

SoE Lesson Plan Format

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| Title of Lesson: | Habitat Pen Pals | Date: | Spring, 2006 |
| Author(s): | Aly, (w/ classmates: Sabrena, Krysta, Elena) | School District: | Bayou ISD |
| Mentor Teacher: | Dr. McDonald | Campus: | Cattle Crossing Elementary |
| Subject Area: | Science, English Language Arts and Reading | Grade/Level: | Third grade |
| Student Population: | <p>Time: This is designed for two 45 minute sessions. For the lesson simulation, 35 minutes of the lesson will be taught (focusing on parts of the anticipatory set, modeling, guided practice, independent practice and closure)</p> <p>Seating: ANTICIPATORY: Students will be seated on the floor in a circle while the book, <i>Animal Habitats The Best Homes of All</i> by Nancy Pemberton, is read to them. INPUT/ GUIDED PRACTICE/ INDEPENDENT: During the lesson the students will be seated at their desks in seven (7) groups of four (4). The teacher will be in the front of the classroom while the students' grouped desks are arranged in a semi circle around her.</p> <p>Rationale: It is important for students to learn about animals and their habitats because animals are an important part of the circle of life and homes are vital to the survival of all creatures. Through knowledge, students will learn to appreciate and respect others needs for survival.</p> | | |

| Component | Detail |
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| Student Population | <p>Heterogeneously grouped class of 28 third grade students, mixed ethnicity, diverse cultural and socio-economic backgrounds (Caucasian, African American, Indian, Native American, Asian & Latino from low to high income families). Four GT students (one is an underachieving gifted student). Several students have special needs.</p> <p>Aly: Student has a hearing Impairment and has a Cochlear Implant. Elena: Student has Cerebral Palsy. Sabrena: Student has Oppositional defiant disorder. Krysta: Student has a visual disability.</p> <p>One bilingual student whose native language is Farsi.</p> |
| Materials/Resources | <p><u>Technology Resources</u></p> <p><i>URLs:</i> http://www.enchantedlearning.com/subjects/rainforest/animals/Rfbiomeanimals.shtml http://www.facthound.com</p> <p><i>Software:</i> Internet Explorer or the equivalent. <i>Hardware:</i> A computer with Internet access and PowerPoint.</p> <p>1 Chalkboard/ Dry erase board 1 Chalk/ Dry erase marker. 1 Poster board per group (7 total) 7 glue sticks 7 scissors 7 sets of Markers 2 decks of cards National Geographic World Magazines A variety of books on different habitats 1 Habitat Pen Pal Letter paper 7 pencils</p> <p><u>Other Resources</u></p> <ol style="list-style-type: none"> 1. <i>Life In a Desert</i> by Carol Lindeen. 2. <i>Habitat</i>, PowerPoint created by Aly |

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| <p style="text-align: center;">Safety</p> | <p>The teacher will discuss with the students the proper way to handle materials, such as:</p> <p>Sharp pens or pencils: are to be kept in your hand when writing and on your desk when not.</p> <ol style="list-style-type: none"> 1. Glue: Do not put glue in your mouth or on your hands. 2. Scissors: are to be used to cut paper only. Do not point at anyone else. Do not walk or run 3. Internet safety: <ul style="list-style-type: none"> <u>Unacceptable Uses</u> • All illegal activities are unacceptable and will be prohibited. • Students will not have access to visit chat rooms, use of e-mail, or instant messaging. • Inappropriate language, vulgar content, pornographic pictures, or personal threats or attacks to anyone are forbidden while using the internet. • No downloading unless authorized by a teacher or faculty of staff • The computer will not be used for any commercial purposes, what so ever. • Students are not allowed to modify any software or setting on the computer. • Abuse or destruction of any school property will not be tolerated and legal actions will be taken. <u>Consequences</u> • Verbal warning from a teacher or faculty of staff. • A written complaint that will go on a student record. • A letter for the parents and all privileges from the computer and internet will be revoked. • School suspension determined from the principle. • Alternative schooling. • Legal actions will be taken if needed. |
| <p style="text-align: center;">TEKS/TAKS (Texas Essential Knowledge and Skills)</p> | <p>Science : (9) Science concepts. The student knows that species have different adaptations that help them survive and reproduce in their environment. The student is expected to:</p> <ol style="list-style-type: none"> (A) observe and identify characteristics among species that allow each to survive and reproduce; and (B) analyze how adaptive characteristics help individuals within a species to survive and reproduce. <p>English Language Arts, and Reading: (1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language</p> |

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| | <p>experiences. The student is expected to:</p> <ul style="list-style-type: none"> (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3); (B) respond appropriately and courteously to directions and questions (K-3); (C) participate in rhymes, songs, conversations, and discussions (K-3); (D) listen critically to interpret and evaluate (K-3); (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and (F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3). |
| <p>Instructional Objective(s)</p> | <ul style="list-style-type: none"> 1) The student will be able to explain the relationship between climate conditions and habitat, both orally and in writing with 90% accuracy 2) The student will be able to distinguish between kinds of animals, both orally and in writing, that can and can't live in a particular habitat with 90% accuracy. 3) The student will be able to research, classify and categorize, organize, and compare and contrast information, both orally and in writing, to demonstrate their knowledge of the diversity of habitats around the world, through completion of a Pen Pal writing assignment. <p>Exceptional Students:</p> <p><u>GT Students:</u> The student will be able to propose a list of what changes animals would have to make to adapt to other environments.</p> <p><u>Hearing Impaired</u> – Student should be able to master the same objectives with the aid of a cochlear implant.</p> <p><u>Visually Impaired:</u> Student should be able to master the same objectives</p> <p><u>Cerebral Palsy:</u> - Student should be able to master the same objectives with the assistance of technology and peers.</p> <p><u>Oppositional Defiant Disorder:</u> The student should be able to master the same objectives. The student will have paced instructions and will be told what is expected so there are no misunderstandings. Also, the daily schedule will be posted.</p> |

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| <p style="text-align: center;">Anticipatory Set</p> | <p>The teacher will begin by reading the book <i>Life In a Desert</i> by Carol Lindeen. After reading the book, the class will we review what they just learned about the desert. Some of the questions I will ask will be</p> <ol style="list-style-type: none"> 1. Show cover and ask: What is a desert? 2. Have you ever been to a desert, if so where? 3. What will you see if you were in desert? I will check for understanding by asking questions that they must know that answer to by me giving a wrong answer, such as grass? Pg 1-22 4. Are there plants in the desert? If so what kinds?Pg14 5. What animals are located in the desert? What do they eat for food? Pg 8-13. 6. Is the desert hot, cold, or both? Pg1 7. What part of the day do snakes hunt for food?Pg12 8. What animal can live for weeks without drinking water or eating food? 9. Would you like to live in a desert? Why or why not? |
| <p style="text-align: center;">Input or Procedure (Instruction)</p> | <ol style="list-style-type: none"> 1. Then teacher will ask students to think about some nearby natural areas. 2. She will take a few suggestions and write them across the board. 3. The teacher will ask the students to describe the areas and animals that might live there. <p>Check for understanding:</p> <ol style="list-style-type: none"> a. What kind of animals will you find here? The teacher will call on students by pulling cards <ol style="list-style-type: none"> 1. The teacher will explain to the students that what they are describing is termed “Habitat”. 2. She will define the term habitat as the place where an animal lives, and where it gets what it needs to survive – food, water, shelter, and a place to breed and raise young. 3. The teacher will also explain that each habitat has certain characteristics, such as climate, animals, and surroundings. 4. The teacher will explain that there are many different types of habitats and to share a few they will watch the Habitat PowerPoint. 5. During the PowerPoint the teacher will check for understanding by asking the following questions: <ol style="list-style-type: none"> a. Slide 3 – what kind of animals live at a pond? b. Slide 5 – name some animals found in the ocean? c. Slide 7 – What animals will you find at the African Savannah? The teacher will write the descriptions on the board |

**Input or Procedure
(Modeling)**

1. The teacher will select one of the habitats from the PowerPoint, such as the pond.
2. She will call on students to list some animals that live in/or near the pond.
3. Then the class will discuss what about the animal and their surroundings allow them to live there.
4. She will pose higher order thinking skills (HOTS), such as:
 - a. Would this animal be able to live in the rainforest? Why or Why not?
 - b. What if one of its characteristics were taken away, such as no wings or webbed feet?
5. Teacher will show students the books available on several habitats.
6. She will ask students to choose one of the habitats they are interested in and want to learn more about.
7. The students will begin the process of creating a K-W-L chart; however they will only do the “What I know” and “What I want to know” portion. “What I learned” will be completed after the guided practice.

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| <p style="text-align: center;">Guided Practice</p> | <ol style="list-style-type: none"> 1. Students will separate into groups of four by counting off 1-7 backwards. This will determine in what group the student will be; Group 1-tropical forest, Group 2-tundra, Group 3-ocean, Group 4-desert, Group 5-forest, Group 6-grasslands, and Group 7-wetlands. There will be 2 different roles within the group; the recorder and the presenter. 2. They will be assigned a habitat (tropical rainforest, ocean, tundra, desert, forest, grasslands, and wetlands). 3. Each group will research their habitat using the books and magazines available, and the internet. They will need to address the following: <ol style="list-style-type: none"> a. Describe the environment, such as climate & weather. <ul style="list-style-type: none"> - The teacher will ask students what climate is. b. What animals live in this area? c. What are some characteristics that allow them to live in this area? 4. The students will present their information on a poster board. It will be split into three categories: Animals, Surroundings, Weather. They will use markers and cut out pictures from magazines to give examples of animals, weather, and surroundings that are found in their habitat. 5. After the students have finished their boards, the presenter for each group will present their habitat poster and explain it to the class. |
| <p style="text-align: center;">Independent Practice (Independent of Teacher)</p> | <p>The teacher will have 7 slips of paper with a different habitat written on each slip, in a paper bag.</p> <p>Each student will pick one of the habitat slips out of the paper bag.</p> <p>The teacher will tell the students to look at the completed habitat projects that were created earlier and have them imagine that they are one of the animals living in the habitat whose name they drew. Explain that they will be writing a letter to a “pen pal” from the point of view of this animal. Explain that the students should keep their “animal identities” and the identities of their habitats a secret.</p> <p>Each student is responsible for answering a series of questions that pertain to the animal they have picked from the drawing. The students will take their answers and turn them into a letter. The questions will be as follows:</p> <ol style="list-style-type: none"> 1.) How is being a “certain animal” like? 2.) Where do you live (e.g. underground, trees, etc)? 3.) What do you eat? 4.) How do you hide from predators when being attacked? 5.) What is it like in your habitat? <p>Tell the students that they should address each of these questions and statements in their letters. (They can also include other information, if they wish.) Encourage the students to be imaginative in the ways they address each point. For example, a parrot in a tropical rain forest might say, “It’s been very hot here lately, but that’s nothing new. It’s hot here all year round!” And instead of simply saying, “ I eat insects,” a pen pal could say, “I had a delicious breakfast of ants and beetles this morning.” Explain that, by addressing each point in an entertaining way, each “animal” will be providing hints about his or her identity and habitat.</p> |

The teacher will share an example of the letter with the students.

Give the students time to research, as needed, they may walk around and look at the products created earlier during the Guided Practice.

Once the students have completed their letters, have them fold the letters in half. Collect the letters and then hand them out again to different students, making sure no one gets their own letter back. Give the students time to read the letters they received and to try to figure out which animal and habitat their letter is referring to.

Then have the students share the letters they received with the rest of the group. If a student is unable to figure out which animal or habitat his/her pen pal represents, the teacher will ask another student to read the pen pal letter and see if they can figure out which animal or habitat it is. I will then ask that student to give more examples that might help the student figure it out.

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| <p style="text-align: center;">Assessment</p> | <p>The completed “Independent Practice” work will serve as the assessment (i.e., the completed “Pen Pal” letter).</p> <p>Content:</p> <p>Identification of Animals:</p> <ul style="list-style-type: none"> - <u>0 – 20 pts.</u> Identifies animals that can or can’t be in their habitat with none to minimal accuracy. _____ pts. - <u>21 – 30 pts.</u> Identifies animals that can or can’t be found in their habitat with at least 50% accuracy. _____ pts. - <u>31 – 40 pts.</u> Identifies animals that can or can’t be found in their habitat with at least 75% accuracy. _____pts. - <u>41 – 50 pts.</u> Identifies animals that can or can’t be found in their habitat with at least 90% accuracy. _____ pts. <p>Description of Climate and Habitat:</p> <ul style="list-style-type: none"> - <u>0 – 20 pts.</u> Describes climate and habitat with none to minimal accuracy. _____ pts. - <u>21 – 30 pts.</u> Describes climate and habitat with at least 50% accuracy. _____ pts. - <u>31 – 40 pts.</u> Describes climate and habitat with at least 75% accuracy. _____ pts. - <u>41 – 50 pts.</u> Describes climate and habitat with at least 90% accuracy. _____ pts. <p>Total:</p> <p>_____/100 pts</p> |
| <p style="text-align: center;">Reteach</p> | <p>Take the students on a field trip to a nearby pond or park. The students will be responsible for taking a sheet of paper folded into three parts. On the first part they will describe the environment. On the second part, students will create a list of animals that they see while at the pond. The third part will be used to create a list of what characteristics allow the animal to live in that habitat (such as a duck with</p> |

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| | webbed feet). |
| Enrichment Extension | Using the Internet, extend the students learning by having them research and identify plant species that are specific to each habitat. http://library.thinkquest.org/3715/ http://www.enchantedlearning.com/Home.html |
| Closure | Each student will be responsible for writing an essay of a minimum of one page that explains in detail what he or she have learned from this assignment. They are to discuss their favorite part of the lesson, what they feel they have learned most about, if they wished they had gotten another habitat, etc. Complete the "L" portion of the K-W-L chart with the student's responses as to what they have learned during their activities. |

For Intern I and II Candidates Only:

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| Intern Teacher Signature | Mentor Teacher Signature | Date |
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How do you plan to call on students?

Each student will get a poker card. The teacher will have another deck and randomly pull cards. For instance: If you have the Ace of Spades, tell me....

How will you get their attention to begin a different aspect of the lesson or if they get off-task? Say 1-2-3 eyes on me or rhythmic clap

We will use a variety of strategies including "1-2-3, all eyes on me" and the clap once if you can hear me.

How will you group or pair students?

Students will be grouped randomly, by using a deck of poker cards. We will distribute the 2 thru 8 cards. Students with similar suits will be grouped so that we have 7 groups of 4 students.

How will you praise students or provide incentives (not just extrinsic rewards, must include how you will address intrinsically motivating students)? What will you praise them for? The teacher will give verbal praise and certificates for cooperating in the group project, leadership role, communication skills, etc.

How will you correct possible student misbehavior (address minor, moderate and major classroom violations)? What are your classroom rules

and consequences? The teacher will first give a warning, then the student will have to move his/her clip, and the third time the student will have to sit out at recess for 5-10 minutes.

Rules: Be Safe; Keep hands and feet to self; Respect others and their belongings; Be prepared; and Obey all school rules.

Are there social skills that must be taught or modeled for ensuring effective group work (do not assume that they know these)? If so, what are they and how will they be addressed?

Before the group activity, the class will discuss what behavior is and isn't appropriate during group activity. She will pose questions such as:

- How should you treat your group members?
- Would it be nice to groan and moan when you find out who you are working with?
- What should you do when they are talking?
- If you need to use something they have are you going to take it from them?
- Where should your hands and feet stay?

After the series of questions the teacher will sum up what they have discussed.

Will there be safety issues to address in this lesson? (You must be prepared to address those at some point)

The teacher will discuss with the students the proper way to handle materials, such as:

1. Sharp pens or pencils: are to be kept in your hand when writing and on your desk when not.
2. Glue: Do not put glue in your mouth or on your hands.
3. Scissors: are to be used to cut paper only. Do not point at anyone else. Do not walk or run
4. Internet safety:

Will you assign group roles? If so, what will they be?

Reporter, Recorder, and Materials Manager

How will you ensure that students both comprehend and follow directions (do not say, "I will ask them if they understand" ...you must come up with a proactive way to ensure student comprehension....it is crucial that students have clear instructions for all aspects of the lesson)

Have them summarize what I said, have them tell a friend in their own words what a habitat is, watch facial expressions, check for understanding through pulling cards and asking questions.

How will you move students from one aspect of the lesson to another, especially if at different points you have them operating in groups and individually? The teacher will tell the students that they will have five (5) more minutes to wrap up. Teacher sets timer and when it goes off the kids go back.

How much time do you plan to give the students for each aspect of the lesson? When would you have to modify this timing of instruction (for what reasons or conditions)? For in class activity: 5-10 min anticipatory/ 10 min input/ 10 min model/ 10 min independent. For actual lesson in a real classroom: 2 sessions of 45 minutes each to allow the students enough time to research and plan their letters.

Where are your instructional materials kept in the room (individual students' materials and classroom materials)? How will materials be distributed? When will they be distributed?

Instructional Materials – in basket at teachers desk

Classroom Materials – in their group box at their desk

The materials will be distributed by the materials manager. The materials will be distributed after the teacher has given all directions and examples.

Where and how will students turn in their work? The students will pass their papers to the person to their left and the last person will put the papers in the left hand corner of the desk. The teacher will collect the work to be graded.

What transitional activities will you have planned for this lesson? Have the students move to their next activity by acting like their favorite animal they are studying. Remind them that we have to use inside voices and we need to be safe. Remind them that we need to make sure we are aware of our surroundings so nobody gets hurt.

How will you integrate technology in this lesson? How will you manage for integration of technology in this class (specifically, will there be different management needs for use of technology by the teacher or students?)

Power Point and Internet

*****What will students who finish early do?**

The students will draw a picture of their favorite animal in their natural habit and will include it with their pen pal letter.

*****How will you modify for your special needs student? This must be fully researched (from websites or practitioner journal articles that specifically address managing and instructing students with those learning disabilities). Your response to this question will be based on your STUDENT DISABILITY write-up.**

GT Students: The student will be able to propose a list of what changes animals would have to make to adapt to other environments.

Hearing Impaired – Student should be able to master the same objectives with the aid of a cochlear implant.

Visually Impaired: Student should be able to master the same objectives

Cerebral Palsy: - Student should be able to master the same objectives with the assistance of technology and peers.

Oppositional Defiant Disorder: The student should be able to master the same objectives. The student will have paced instructions and will be told what is expected so there are no misunderstandings. The daily schedule will be posted. Also, I will allow the student to redo the assignment to improve his/her final grade if needed.

*****How will you address the needs of second language learners in the class? (DO NOT say that you will send them to the Bilingual teacher in another room).**

Our student speaks Farsi. We will use several techniques with the students, such as the following:

- a. **Learn small words in Farsi that pertain to the topic**
 - i. **Thank you = mersi tashakkor**
 - ii. **Yes = bale**
 - iii. **Yes? = chera?**
 - iv. **No = nakheir**
- b. **Make flash cards that have the terms listed on them and attach them to a picture, such as POND card on a picture of a pond. Pull it out when we discuss that topic.**
- c. **Speak a little slower**
- d. **Simplify terms to smaller words they may know.**

STUDENT DISABILITY RESEARCH

(to support preparation in teaching the lesson)

Cerebra Palsy

1) Cerebral palsy, also known as static encephalopathy, is a “spectrum of chronic movement disorders affecting body and muscle coordination” (Cerebral Palsy Source, 2005). The Cerebral Palsy Source state that cerebral means the brain is the cause of the difficulties and that “palsy means having problems with movement and posture, or motor control development” (Cerebral Palsy Source). “Cerebral palsy results from damage to the brain that occurs before, during, or after birth in the first 3 to 5 years of life” (Bachrach, 2006). It is not a progressive disorder, which means it will not get worse over time. It can range from mild to severe and varies between individuals.

Types of cerebral palsy are as follows:

- “Spastic cerebral palsy – causes stiffness and movement difficulties
- Athetoid cerebral palsy – leads to involuntary and uncontrolled movements
- Ataxic cerebral palsy – causes a disturbed sense of balance and depth perception” (Bachrach, 2006)

Symptoms and co-existing conditions associated with cerebral palsy include some or all of the following: various degrees of mental retardation, learning disabilities, speech problems, seizures, motor impairments (Carter, 2001). In addition, symptoms also may include involuntary movement, disturbance in gait, difficulty in swallowing, abnormal sensation and perception, sight impairment, hearing impairment, feeding difficulties, and bladder and/or bowel control (Cerebral Palsy Source, 2005).

2) Cerebral palsy affects the motor development skills of the child. In some cases it may be minor and in others extreme. This will ultimately affect the child’s ability to perform tasks in a learning environment. Also, some co-existing conditions of cerebral palsy include vision, hearing, and speech impairments. This will also affect the students learning and will require special accommodations. Mental retardation may also exist. If this is the case, it will affect learning in several ways and to varying degrees based on the student, depending on the level of mental retardation that exists. Cerebral palsy affects the motor development of the children. Also, some students with cerebral palsy often have limited to no use of some or all of their extremities so it is difficult for these students to do simple everyday tasks required in a learning environment.

3 & 4) There are many techniques and modifications that one could apply in order to ensure that a student with cerebral palsy has the best learning experience available. They are as follows:

- larger pencils, pens, or crayons
 - computers
 - larger keyboards
 - larger screens
 - talking word processing applications (Write Out Loud)
 - word prediction software
- (Schrenko, 2002)

In addition, in the classroom you could do the following:

- Arrange student in the front of the classroom for better viewing and/or hearing.
- Make modifications to assignments so that the student can use technological assistance, such as requiring the student to create a short PowerPoint presentation instead of creating a poster board.
- Group or pair the student with a peer who they can dictate to for the purpose of writing or when reading smaller prints.
- Allow the student extra time to complete assignments.

- Assign a buddy to the student who will help him/her prepare in the morning and when it's time to leave. Give them extra time to do so.

Super, super, super!!!

Oppositional Defiant Disorder

“ODD (Oppositional Defiant Disorder) is an ongoing pattern of uncooperative, defiant, and hostile behavior toward authority figures that seriously interferes with the youngster's day to day functioning. Symptoms of ODD may include: frequent temper tantrums; excessive arguing with adults; active defiance and refusal to comply with adult requests and rules; deliberate attempts to annoy or upset people; blaming others for his or her mistakes or misbehavior; often being touchy or easily annoyed by others; frequent anger and resentment; mean and hateful talking when upset; and seeking revenge”(AACAP, 2005, p. 3). These symptoms are often seen in many different settings, but they are usually more noticeable at home or school. Children with Oppositional Defiant Disorder have problems with adjusting to school. Their behavior also interferes with learning, and social relationships.

Children with Oppositional Defiant Disorder try to provoke reactions in people therefore, it is important to have a plan and the teacher should try not to show any emotion when reacting to them. It is best to have a plan in advance of what to do when the student behaves in a certain manner. The teacher needs to remember to stay calm and to be prepared to follow through. The teacher needs to:

- Decide which behaviors are going to be ignored because these students are going to be doing many things that many will dislike. The teacher needs to include only a few important behaviors in her behavior management plan.
- Be consistent, structured, and have clear consequences for the student's behavior.
- Praise students when they respond positively.
- Establish an understanding with the child. If the student perceives you as fair, he/she will be more willing to work with you.
- Avoid making comments that may be a cause to argue.
- Never argue or raise your voice with the student. This will only provoke the child.
- Avoid all power struggles with this student. State your position clearly and choose your battles wisely.
- Always listen to this student.
- Address concerns privately to avoid power struggles. Be caring but honest. Tell the student what is causing the problem and remember that both of you need to be respectful.

- Give two choices when decisions are needed. State the choices briefly and clearly. When children with ODD feel like they have options they are more willing to complete tasks that they have chosen.
- Give this student some classroom responsibilities. This will help this student feel apart of the class. If the child abuses the situation, the classroom responsibilities can be earned privileges.
- An isolated calming down place should be established in the classroom. When the teacher sees this student getting frustrated or angry she could ask the student to go to this area, but should not force him/her. It is better to have this area in the classroom instead of the office because the student can be readily re-engaged in classroom activity when he/she has calmed down.
- Ask parents what works at home (Baugh, 2005).

Students with Oppositional Defiant Disorder need classroom rules to be established clearly. They need to know what rules are nonnegotiable. These students need to know what is expected and the teacher should be sure to post the daily schedule so that there are no misunderstandings. Also, the teacher needs to make sure that the work is at the appropriate level for the ODD student because the student will become frustrated if it is too hard and if it is too easy he/she will become bored and this will lead to classroom problems. **True!** The student should have paced instructions and after he/she finishes a certain amount of non-preferred activity, the student should be allowed a more enjoyable activity. When the student is calm, the teacher should discuss strategies that may help the student calm him or herself down when the student feels he/she is becoming frustrated or angry. The teacher should also encourage student interaction and must carefully plan cooperative learning activities. Student with ODD do best when they are kept busy so teachers with these students need to minimize downtime and plan transitions carefully. Also, it will help this student with their confidence if you allow them to redo assignments to improve their final grade. Furthermore, activities should be structured so that the ODD student is not always the last student to be picked or left out (Baugh, 2005). When you get Oppositional Defiant Disorder students involved in many of the classroom activities they feel like they are a part of the team and not an outsider. This will boost their confidence and will empower them to make good choices.

STELLAR WORK!!!

References

- Baugh, C. (2005). Understanding ODD. Suffolk Public Schools, <<http://www.sps.k12.va.us/departments/specialed/odd.htm>. April 2, 2006.

(2005). Children with Oppositional Defiant Disorder. American Academy of Child & Adolescent Psychiatry, <<http://www.aacap.org/publications/factsfam/72.htm>. April 2, 2006.

Cochlear Implants and Hearing Impairments

Cochlear Implants- electronic devices with three principal elements, a battery operated external speech processor that converts sound waves into digital signals, a magnetically attached connector that transmits the signals to the implant, and an internal implant surgically placed under the skin on the skull and linked by a wire array to the hearing nerve.

Hearing Impairment- Hearing impairment is defined by IDEA as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance."

There are three categories of hearing impairments. They are classified by the location of the lesion that causes the hearing impairment.

- 1.) **Conductive impairments**, interferes with sound waves reaching the cochlea.
- 2.) **Sensorineural impairments**, disrupts or prevents interpretation of the auditory signal.
- 3.) **Mixed impairments**, involves both conductive and sensorineural impairments.

Characteristics:

-Any discussion of characteristics of students who are deaf or hard of hearing should include three qualifications:

1. Students who receive special education because of hearing loss comprise an extremely heterogeneous group.
2. The effects of hearing loss on a child's communication and language skills, academic achievement, and social and emotional functioning are influenced by many factors, including the type and degree of hearing loss, the age at onset, the attitudes of the child's parents and siblings, opportunities to acquire a first language, and the presence or absence of other disabilities.
3. Generalizations about how deaf people are supposed to act and feel must be viewed with extreme caution.

Symptoms:

- Dizziness and imbalance
- Fluid draining from the ear
- Unresponsiveness to low-pitched sounds
- Becoming inattentive to the speech of others

- May miss fast-paced peer interactions, and suffer fatigue while listening.
- Miss 50 or more percent of class discussion, and have problems suppressing background noise.
- May have articulation deficits, limited vocabulary, and learning dysfunction.
- May have an atonal voice, delayed language and syntax skills, and reduced speech intelligibility.

Possible Skill and learning limitations:

- Student is unable to use headphones during computer time.
- The child is unable to comprehend or grasp directions/instructions as quickly

Disability affects learning by:

- A hearing impaired child may have difficulties time acquiring English language skills.
- Some students with hearing loss have smaller vocabularies when compared to peers with normal hearing.
- They may omit ending words, such as the plural “-s,” “-ed,” or “-ing.”
- Deaf students often have difficulty differentiating questions from statements.
- Most have difficulty understanding and writing sentences with passive voice.
- Most students have difficulty with all areas of academic achievement, especially reading and math.

Approaches:

- Oral/Aural
- Total Communication
- American Sign Language and the Bilingual-Bicultural Approach

Techniques:

- **If the student lip-reads:**
 - Have students sit closer to the lecturer.
 - Look directly at the student.
 - Speak slowly, naturally, and clearly.
 - Slowing down slightly may help.
 - Do not exaggerate your lip movements or shout
- **If the student uses an interpreter:**
 - Speak directly to the student rather than to the interpreter.
 - Give the student and the interpreter outlines of the lecture or written material, in advance, so that they can become familiar with new technical vocabulary.

- Provide scripts of video and laser media when possible for both the interpreter and the student with a hearing disability (with or without captioning).
- **When writing materials for hearing impaired students:**
 - Break up long sentences.
 - Reduce difficult vocabulary load.
 - Reduce concept density.
 - When using a pronoun be sure that the antecedent is very clear.
 - Do not omit words such as: "that" where such words will clarify a sentence connection.
- **Certain language forms are generally to be AVOIDED:**
 - Passive voice verbs.
 - Negative forms of verbs and other expressions of negation.
 - Colloquial and idiomatic expressions. **EXCELLENT!!!**
 - Cut wordiness while retaining simple English.
 - Avoid the use of idioms.

Creating a better classroom environment include:

- Allow preferential seating.
- Having desks arranged in a circle.
- Teachers should stress the use of residual hearing and work with specialists and the family to reinforce communications skills.
- Teachers can rely on assistive devices such as hearing aids and other amplification systems, text telephones (TTs, TTYs, or TDDs) telephone network,
- Students with hearing impairments need to use note takers in class.
- An interpreter may be used for classroom assistance, if necessary and prescribed in the IEP.
- It is important to give eye contact and to speak directly to the student.
- Use of graphics is critical, such as and LCD projector, television display, or projector. This will also assist all students in the class.
- Repetition of instructions may be necessary.

To avoid unwanted or distracting noise:

- Closing windows
- Replacing noisy light fixtures
- Isolating noise created by instructional equipment
- Reduction of ventilation noise

ABSOLUTELY FABULOUS!!!

Resources:

Heward, L. William (2006). *Exceptional Children: An Introduction to Special Education*. (8th ed.) ch.9. Columbus: Pearson-Merrill Prentice Hall.

<http://wata.org/medaspects/Hearing.html>

http://www.hearingloss-wa.org/cochlear_implants.htm

http://www.bamaed.ua.edu/spe300/hearing_iimpairments.html

<http://www.4woman.gov/wwd/wwd.cfm?page=40>

Visual Impairments

Visual impairments- is the consequence of a functional loss of vision

Legally Blind- Central visual acuity of 20/200 or less in the better eye with correction, or, if greater than 20/200, a field of vision no greater than 20 degrees at the widest diameter.

Partially sighted- some type of visual problem resulting in the need for special education

Low vision- low vision applies to those who can not read print such as newspaper w/even the aid of glasses or contacts

Totally blind- learning has to be through Braille or another non-visual media

Characteristics

- Motor, cognitive, and/or social developmental delays
- Unable to imitate social behavior or understand nonverbal cues
- Lack of exploration in young children
- Shy
- Scared of rejection
- Fail to take initiative

Co-existing Conditions

- Amblyopia- two eyes send different messages to the brain
- Diabetic retinopathy- blood vessels in the retina are damaged
- Glaucoma- increase pressure inside the eye impairs vision by damaging the optic nerve
- Macular degeneration- gradual and progressive deterioration of the macula (most sensitive region of the retina)

- Trachoma- very contagious microorganism called chlamydia trachomatis which causes inflammation in the eye

Skill and Learning Limitations

- May result in delays or limitations in motor, cognitive, and social development.
- Difficulty understanding verbal descriptions and visual materials.
- Colors may be difficult to understand

Techniques to Use with Students

- Write in large letters and describe materials in detail.
- Identify yourself and use students name when talking to a child with visual impairments.
- Use hands-on activities whenever possible.
- Be flexible with assignment deadlines.
- Provide large print copies of classroom materials, signs, and equipment labels.
- Print in at least 18-point font.
- Provide materials in Braille or clear, easily readable font.
- Allow students to use soft lead pencils or black felt tipped pins. This will allow better contrast against white paper.
- Provide extra light for the student if it is helpful.
- Technology can help students participate in regular class assignments.

Classroom Management

- Provide reading list or syllabus in advance.
- Keep doors either completely open or closed.
- Use descriptive language to aid in mobility assistance.
- Placed students in the front row.
- Do not allow interaction with service dog at any time.
- Face the students when speaking to them.

All **FABULOUS** information and the presentation format is **RIGHT ON!** This will serve as a quick and easy reference guide for teachers!

REFLECTION (after teaching the lesson)

I have always planned my lessons alone. It was really hard incorporating everyone's ideas into this Habitat Pen Pal lesson. Our group did a lot of revising to produce a final product that we could be proud of. **Oh yes!** There were parts of the lesson plan that I felt were strong and effective before hand. There were

also parts of the lesson plan that I thought could have used more work. After conducting the lesson, I learned from my peers what was effective and what needed improvement in the actual performance of the lesson.

I originally felt that an effective part of this particular lesson was that it addressed the needs of all learners; visual, oral, and kinesthetic learners. I also thought that the fact that students would have the opportunity to teach themselves and each other through the research and posters was a great idea. **Yes!** The students will not have to sit and listen to instruction for thirty minutes.

One thing that I felt could be improved is that the lesson plan didn't seem to flow very well. I also felt that I was repeating myself, or a process, a lot. I kept discussing the pond habitat. I anticipated this before actually teaching the lesson and I tried to avoid it but ended up doing it anyways. I also felt like I was going to need more time and I did need more time. **We always need more time!**

Through the process of teaching this lesson I learned that I underestimated the time frame that I had. It was not easy managing my time and I ended up spending too much time at the beginning and not nearly enough at the end of the lesson. I also felt really disorganized during the lesson. I kept losing the marker, then my note cards. I also realized that it is harder to teach adults than to teach children. I couldn't make believe with them. They did stay on task most of the time because they were busy with the activities.

Through my peer evaluations I learned that I was correct in my thinking that the lesson was effective because it addressed all learners. Some peers said

they loved the PowerPoint. Most of them said that they liked all of the visuals and hands-on activities throughout the lesson. 😊 My peer group also explained that I gave a lot of praise for on task behavior. I didn't realize I was actually doing this. 😊 **You're just a natural!** They also said I provided clear instructions. **Wonderful!** Most of my peers agreed that I could have managed my time better. They would have liked to complete the lesson cycle. Instead, I had to rush through explanations. Something else that was pointed out was that I could have explained or defined some of the habitats terms better. I agree with them on all aspects. The feedback was very constructive and I enjoyed reading them.

At the beginning of writing this lesson I never thought it would work. Up until I actually taught the lesson, I hated it! **Oh no! ha ha!** Now, after having taught the lesson and analyzing the good and the bad, I realize that I actually really like it. I look forward to using this lesson again. **Fabulous reflection...I just love reading everything you write and share! Grade – 15/15 (10 points for teaching 5 for AWESOME reflection)**