

Inclusion Plan Template

Scenario 2: The Food We Eat - Grade 1/Year 2

Central idea: The food we eat goes through many processes and journeys before it reaches our table.

Key concepts: Form, Change, Connection Related concepts: Cycles, Transformation, Systems

Lines of inquiry: Sources of our food. Stages of production of food products. The roles people play in food production

Descriptive paragraph (identified student needs): (Source)	<p>The three students have strong visual short-term memory and a natural adeptness with technologies. However, they have hearing and vision weakness and a weak auditory memory. In addition, they have a short attention span, are easily distracted, and have difficulty with fine motor skills.</p> <p>Student A is more outgoing and capable of interacting with peers through limited verbal communication and facial expressions. Though, he can also be quite loud and distracting to peers.</p> <p>Student B and C will require a bit more guidance and encouragement with social interactions, as well as visual and kinesthetic support for communication due to difficulty with speech.</p>
Goals/Objectives	By the end of the tour, students will be aware of the process of raising a vegetable plant from seed to harvest and the responsibilities of the gardener overseeing the plant's care.
Materials/resources needed	<ul style="list-style-type: none"> • Visual Process Cards (Seed -> Harvest) • Visual Responsibility Cards (Responsibility of the Gardener)
Any pre-activities? List and describe.	<ul style="list-style-type: none"> • A "How-To-Field Trip" session that explains the do's and don'ts of travelling off campus with the class. <ul style="list-style-type: none"> ○ Visual explanation cards (hold hands of partner, walk don't run, listening to the tour guide, etc.), role-playing/acting out the do's and don'ts • Gardening Process Visual and Kinesthetic Introduction <ul style="list-style-type: none"> ○ Take students through the process that will be verbally explained by the gardener on the tour. ○ Give student visual images and body movements that correspond with each step of the process, so when the gardener is explaining the class can do the movement/see the picture and connect it to the verbal explanation or live demonstration. <ul style="list-style-type: none"> ▪ Ex: Plant the seed (act like planting a seed -> dig in the ground, place the seed, and pat the ground) ▪ Ex: Water daily (act like you are watering a plant) ▪ Ex: Weeding the plant (act like you are pulling weeds from around the plant) ○ Repeat multiple times before going on the field trip

	to assure understanding of SEN students (and others)
List the accommodations that you would make for the lesson as well as the environment of the classroom.	<ul style="list-style-type: none"> • Students A,B, & C placed closer to the speaker with their partner so they can better hear and see what is happening • Show the visual cards to the whole class as the gardener is verbally explaining • Assign all students a partner number 1 & 2, (students A,B, & C are all Partner 1's) Give Partner 1's the role of digging the hole and Partner 2's the role of planting the seed and patting it down to assure that they do not have difficulty with the possible necessity of fine motor skills needed to place the seed in the hole. • Implement brain & body breaks between each section of the tour to encourage students to be attentive during the speaker's turn. • Allow students to sit or stand during the gardener's explanation to help alleviate fatigue
Activity description	The class will take a trip to the local community garden and participate in a short tour from one of the gardeners. The tour will consist of an explanation of the process a gardener goes through with a vegetable plant from planting the seed, to harvesting the vegetable. Then, in partners, the students will add their own contribution to the community garden by planting their own vegetables. At the end of the activity, students will wash their hands (modelled by the teacher and visual cards.)
How will you assess for understanding?	While students finish up planting their vegetable, or on the way out of the garden, have each partner group act out or verbally explain the process the gardener follows from seed to harvest (main milestones: plant seed, water daily, pull weeds/bad leaves, harvest.) Use visual cue cards to help remind if needed.
Does the activity meet the needs of all students?	This activity should accommodate students of various learning styles and abilities. However, if students have difficulty get low to the ground/on their knees it may be difficult for them to plant the vegetable. Further accommodation may be needed, such as a long shovel or changing roles to include a partner that waters the plant.
What support do you have to justify your plan/choices (articles, class texts, presentations, etc.)? List them here.	<ul style="list-style-type: none"> • Visual and kinesthetic reinforcement and support, Repetition (Source) • Difficulty with fine motor skills, weak hearing and vision, and speech difficulty (Source) • Attention, distractibility (Source)
Further questions/Challenges:	How would you handle the partnering of students to ensure that the partners of the SEN students are not upset that they are "stuck" with them for the trip?