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EDU 295: Lesson Plan

**Grade Level**: 3rd

**Subject Area**: Science & Language Arts/Writing – adapted for a student with severe hearing impairments

**Materials Needed**:

* Two or three example journal entries (one vague, one mediocre, one descriptive) – along with laser-pointer so student is able to follow along when entries are being read aloud
* List of adjectives
* Blindfolds – paper bags
* Random objects that are common to the students such as:

-potato

-rubber band

-pencil

-leaves

-clock

-coffee cup

-silverware

-water bottle

-shoe

-crayon

-battery

-glue bottle

-cotton ball

-lint roller

-necklace

-nail polish

-computer mouse

-twigs

-eraser

-ruler

-sock

-hair clip

-belt

* A guide sheet with questions that will help guide the students in their observations
* Written instructions for all students
* Whiteboard & Dry-Erase Markers

**Standards:**

Standard 2: Students use the process of science inquiry.

3.2.3.: Record observations (e.g., journals, drawings, charts) based on simple investigations

**Objectives:**

* Prior knowledge: students should have basic writing skills and know that objects can be differentiated.
* Students will know how to use descriptive words to define an object.
* Students will understand the importance of detailed and accurate description.
* Students will begin the observation and recording process.

**Learning Activities:**

1. Introduce the lesson by explaining the objective: to be able to record / journal an observation through investigation and description. Introduce activity of the day (Blindfold/paper bag activity) – hand out copy of explanation.
2. Have two or three journal entries describing an object and ask volunteers to read them aloud. Ask the students which best describes the object and why. – ask volunteers to use laser-pointer.
3. Introduce Blindfold activity (found at [www.brainpop.com](http://www.brainpop.com)) by supplying students with the goal of the activity and the reason for doing it. Tell the students that the take-home assignment will be to record their own observation. And as they experienced through the different journal examples, it is important to know how to properly describe an object, place, person, etc. – Explain that another activity will include some students putting their hand in a paper bag and describing what they feel.
4. Review descriptive words. – Invite paraprofessional / interpreter along with the student to share a few ASL signs for different adjectives (this way, the student will hopefully feel more included and confident in his or her attributes).
5. There are a few different options for the Blindfold activity:

* Divide the class into small groups or partners and have one member blindfolded.

-in this case, one member will have the paper bag with the object inside.

The partner is able to know what the object is, and the blindfolded student’s goal is to guess the object. What does he or she feel? Encourage blindfolded students (or students with bags) to compare the objects to things they know and ask questions to the other group members. Once the blindfolded person names the correct object, they can change roles. Students will experience that they can observe when they are not even using their eyes (or cannot see the object).

* Divide the students into partners and have one member blindfolded. Give the other member an object to describe to the one blindfolded. What does he or she see, feel, smell, or hear? Encourage the students to use as many and varying descriptive words they can think of without giving away the name of the object. Once the blindfolded student can name the correct object, they can switch roles and find another group to switch objects.

- Because hearing-impaired students would be extremely uncomfortable or stressed when blindfolded, it would be more appropriate for the individual to be in the role of describing the object. In order for the student to experience both roles, be sure to have him or her be the student with the paper bag in the former activity.

1. Discussion: - write discussion questions on the board, pointing to the particular question the class is discussing; be attentive to the individual as he or she may have observations to share. It may even be beneficial to include the student’s impairment as an additional reason for accurate descriptions.

* Was it easy or hard to describe the object?
* Was it easy or hard to guess what the object was?
* What made it so? Was it the nature of the object, or did the person describing use good or poor descriptive words?

1. Repeat the objective of the lesson.
2. Explain to the students that the assignment is to practice observing and recording at home.
3. Before handing out the guide sheet, ask the students what questions may be helpful in their observations? Accept answers such as “What color is it?” or “How big/small is it?”
4. Hand out the guide sheet and ask the students if they are ready to be a reporter!
5. Share with the students that any combination of mediums of work will be accepted, such as drawing a picture, adding a chart/graph, verbally describing the observation to the class, etc.

**Assessment:**

To assess the students, I will examine their journal entries and determine if an individual student is capable of recording an observation. How well did they describe what they wrote about? Keep in mind that some students may be more visual-oriented and that their medium may be to draw a picture or create a chart/graph. – This is especially important for the student with a hearing impairment, as he or she may find it easier to draw. But if he or she decides to write an observation, work with the paraprofessional to determine if the writing is appropriate for such a student. Another alternative would be to have the student sign the observation to the instructor one-on-one if he or she is uncomfortable in front of class.

\*Note:

Ball - Can't use round, bounce or sport  
Food - Can't use eat, delicious or snack  
Money - Can't use cash, coins or credit  
Pen - Can't use write, ink or pencil  
Shoes - Can't use feet, socks or toes  
Camera - Photo, picture, take

(funenglishgames.com)