Exploring eBook Recommendations from Sample Reflection Special Education Paper
 - Personalized Recommendations
 - Sample Reflection Special Education Paper User Reviews and Ratings
 - Sample Reflection Special Education Paper and Bestseller Lists

5. Accessing Sample Reflection Special Education Paper Free and Paid eBooks
 - Sample Reflection Special Education Paper Public Domain eBooks
 - Sample Reflection Special Education Paper eBook Subscription Services
 - Sample Reflection Special Education Paper Budget-Friendly Options
6. Navigating Sample Reflection Special Education Paper eBook Formats
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 - Sample Reflection Special Education Paper Enhanced eBook Features
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 - Highlighting and Note-Taking Sample Reflection Special Education Paper
 - Interactive Elements Sample Reflection Special Education Paper
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 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Sample Reflection Special Education Paper
9. Balancing eBooks and Physical Books Sample Reflection Special Education Paper
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sample Reflection Special Education Paper
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Sample Reflection Special Education Paper
 - Setting Reading Goals Sample Reflection Special Education Paper
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Sample Reflection Special Education Paper
 - Fact-Checking eBook Content of Sample Reflection Special Education Paper
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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