

LESSON PLAN 4

Katee and Beth

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

Oakridge October 16, 2018

Self-contained classroom with 14 students, 8-10 adults.

Small gymnasium for extra space to move.

2. Lesson plan goals/objectives. (4 points)

- We will explore... 3 emotions and colors using "My Many Colored Days" by Dr. Seuss (Purple: wanting to be alone, Pink: happy and not think, Black: mad and loud)
- We will teach the following skills:
 - Body: awareness of self and others sharing excited and sad emotions
 - Energy: what different emotions feel like (being lonely makes me want to move slow or move my arms, i.e. speed or dynamic of the emotion)
 - Space: Where do we fit in with others with different emotions? Is everyone moving their arms big or jumping? Maybe you are lonely with bigger movements?
 - Time: Alone: 3 minutes Pink: 3 minutes Mad 3 minutes. We will compare and contrast the three emotions.
 - SOCIAL: Self-regulation and awareness of self and others' EMOTIONS and cues that can be picked up or given.
- We will encourage student involvement by...
 - Reading the story.
 - Having colored props (purple crepe paper and scarves)
 - Music that changes with the color/mood. show what it looks like for them
 - Having techs involved in the dance with the students

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

- Introduction: "Hello! Everybody, let's do our breathing. Breathe in and get really big then blow out and get small do it 5 times. Make sure we are all ready.
- Development: Read the first four pages (*we will have the pages to display on a screen via a power point) of the book. Then we will read the purple page. How do you feel on purple days? Like the person in this book, I feel lonely. How do you feel _____? Can you show me with your body? What do you do with your arms when you are lonely? Ask a few of the students (maybe 7) about how they feel on purple days **Bring out scarves so the students can use those with their dance. When I am lonely my face does this (make a sad face). What does your face do? When you are sad how does your body feel? Can you show me how your body feels? Are you happy when you are alone or are you nervous? Do you want to run around and around? Do you want to make yourself small? **Ask a few students what they do with their hands when they are lonely. **What do you do with your feet when you are lonely? How about your face? Sometimes when we are really lonely all day we might be mad or happy. In this book

the character is happy on pink days. How do you feel on pink days? Are you happy? Do you want to jump? Will you show us how YOU feel on pink days? (Play happy pink music) Finally, some days we are NOT happy. In fact we are mad! I know that a lot of you don't get mad very often but can you show me how your hands might act on mad days? Sometimes when I am mad I like to howl and growl. Sometimes it makes me feel better. (Play loud/mad music)**make sure and use verbal cue throughout the lesson to help those that have low vision.

Conclusion/Cool down: "Now let us go back to our places, lets go back to being ourselves. We can breathe and be ready to go back to class after dancing sad, happy and mad.

CUES: label Pages of the book we are using for the day with sticky notes (or place index cards in the book. We will have the props ready (crepe paper and scarves). Music for lonely, happy, mad (**if necessary have some instruments for those students that need them)

- State how each activity links to the lesson goals and objectives.
 - By sharing the three emotions while modeling the students will gain an understanding of what lonely, happy, and mad may feel and look like. We are connecting the book to social awareness and the BEST principles.

(notes added while discussing with partner in class on 9/20/18)

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.
 - Students facing away from the window in the gym, careful of lighting to give them access to seeing us.
 - Need awareness of spacing needs for kids
 - **we will place the children closer to the screen that need to be.
- IEP objectives/Informal learning goals
 - To encourage communication skills through using the BIG MAC or other assistive technology and well as communication through movement. All students need to be SOCIAL: Self-regulation and awareness of self and others EMOTIONS and cues that can be picked up or given.
 - Behavior Management Strategies:
 - Staying in personal space (Do they know what that is?)
 - Return to my area when it's time (define this area in the gym)
 - Listening ears and quiet mouth
 - Eyes on teacher
- Include strategies for reinforcing on-task behavior and redirecting off-task behaviors.
 - Verbal praise for those following rules. Aides in the class can help with re-directing individuals as needed, they're familiar with the students.
- Pacing Considerations:

- Because there is a variety of ability and skill this may be a challenge. We will need to individualize it. That is why we will have crepe paper, scarves, music, and verbal cues for the lesson. We will also braille the book for one of the students, who is blind.
- Provide “wait time” for some students to process and respond to your instruction.
- How do I know when I need to change my pacing?
 - We will watch the kids, discuss with their techs, or the classroom teacher if we see a need and adjust accordingly.
- Appropriate Level/Type of Language Considerations:
- Do students use assistive technology to communicate? If so, how will it be used during the lesson?
 - Allow them to make choices of color, emotion, movement. Use Big Mac (or preferred communication device) to communicate: Can create responses and let them choose which one they would like to use.
- Do I need to use highlighting to emphasize important words?
 - We may need to emphasize with our voices, but won't be showing the text to individual students, except for one who needs the tactile. We may discuss unfamiliar words, but the story has simple words and nothing stands out yet.

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)

The students were involved in each of the emotions. There were different levels of participation, but for each song/color/emotion they danced and moved. There was a lot of social interaction as they chose partners or moved with peers and adults in the room. Choice making happened throughout the lesson, with some making choices of how to dance, if they wanted a “purple tail” or if they wanted to dance with someone else. They also indicated whether they liked the songs or felt the emotions while they demonstrated what the music/emotion made them feel.

For the next lesson we will incorporate more choice making, do they want “happy, sad, angry.” We had some PT goals met by the movement today, and we can look at more specific movements for those who have limited motion: such as a happy elbow or sad foot. One thing we learned from the students is that the music choices really make a difference with how they interact. They responded to the music and moved according to the emotions it elicited in them as much as or more than the emotion we discussed in connection with the pages in the book. They work with each other to build the expression of emotion for the kids. We need to model more of the actions for paras and students before we put on the music. “This is how I move when I’m mad.” Happy seemed to need less modeling.

We didn’t model because we didn’t want them to just copy our movements, but it seems that with some of the emotions they need more direction and modeling.

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