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Lesson Plan Chapter 10 and 14

LEARNING GOALS

The goal of the lesson would be to help the students understand how the information learned in chapter 10 can be seen in real life. I will do this by explaining the definitions of important words in the chapter and applying them in sentences. I will also have my classmates explain when they will use these terms in teaching.

SUCCESS CRITERIA

- While the class may not be on the same terms of success as one another, it would be great if I could get the students to have a general idea of what the chapter covered.
- I think that it is important for the students to connect what happens in the chapter to what is relevant in their lives.
- Being able to show the chapter through the terms and the different definitions of those terms.
- Explain why they will need to know these terms so that they know why it is important.

RESOURCES

- Brail text
- Watching videos including text on the screen or signing
- For the blind students I will use recorders so that they may review the lesson later.

ACCOMMODATIONS FOR THE DEAF AND BLIND

- Working in a small group
- Sign with the deaf students and have them discuss with one another.
 - For blind students I will discuss with them what was in the chapter they will have read in brail.
 - The best way to help the students would be to sign or help them with the reading of brail.
 - I think it is extremely important to not leave students out so I will have the students discuss with one another about the chapter.

INTRODUCTION

In order to introduce this lesson to students I would begin by asking who read the chapter the night before and then proceed to show a video of the concepts covered in the chapter. This way all of the students will have an idea about the lesson and also jog their memories on concepts covered in the chapter they should have read. I will then ask them if there were any terms in the chapter that they didn't understand..

BODY OF LESSON

Watch video on concepts covered in Ch. 10 and sign the words to the deaf students.
Re-read important parts from Ch. 10, I will give the students brail who are blind and have the deaf students read quietly and discuss what they read through signing.

To do so I will make some of these accommodations for the students who have any learning disabilities:

- Work with fewer items per page or line and/or materials in a larger print size or in brail
- Have a designated reader for the blind as they read brail.
- Have a designated signer for the deaf as they read the lines on the page.
- Record a lesson, instead of taking notes for the blind
- I will have the deaf/hard of hearing students take notes themselves.
- Allow students to share class notes.
- Give an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers so that the students both deaf and blind students may understand.
- Give a written list of instructions

CONCLUSION, REVIEW, WRAP UP OF LESSON

- I will ask the students questions about the chapter.
- The students may still be in their groups so that they can talk to other classmates about the questions.
- Allow the students plenty of time to answer the questions
- Let the question responses be given to me orally or written
- (If time allows): I will have the deaf students draw their own pictures that relate to concepts in chapter 10. The students will then share their drawings to the rest of their group and explain why it relates to chapter 10.
- (If time allows): I will have the blind students tell me what they thought about the chapter.

In order to connect different parts of the chapter to different texts I have read or different situations in my life it is very important that I communicate these experiences well with my classmates. As the connector, my job is to show different connections I made from the past chapters that connect to other parts of my life. Although it is important for me to share my own experiences I would also like to have my peers share their experiences as well so that the entire group is able to participate. As I go through my list of connections I plan on simultaneously ask the other members in my group if they found any connections in this section to their lives.

Our literature circles are ultimately trying to help each other study for the quiz, which comes right after the groups discuss. Since this is the case I will also periodically use definitions in my connections so that we can further study them and maybe help each other remember the terms and their definitions. I think that these past few chapters were extremely important to everything we have been learning this year. With chapter 10 being about communication disorders it is our job as the teacher to help these students and find ways to communicate with them. In chapter 14 the book discussed what it is like for children with physical disabilities and I had a lot of different experiences to share for it. I think that it will help the rest of my group members if I ask them specific questions about the chapter too; for instance, if I ask them if they have ever known someone with a prosthetic? With a question like this it will get them to think about the term and definition in detail and how it connects to their lives.