

Name: _____

Lesson Title: Social studies: signs for community buildings

Grade Level: 1st grade

Date & Time: _____

FOCUS: SCAFFOLDING INSTRUCTIONS/DIRECTIONS

<p>Learning Objective(s) What do you want students to know, understand, or be able to do as a result of this lesson?</p> <p><i>To push your thinking:</i></p> <ul style="list-style-type: none">• What should all students learn?• What will some students learn?• What will a few students learn?	<p>All students will learn that adding braille to signs makes our community more inclusive.</p> <p>Students will learn how to transcribe words into braille.</p>
<p>Rationale Why are you teaching this lesson?</p> <p>Questions to consider: <i>How does it connect to students' interests, strengths, and needs? How does it fit within the curriculum? What connections does it have to standards? In what ways does this lesson represent your commitment to social justice?</i></p>	<p>Students are building a model community to show what they have learned about the people and places that make up a functioning community. This lesson focuses on making signs for their model buildings in partnerships, engaging students in their interests by providing materials for them to produce writing in braille as well, making their community more inclusive for all.</p> <p><u>CCSS.ELA-LITERACY.RE.1.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-LITERACY.RE.1.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><u>CCSS.ELA-LITERACY.SL.1.1</u> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>
<p>Prerequisite Knowledge What prior knowledge are you counting on?</p> <p>Questions to consider: <i>What will you do if students demonstrate that they do NOT have such knowledge? What will you do if it becomes clear that students have already mastered your objective?</i></p>	<ul style="list-style-type: none">- What their sign will say (written in previous lesson)- Why it's important that we make our environment as inclusive as possible.- spellings of their building names (on chart for reference)
<p>Anticipate Evidence of Learning How will you know if students have achieved the learning objective(s)? Consider listing multiple ways that</p>	<p>Student understanding will be observed via:</p> <ul style="list-style-type: none">- Written work: Worksheet, Clear and completed signs with correct braille translation- Kinesthetic: Clear and completed sign for their building with correct braille translation

<p>students might demonstrate understanding by the end of the lesson.</p>	<ul style="list-style-type: none"> - Discussion: whole group and partner work
<p>Teaching for Diversity</p> <p>UDL invites us to consider our learners' diverse strengths, interests, and needs <i>before</i> planning so that we can "plan for the many." Brainstorm multiple means of representation, expression, and engagement that could be available to <i>all</i> students during this lesson.</p>	<p><i>Multiple Means of Representation</i></p> <p><i>What are some different ways that content could be presented to learners throughout the lesson?</i></p> <p>Visual: images, video, read aloud, worksheet, example building sign, modeling of how to write in braille</p> <p>Written: words in read aloud, braille handout, chart, words on sign</p> <p>Verbal: verbal descriptions of images, video, read aloud, charts + conversations/discussions about inclusive signage, verbal think aloud of how to write in braille</p> <hr/> <p><i>Multiple Means of Expression</i></p> <p><i>What are some different ways that students could "show what they know" throughout the lesson?</i></p> <p>Kinesthetic: sign created for buildings</p> <p>Verbal: discussions</p> <p>Written: worksheet</p> <hr/> <p><i>Multiple Means of Engagement</i></p> <p><i>What are some different ways that you can help students get "fired up" about their learning during this lesson?</i></p> <p>Written: planning sign for their building</p> <p>Kinesthetic: creating sign for their building</p> <p>Verbal: conversation/discussion</p> <p>Visual: video, example sign</p>
<p>Accessibility Extensions</p> <p>Do you anticipate any additional accessibility and participation challenges? How will you address them?</p>	<ul style="list-style-type: none"> - Partner work to support all students - Potential one-on-one for N (with M) - If students are not listening: <ul style="list-style-type: none"> - change volume of voice - set goal for today: If you don't finish, I can't add the glue and you won't be able to feel the braille on your sign tomorrow!

Materials List:

- promethean board
- video
- model sign + cut out signs (cardstock)
- worksheet
- pencil
- instructions written on paper
- materials instructions

Introduction

How will you invite students into the learning experience?

Consider:

A hook, an immersive experience, a connection to yesterday's lesson, modeling...

Minutes:

15

Re-introduce read aloud: *after reading this, we thought about how adding braille to signs could make our environment more inclusive, so I thought it would be really neat that if in our model neighborhood community, we could also add braille to our signs!*

Video: *First I want you guys to know where braille comes from, and some special ways that it is used, and then you will have an opportunity to try to write it on your own!*

- minutes: 0:50-3:18, 4:52-5:13
- (invention of braille, language for visually impaired or blind people)
- Discuss yellow strip on subway platform - how it is for people who are visually impaired, but helps everybody!
 - Thumbs up if you've been the yellow strip before
 - Turn and talk: How is the yellow strip the same as or similar to braille?

Show example sign:

- *Last night I made a sign for our neighborhood.*
- *Turn and talk: What do you notice about my sign?*
- *We are going to use the checklist on the worksheet to help us make sure that our signs are as clear as possible and inclusive as possible so everyone can read them (clear handwriting, braille, pictures)*

Model worksheet (worksheet and braille alphabet both under projector):

I'm looking for quiet students that can come up and help me finish my sign.

- First write sign name that you already came up with from tuesday (check it off of checklist)
- Second, write the words in braille!
 - Model braille writing: *I'm giving every single person their own alphabet in english and braille to help you, and I'm going to show you quickly how it works*
 - I do
 - We do: Call on quiet students to help point to letter I will write next.
 - (check it off of checklist)
- Third, plan a quick sketch in the box! (check it off of checklist)

Instructions for working today (projected sheet)

		<ul style="list-style-type: none"> - 1. <i>Worksheet with your partner</i> - 2. <i>Check in with me or M with a raised hand</i> - 3. <i>Once you've gotten the ok, you will get your sign and can add your building's name and the braille translation</i> - <i>Can someone tell me in their own words what the instructions are today?</i> - <i>Raised hands - any questions about what you will be doing today?</i> <p><i>All of the supplies will be on the bench. After you check in with either me or M, you can grab 1 sign per partnership and one black marker. I advise that you write it all in pencil first, then go over it in black marker. That means that if we make mistakes first in pencil, then we can fix it before we go over it in marker.</i></p> <p><i>Friends, while you are working, I will come around and let you feel what it's like to feel the braille on my sign.</i></p> <p>Set expectation for voice levels: <i>if you can't hear the music, your voice is too loud</i></p>
<p><u>Exploration/Concept Development</u></p> <p>Consider: <i>Guided practice, independent practice, a group or partner exploration...</i></p>	<p>Minutes: 20</p>	<p>Independent work time (play music)</p> <p>Chime @ 10:20: <i>If you haven't checked in with me or M, raise your hand</i></p> <p>Circulate and allow students to touch the completed sign:</p> <ul style="list-style-type: none"> - <i>Close your eyes and touch, what does it feel like?</i> <p>By 10:20-25 everyone should be working on sign</p>
<p><u>Closure</u></p> <p>How will you bring students to closure with this learning experience and connect it to future learning?</p> <p>Consider: <i>A share, a closing challenge, a sneak peek at tomorrow's goal....</i></p>	<p>Minutes: 10</p>	<p>Share: From their seats, students will share with their table partners, and show the sign they made for their community building, and how it supports inclusion.</p> <ul style="list-style-type: none"> - <i>Each partnership will have 1 minute to share their sign. What did you name your building, and what did you include on the sign to make it inclusive?</i> <p>Cleanup: model putting tools away (assign roles (?) for different tools/supplies)</p> <ul style="list-style-type: none"> - glue - paper - markers - misc supplies
<p>Assessment Plans</p> <p>What understandings will you look for/ listen for, throughout the lesson? In other words, how will you continuously check in to see that students are moving toward the objectives you named above? At the end of the lesson, what data will you analyze/reflect on in order to determine whether or not all children met your objective(s)?</p> <ul style="list-style-type: none"> - Sign: does it include the name of business in english and in braille? Does it have an image that represents the idea or concept of the store/business? - Observation of verbal answers/conversations 		

Video:

<https://www.youtube.com/watch?v=8hzPIKmCHUA>

DAY 2

Step 4: What does your sign say?

Step 5: Write the words in braille!

Plan your sign:

Checklist:

- Did you write your building name in English as neat as it can be?
- Did you write your building name in Braille under the English words?
- Did you add a picture that makes it clear to your reader what the space is for?