LESSON RATIONALE:

Standards:

**English / Language Arts:**

**Standard 1:**
Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit.

**Standard 4:**
Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the oral communications or others to enrich their understanding of people and their views.

**Languages Other Than English:**

**Standard 1:**
**Communication Skills**
Students will be able to use a language other than English for communication.

**Standard 2:**
**Cultural Understanding**
Students will develop cross-cultural skills and understandings.

**Objectives:**

1. Students will comprehend 80% of chapter 3 in Helen Keller through class discussion and reflection questions. **Comprehension**

2. Students will demonstrate their ability to fingerspell the alphabet with 50% accuracy. **Application**
3. Students will understand the definitions of the follow words; vibrations, growl, plunged, snatched, self-control through dictionary practice and context clues found in chapter 3 of Helen Keller. **Comprehension**

4. Students will show their knowledge of different types of communication by participating in a group discussion and learning sign language. **Knowledge**

5. Students will demonstrate their ability to read and write with 75% accuracy. **Knowledge and Comprehension**

**Adaptations:**

- Students A and B will read with assisted help from another teacher.
- Student B will have a scribe for the reflection questions.
- Physical proximity is needed for student C

**Materials:**

- Story Helen Keller
- Alphabet in sign language
- Chapter 3 vocabulary and comprehension worksheet
- Overhead

**LESSON OPENING:**

“Today we are going to continue to read of story of Helen Keller, but before we do lets review what has happened in the previous chapters. We are going to play a game to help us review the last chapter. The game is called brainracing. You are going to get into groups of 3. When I say go you and your group will write as many things you can remember about the previous chapter. The group with the most facts will win.”

“Now based on the title (The Stranger Comes) of the chapter lets try and predict what is going to happen next.”

**LESSON BODY:**

1. Read Chapter 3 paying attention to vocabulary words and checking for understanding (C and D). **(Checking for Understanding and Guided Practice)**
2. Discuss some different ways of communication (D). (Guided Practice)

3. Talk about what sign language is and different kinds of sign (D). (Guided Practice)

4. Teach the students the alphabet in sign (C). (Guided Practice)

5. Review how Helen learned to sign (C). (Guided Practice and Checking for Understanding)

6. Model how to fingerspell into a partner’s hand. (Modeling of Activities) Have the students fingerspell the letters a, b, c into a partner’s hand and then have them try spelling their name into their partner’s hand (C). (Independent Practice and Checking for Understanding)

7. Reflect on sign language through pair share – is it difficult to learn, do you think it was hard for Helen to learn sign language (D). (Checking for Understanding)

**LESSON CLOSING:**

“Now that you have reflected upon these questions with your partner I would like you to share with the whole group.” (Response) (Checking for Understanding)

“I would like you to take the extra time and answer your comprehension questions. If you don’t finish make sure you finish them for homework.” (Independent Practice and Checking for Understanding)

Questions:

1. Who is the stranger and why did she come?
2. What was the stranger doing in Helen’s hand and why?
3. Do you think Helen will ever learn self-control? Why or why not?

**LESSON FOLLOW-UP:**

What did you want the students to learn?

1. Students will comprehend 80% of chapter 3 in Helen Keller through class discussion and reflection questions. Comprehension
2. Students will demonstrate their ability to fingerspell the alphabet with 50% accuracy. **Application**

3. Students will understand the definitions of the follow words; vibrations, growl, plunged, snatched, self-control through dictionary practice and context clues found in chapter 3 of Helen Keller. **Comprehension**

4. Students will show their knowledge of different types of communication by participating in a group discussion and learning sign language. **Knowledge**

5. Students will demonstrate their ability to read and write with 75% accuracy. **Knowledge and Comprehension**

**How will you know they learned it?**

- Both the vocabulary and comprehension questions will be collected and graded.
- Students will be observed when participating in reading, class discussions, and signing.
- Students will continue to show their knowledge of finger spelling throughout the unit.
- The students will be expected to complete a final assessment at the end of the unit.

**LESSON RESOURCES:**

Helen Keller  
By: Margaret Davidson