

Lesson Plan

Date, Duration, and Time:

September 28, 2021 — 1:00-2:00 PM (1 hour)

Teacher:

Guillaume Seraglini

Student Background:

Damien is a 5 years old boy in kindergarten. He has Usher Syndrome Type 2c (bilateral sensorineural loss) and a Retinitis Pigmentosa. His visual acuity is 20/50 in both eyes with corrections, and he has a reduced visual field. His learning medium is braille and print (minimum font size of 16 points). Additionally, he is using ASL. He recently had cochlear implants, and he also has a speech impairment.

Topic:

Teaching to set numbers on an abacus

PACCS:

C.2.1.K.A.1: Know number names and write and recite the count sequence.

C.2.1.K.B.1: Use place value to compose and decompose numbers within 19.

ECC Area: (Put an X next to the Expanded Core Curriculum areas that apply):

1. Compensatory Access Skills such as Communications Modes X
2. Orientation and Mobility
3. Social Interaction Skills
4. Independent Living Skills X
5. Recreation and Leisure Skills
6. Career Education
7. Assistive Technology / Technology
8. Sensory Efficiency
9. Self-Determination

Materials Needed:

2 abacus

Lists of 10 numbers between 1 and 19

Flash cards of numbers between 1 and 19

Technology/Equipment Needed:

N/A

Instructional Goals/Objectives:

1. Given 10 random flash cards with a number between 1 and 19 printed on each, Damien will be able to decompose and identify verbally the tens and units digits of each number with 80% accuracy in 2/3 trials by the end of the lesson.

2. Given an abacus, Damien will be able to set a list of 10 randomly given numbers between 1 and 19, using proper hand positioning and vocabulary in 2/3 trials with 80% accuracy by the end of the lesson.

Antcipatory Set:

1:00-1:10 (10 minutes) — Review activity: Ask the student to take the abacus and place it properly in front of him. Ask the student to explain how to place his hands on the abacus while doing it. Ask the student the name of the different parts of the abacus. Ask the student to count to 10 while moving the beads and explaining aloud what he is doing using the appropriate vocabulary.

Procedure:

1:10-1:20 (10 minutes) — Decomposing numbers: Explain units and tens in numbers and the relationship between place value in numbers and rods/columns on the abacus. Decompose numbers. Give examples.

1:20-1:25 (5 minutes) — Practice decomposing numbers: Work together, with the student, to practice decomposing numbers. Repeat with a few examples.

1:25-1:30 (5 minutes) — Explain decomposing numbers: Give numbers to the student using the flash cards. Ask the student to explain decomposing a number in tens and units, as well as place value.

1:30-1:40 (10 minutes) — Setting numbers on an abacus: Start with a clear abacus. Demonstrate to the student how to set numbers on a clear abacus, starting with 1-digit numbers then 2-digit numbers. Make links with place value and decomposition of numbers.

1:40-1:45 (5 minutes) — Practice setting numbers: Work together, with the student, to set numbers on the abacus. Give a number and perform the steps together on both abacus at the same time, while explaining aloud those steps using the appropriate vocabulary. Repeat with a few examples.

1:45-1:55 (10 minutes) — Explain setting numbers: Give numbers to the student using the lists. Ask the student to explain aloud the steps he is using to set each number on the abacus, while doing it using the appropriate vocabulary.

Closure:

1:55-2:00 (5 minutes) — What was learned: Review decomposing numbers in tens and units, and the relationship between place value in numbers and rods on the abacus. Review the steps to set numbers on a clear abacus. Ask question to the student. Ask if the student has questions.

Assessment/Evaluation Criteria:

Formative assessment based on questions ask during the lesson, and on the student ability to to perform tasks and explain it using the appropriate vocabulary.

Summative assessment will be performed to evaluate the student on understanding numbers, on October 5 (counting using an abacus, decomposing numbers and place value, and setting numbers on an abacus).

Accommodations/Modifications:

Have a large print copy of the lists of numbers

Have a braille version of the flash cards