A Lesson Plan for The Visually Impaired

In the summer of my junior year, as a pre-student teacher in the Nazareth College Inclusive Elementary Education Program, I developed a lesson plan that would incorporate visually impaired students. This lesson plan was to show my understanding of including students with visual impairments, as well as show my knowledge of the basic elements of a useful lesson plan.

As I designed the lesson and the activity that supported it, I thought about how important it is for all students to have a hands-on experience as advocated by the constructivist approach to learning and how language (reading and writing) is the primary form of interaction as advocated by Vygotsky. I also referred to Gardner’s multiple intelligences when I created the activity for the lesson.

As I learned about Danielson’s Components of Professional Practice, I realized how this lesson, and its activity, showed I was learning how to “Demonstrate knowledge of resources, design coherent instruction, and establish a culture for learning. Also, my expectation in creating this lesson was that I would be able to “Engage students in learning and grow and develop professionally.”

I think what I learned most form the creation of the lesson was the need to produce and supply all my lessons to meet all the needs of the students in my classroom. Also, each lesson that is taught should be engaging as well and informative.
**LESSON PLAN**

Name: Miss Putorti and Mrs. Slater

Date: 6/10/03

Content Area: English

Unit Topic: Chronological Order

Today’s Lesson: Chex Mix

Grade Level: 6-8

Duration: 45 minutes

---

**LESSON RATIONALE**

New York State Standards:

English Language Arts Standard #1- Students will read, write, listen, and speak for information and understanding.

*Key Ideas:*

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

English Language Arts Standard #2- Students will read, write, listen, and speak for literary response.

*Key Ideas:*

1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experience and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.

Mathematics, Science, and Technology Standard #3- Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

*Key Ideas:*

1. Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

**Instructional Objectives**

1. Students should be able to use and identify Chronological Ordering (knowledge).
2. Students should be able to summarize the text they read (comprehension).
3. Students should be able to apply knowledge of Chronological Ordering by making Chex party mix and be able to see how Chronological Ordering is used in everyday life (applications).

**Adaptation:**

- Model closer to students that are visual impaired.
- Place blind student's fingers in the measuring cup to allow them to feel how much is in the cup.
· Use larger print for directions and reading
· Hand out Braille worksheets
· Use textbook on cassettes
· Teacher will read the questions out loud to the class first and then be available to help students when they need help.

**Materials Needed:**
· Measuring cups
· Chex mix cereal
· Teddy bear graham snacks
· Honey-roasted peanuts
· Raisins
· Candy-coated chocolate (M & M)
· Plastic storage bags
· Recipe
· English textbook
· Braille directions

**LESSON OPENING**

**Anticipatory Set:**
Have the students sitting at their desk and say- "Can you tell me how you get ready for school in the morning? (Give time for at least 2 or 3 students to answer the question). Can any of you tell me what that type of ordering is called? (Give time for at least 2 or 3 students to answer the question).

**LESSON BODY**
1. Have students explain what they do in the morning to get ready for school.
   a) If students can tell the class what they do step by step, then go on to number 2.
   b) If students are lost, explain that you wanted them to tell you step by step by modeling for the students.
   c. For students who seem to already know about chronological ordering (by answering the question correctly with our hesitation) then they will be allowed to move forward to the ingredients part of the lesson and write a one page paper on how to make Chex party mix. If they finish that before the class is ready to start then they will be partnered up with a student who may be having trouble with the concept of chronological ordering.
2. Hand out English textbook and have them open to pg 98.
3. Ask for volunteers to read the text to the class [guided practice].
4. Have 2 or 3 students recap in their own words what they just read [check for understanding].
5. Ask students where Chronological Ordering is used in everyday life
   a) If a student says recipe then go on to step 6.
   b) If recipe is not said model how a recipe is an example of Chronological Ordering.
6. Hand out recipe to students.
7. Have volunteers to read the recipe out loud
8. Model to the students how you are going to make the Chex Mix using Chronological Ordering.
9. Model how to write in chronological ordering in a paragraph using steps or procedure.
10. Teacher will read example of tying shoe.
11. As students are coming up to the front of the room to make their mix the other children will start writing their paragraphs on how to make chex party mix.
12. Students will make party mix [independent/guided practice] and create their writing.

Closure: Before the students can leave the class they must put something they do throughout their day in chronological order in order to make sure each student’s understands what they were taught in class.

LESSON FOLLOW-UP

Evaluation:
A. What did you want the students to learn?
   1. To learn chronological ordering and to see how it fits in everyday life.
B. How will you know they have learned it?
   1. By being able to make the Chex mix and by their ticket out the door exercise.

LESSON RESOURCES

References for student use:


References for teacher use:


Vision impairment 5