

## LESSON PLAN #1

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### **Instructions:**

You will develop 5 lesson plans and teach them to your students in your practicum.

The draft of your first lesson plan is due 9/27 at the beginning of class.

All other lesson plans are due on 12/6/2018.

Submit all of your lesson plans on Canvas.

**Provide the following information word processed for every lesson.**

### **1. Location & Date of the lesson. (1 point)**

The Location for all of the Dance lessons will be at the Utah Schools for the Deaf and Blind Openshaw Education Center in Salt Lake City. The address is 1655 E. 3300 S. SLC, 84106.

The first lesson will be on October 16th at 10:45 A.M. The targeted classes will be a preschool class with 3 blind/visually impaired students, a kindergarten class with 4 visually impaired/blind students, an early elementary class with 3 visually impaired/blind students, and a deaf-blind class with 3 students.

### **2. Lesson plan goals/objectives. Include all of the following: (4 points)**

- **We will explore...**
- **We will teach the following skills (pick a couple)...**
- **Elements of dance (BEST) Motor, Communication, Adaptive, Cognitive/Academic, Social, Other...**
- **We will encourage student involvement by...**

The Lesson will be tied to the schools and preschool classes letter of the week theme. The letter of the week for October 16th will be H, and the premise is that we will interpret dance with different objects/emotions/animals that start with that letter.

- We will explore the understanding of movement using our body, emotions, and objects.
- We will teach the following skills: recognition of a certain letter in the alphabet and thinking of words that could begin with that letter.
- BEST
  - B: Using different body parts for movement, balancing when "hopping" (for example).
  - E: The flow will be adult-led but also there will be turn taking involved. The children will use their relationships with teachers and other students to be aware of their movements and space.
  - S: Our space will be using an open space in the room and understanding that there are certain boundaries so students go too far out the way. Accommodations can include making sure the student who is deaf/blind has access to their interpreter, the students who are blind understanding where their space is.
  - T: The duration of our activity will be 15 minutes. The speed will allow for appropriate wait time and not jumping from one thing to another. The rhythm will give the students the opportunity to see patterns with their movement and also anticipation with the movement since we are focusing on specific letter every lesson.
- We will encourage student involvement by giving the students positive feedback with their movements and understanding of the directions. We will allow for free expression of movement to let the students have time to get any additional wiggles out of their system.

### **3. Outline a progression for each class. (5 points)**

- Included the following: introduction/warm-up, development, conclusion/cool down (ABA). Write down what will best cue you (e.g. concrete, imagistic, drawings, musical, thematic. **\*\*Not sure what you want the cue to be\*\***)
  - State how each activity links to the lesson goals and objectives.
- Introduction: We will begin explaining how this lesson differs from others and over the course of the next few weeks how we will be incorporating movement with the lesson. We will explain any safety concerns and set the boundary of the space. We will then start the lesson by reviewing the letter of the week (alphabet principle) and the multiple words that can begin with this letter.
- Development: Each student will begin in their designated spot and have an idea of the space that is available in the classroom. We will ask the students about a word that begins with H (alphabet principle). For example, "What does happy look like?" We could follow up by, if you were happy how would you move? This will allow students to explore levels, big and small movements. They can use their arms, legs, feet, or hands. Next transition of movement can be, "So now that we are happy, who knows what a hula-hoop is?" We would wait for the students to respond and ask them, "If you were using a hula-hoop, how could you move around the room?" Next, we can ask them to hop like a bunny. Using their balance, can they hop on one foot? Can they make small hops and big hops.
- Conclusion/Cool Down: Finally, we will ask students to move back to their original space and remind us what happy looks like.

### **4. Environmental Arrangements, Adaptations, Special Considerations: (5 points)**

- List any environmental arrangements and/or adaptations necessary for ensuring all students have access to the creative movement activity.
- The students being taught the lesson are all either legally blind and or visually impaired. In addition most have comorbid disabilities that can affect cognitive functioning as well as physical abilities. The first environmental arrangement is to make sure the environment is simple and concrete to learn and understand new concepts being taught to them. This means having little clutter in the environment physically, and making the lesson simple and easy to understand as well as teach. The next environmental consideration is to teach the lessons explicitly, meaning having hands on learning experiences for each student. Each student is very different but the lesson should have music, tactile or real objects, and possibly visual cues as well for some kids that have low vision. The lesson will also need to be slowed down and repetitive for students to begin to understand the concepts being taught. Lastly an adaptation needs to be made to include students that are physically limited and wheelchair bound. This means making the lesson accessible to these students in other ways such as having them in a stander during the lesson, or if in a wheel-chair working on body movement with staff support.- IEP objectives/Informal learning goals

IEP objectives for most of these students include communication goals, physical goals, orientation goals, social skills goals, and attention span goals. So the first goal is for students to be able to relate to their peers and do an activity together as a group, possibly engaging with a partner. Another goal could be having to engage in the whole lesson for 15 minutes whether that be staying in the environment or participating depending on the student. Additionally, learning about their spacial awareness such as having to move forward, back, left, right, and maybe having to identify objects within the setting event. Lastly if students have physical goals, adapt the activity for them, for example if I have a student whose goal is to go from sit to stand, maybe they are in their sit to stand stander and will need to stand to get an object within the activity. So the IEP goals will be different for each student but the informal learning goals remain clear for the group.- Behavior Management Strategies:

To keep the students engaged in the activity it needs to be very explicit, direct, simple, and engaging. Additionally, if it's a concept they already know it may keep them more engaged within the activity, but checking for engagement from the students is important. If not redirect and tie in concepts again that they may already know. But keeping the setting simple, short, and again auditory, visual, and a lot of body movement should be good for a 15 minutes lesson.

- List the general behavior expectations for the lesson. Do I need to pre-teach skills? Students should know the letter of the week so that may not have to be taught, but we can check for understanding.

But then introduce the lesson by talking about say the letter H, and we could introduce the animal hen. Play an audio recording of what a hen sounds like, and then have each student explicitly taught how a hen walks, introduce feathers, talk about hopping, have students start flapping their wings and begin to hop. Hens lay eggs so have hay and students will need to find a nest with eggs to lay their eggs. Once they have found the eggs, they then need to flap to another part of the room to find a baby chick. So introduce two animals per lesson and have a similar concept for another animal or object beginning with that same letter.

The students will be expected to follow directions, attempt to do the activity, and stay engaged during the activity.

- Include strategies for reinforcing on-task behavior and re-directing off-task behaviors. Strategies include knowing each individual student and asking the aids that know the student to work with them in a way that will engage them for the lesson. Find a way to engage them and make the lesson meaningful for them, make the lesson tactual, visual, or auditory depending on the student. Which means the lesson needs to be taught in different forms to engage all the students in the lesson.

- Pacing Considerations:

Slow down the lesson and explicitly teach it to make it more relative for this population.

- Do I need to individualize the amount of content I teach to some children? How will I do this?

Yes, each student is different, has different levels of vision, different physical abilities, and different cognitive levels. Again make sure the students have aids that are their with them but some students will need to be given more time to process, and more explicit instruction, such as staff showing them physical movements that are expected of them.

- Provide "wait time" for some students to process and respond to your instruction.

- How do I know when I need to change my pacing?

If the students appear unengaged or aren't appearing to get the concepts, it might be important to check for understanding, teach more explicitly, and teach repetitively for the students to get the concepts or lesson.

- Appropriate Level/Type of Language Considerations:

Simplified language and lesson planning is vital for the lesson to make sense to the students.

The lesson must also have concepts that aren't too foreign for the students so their doesn't need to be a whole lesson worth of preteaching for them to understand the lesson.

- Do students use assistive technology to communicate? If so, how will it be used during the lesson?

Some students do, the students could use their communication switches or their form of communication to answer simple questions that the lesson asks them to do. Such as after introducing two separate animals and 2 separate dances, a student could hit different on a communication switch and the lesson could go to the 2nd dance, and then they hit more and the lesson continues for that student with the 2nd dance.

- Do I need to use highlighting to emphasize important words?

Yes, have a couple of key concepts and keep it there, don't overdue it or put too much into the lesson for the students to attempt to comprehend.

**5. Post-teaching reflection (1-2 paragraphs). Reflect upon what you learned from your students and co-teacher(s) and what you might modify or further develop for the next lesson. (5 points)**

**6. Points: Each lesson plan is 20 points/Total: 100 points**