

Lesson Plan

Date, Duration, and Time:

September 30, 2021 — 2:00pm-2:45pm (45 minutes)

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 write alphabetic contractions l, g, n, r, y with a braille writer

PACCS:

CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print.

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
5. Recreation and Leisure Skills
6. Career Education
7. Assistive Technology / Technology
8. Sensory Efficiency
9. Self-Determination

Materials Needed:

Braille papers

Braille and print copy of the 5 alphabetic contractions

Braille big cells

Braille index cards of alphabetic contractions l, g, n, r, y

Technology/Equipment Needed:

Braille writer

Instructional Goals/Objectives:

Given a braille writer and braille papers, Damien will be able to write the alphabetic contractions l, g, n, r, y, and its associated word with no more than 2 errors in 4/5 trials by the end of the lesson.

Anticipatory Set:

2:00-2:10 (10 minutes) — Review activity: Ask the student to name the different parts of the braille writer. Ask the student to explain how to insert paper. Give a braille paper sheet to the student, and ask him to insert it. As the student has difficulty with finger placement on the key, review correct finger placement with the student.

Procedure:

2:10-2:20 (10 minutes) — Alphabetic contractions: Teach the braille alphabetic contractions for l, g, n, r, y, using big cells. The student learns the letter and the associated word with the help of index cards. Use these words on sentences. Ask the student to create verbally, sentences that use these words.

2:20-2:30 (10 minutes) — Braille the contractions: Use the braille writer to braille the 5 alphabetic contractions, explaining aloud the steps. Ask the student to braille these contractions, while guiding him and prompting him in every steps. Verify student's writing and make him check.

2:30-2:40 (10 minutes) — Writing contractions: Make the student write the 5 contractions a few times. Ask the student to explain aloud what he is doing. Verify student's work.

Closure:

2:40-2:45 (5 minutes) — What was learned: Review the 5 braille alphabetic contractions. Ask question to the student. Ask the student if he has questions.

Assessment/Evaluation Criteria:

Formative assessment based on the questioning during the lesson and on the work performed on the braille writer.

Summative assessment will be held at the end of the lesson.

Accommodations/Modifications:

Large print of the alphabetic contractions