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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Education and Training |
| **Course Name** | Principles of Education and Training |
| **Lesson/Unit Title** | Researching Learning Disabilities |
| **TEKS Student Expectations** | **130.162. (c) Knowledge and Skills**  (4) The student explores careers in the teaching and training program of study. The student is expected to:  (A) summarize the various roles and responsibilities of professionals in the fields of teaching and training  (5) The student explores careers in the professional support services program of study. The student is expected to:  (A) summarize the various roles and responsibilities of professionals in the field of professional support services |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Work collaboratively to learn more about specific learning disabilities * Produce an individual or group research paper and slide presentation that can be used to educate others |
| **Rationale** | Any individual employed in any type of Education and Training related job or career will benefit from knowledge related to student learning disabilities. Students with learning disabilities are serviced by both regular education teachers and special education teachers  This lesson will provide students with the opportunity to research five specific learning disabilities: dyslexia, dyscalculia, dysgraphia, dyspraxia, and dysphasia (also known as aphasia or global aphasia). |
| **Duration of Lesson** | Three to four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Dyslexia:** Learning disability that creates problems with reading, writing, spelling, and speaking  **Dyscalculia:** Learning disability, problems doing math problems, understanding time, using money  **Dysgraphia:** Learning disability, problems with handwriting, spelling, organizing ideas  **Dyspraxia:** Learning disability, problems with fine motor skills such as hand–eye coordination, balance, manual dexterity  **Dysphasia (also known as aphasia or global aphasia):** Learning disability, problems understanding spoken language, poor reading comprehension  **Individuals with Disabilities Education Act (IDEA):** A law ensuring services to children with disabilities throughout the nation  **Learning Disability**: Refers to a wide variety of learning problems |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with internet access (Be sure to follow district guidelines for internet access) * Presenter/remote   **Materials:**   * Index cards   **PowerPoint:**   * Researching Learning Disabilities   **Technology:**  Aphasia Quiz http://www.aphasia.org/content/aphasia-quiz-0   * Infographic:   + Ten Important Facts About Learning Disabilities in Children Infographic Learning disability in a person is seen when s/he has problems specific to learning. The person generally has difficulty in reading, reasoning, writing, speaking, listening, solving math problems etc. The 10 Important Facts About Learning Disabilities Infographic states some facts about Learning Disabilities to help you understand them better. http://elearninginfographics.com/10-important-facts-about-learning-disabilities-in-children-infographic/ * TED Talk:   + John Legend: True Colors In a heart-melting moment, TED Talks Education host John Legend sits at the piano to sing “True Colors,” giving the lyrics a special meaning for kids and teachers. “So, don’t be afraid / to let them show / your true colors / are beautiful, like a rainbow.” http://www.ted.com/talks/john\_legend\_true\_colors   **YouTube:**   * Learning Disabilities: What are the Different Types? http://www.youtube.com/watch?v=yG\_xSBsFMPQ * What is Dyslexia? http://www.youtube.com/watch?v=yKsjfnCMuYY * What is Dyscalculia? http://www.youtube.com/watch?v=HVf\_OHK2hHQ What is Dysgraphia? http://www.youtube.com/watch?v=jmBg\_BvDL-c   What is Dyspraxia? http://www.youtube.com/watch?v=h6tplQ3Kac4  **Graphic Organizer:**   * Checking Your Knowledge Quiz   **Handouts:**   * Researching Learning Disabilities Note-taking * Researching Learning Disabilities Project * Researching Learning Disabilities Project Rubric * Students with Disabilities * Students with Disabilities (Key) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Introduce lesson objectives, terms, and their definitions.  Arrange the classroom, by placing the following career titles on index cards and place on a table in the center of the classroom or on an accessible wall:   * Child psychiatrist * Clinical psychologist * Developmental psychologist * Educational psychologist * Neuropsychologist * Psychometrist * School psychologist * Speech and language therapist   Instruct students, as they enter the classroom, to take note of the career titles on the center table or wall.  Allow the students to complete the above assignment for about 15 minutes. Then ask the following:   * What do you think all of the career titles have in common? Answer: All of these individuals are qualified to diagnose learning disabilities in children. * It is not always easy to recognize learning disabilities in children. Why do you think that is? * What comes to mind when you hear the term “learning disability”? * How does knowing about a specific learning disability help teacher better educate their students? |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Complete graphic organizer, Checking Your Knowledge Quiz to analyze what they already know about learning disabilities. This quiz will be given again after the conclusion of the lesson to determine what students have learned.  Distribute Learning Disability Note-taking so that students may take notes during the slide presentation.  Introduce PowerPoint Learning Disabilities and lead a discussion. Students will be expected to take notes while viewing the slide presentation. Allow time for classroom discussion.  Throughout the lesson, refer to the Word Wall so that students may become familiar with terminology. You may use a site such as wordle.net or tagxedo.com to create a digital word wall.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing students extra time to complete the assignment * providing fill-in-the-blank note handouts for students to follow and fill in during the lesson * pairing students with elbow partners who can assist them with verbal and written responses to the lesson |
| **Guided Practice \*** | Divide class into small groups and assign each group a learning disability topic.  Provide each group a copy of Students with Disabilities to be answered and shared with the class in group presentation of information.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing students extra time to complete the assignment * providing fill-in-the-blank note handouts for students to follow and fill in during the lesson * pairing students with elbow partners who can assist them with verbal and written responses to the lesson |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Introduce Learning Disabilities Research Project and Learning Disabilities Research Project Rubric. Thoroughly explain project guidelines and each rubric component.  Inform students that their research project will consist of writing a two-page report that defines their assigned disability, describes the effects of the disability, explains how it is identified (diagnosed), and includes strategies teachers could use to help educate a student with the disability.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing students extra time to complete the assignment * providing fill-in-the-blank note handouts for students to follow and fill in during the lesson * pairing students with elbow partners who can assist them with verbal and written responses to the lesson |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Complete graphic organizer, Checking Your Knowledge Quiz to analyze what they have learned about learning disabilities. |
| **Summative/End of Lesson Assessment \*** | Student products will be shared with the class and assessed with rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Book:**   * Early Childhood Education Today, Twelfth Edition, by George S. Morrison This book is a great resource on early childhood education. It covers the foundation of education, programs and resources for children and families, educational needs of infants through the primary grades and the special needs of children and families. * Introduction to Teaching: Becoming a Professional, Fifth Edition, by Don Kauchak & Paul Eggen For any student going into the teaching profession, this is an excellent choice. It is an easy read for students on all levels. It covers the changing teaching profession, the foundations of education and how to become an effective teacher.   **Images:**   * Microsoft Clip Art: Used with permission from Microsoft.   **Websites:**   * HelpGuide Expert, ad-free resource that focuses on dealing with health challenges http://www.helpguide.org/mental/learning\_disabilities.htm * IDEA Tons of resources such as informative handouts, podcasts, video clips and webcasts on learning disabilities. http://idea.ed.gov/ * National Aphasia Association Aphasia resources http://www.aphasia.org/ * National Center for Learning Disabilities Learning Disabilities Resources  http://www.ncld.org/ * TAFE Advisor Handbook Website for Texas Association of Future Educators, includes Advisor Handbook http://www.tafeonline.org/   **YouTube:**   * National Center for Learning Disabilities http://www.ncld.org/ |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events Assign students to read information to keep up with the latest news on learning disabilities. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * HelpGuide Helping Children with Learning Disabilities http://www.helpguide.org/mental/learning\_disabilities\_treatment\_help\_coping.htm * Web Med Article: What is Aphasia? http://www.webmd.com/brain/aphasia-causes-symptoms-types-treatments * Encourage students to connect reading to their life experiences or prior knowledge.   Word Attack Strategies. Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion), students will have a better understanding of the pronunciation and meaning of the unfamiliar word(s), facilitating comprehension. |
| **Quotes** | I get stubborn and dig in when people tell me I can’t do something and I think I can. It goes back to my childhood when I had problems in school because I have a learning disability. **-Anne Bancroft**  It is a waste of time to be angry about my disability. One has to get on with life and I haven’t done badly. People won’t have time for you if you are always angry or complaining.  **-Stephen Hawking**  Disability is a matter of perception. If you can do just one thing well, you’re needed by someone. **-Martina Navratilova**  No pessimist ever discovered the secret of the stars, or sailed to an uncharted land, or opened a new doorway for the human spirit. **-Helen Keller** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I now know that learning disabilities are… * The Individuals with Disabilities Act (IDEA) provides… * This project has helped me…   **Writing Strategy:**  RAFT   * Role: Teacher * Audience: Parents of a specific special needs student (assign disability) * Format: Personal outline for an upcoming parent conference * Topic: Student is acting out in class even though his/her IEP is being followed |
| **Communication**  **90 Second Speech Topics** | * I now know that learning disabilities are … * The Individuals with Disabilities Act (IDEA) provides … * This project has helped me … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Create an informational brochure using the data collected that can be provided to the school counseling center for distribution to parents.   **TED Talk:**  TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less).  The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.   * John Legend: True Colors In a heart-melting moment, TED Talks Education host John Legend sits at the piano to sing “True Colors,” giving the lyrics a special meaning for kids and teachers. “So, don’t be afraid / to let them show / your true colors / are beautiful, like a rainbow.” http://www.ted.com/talks/john\_legend\_true\_colors |
| **Family/Community Connection** | * Interview various school faculty and staff regarding their role in working with students with learning disabilities. |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA) http://texasfccla.org  **STAR Events:**   * Early Childhood – An individual event – recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. * Focus on Children – An individual or team event –recognizes participants who organize a community service project focused on a specific need related to children in the community. * Teach and Train – An individual event – recognizes participants for their exploration of the education and training fields through research and hands-on experience.   SkillsUSA  http://skillsusa.org  **SkillsUSA Contests:**   * Early Childhood Education – An individual event – recognizes participants who demonstrate knowledge of developmentally appropriate practice and ability to prepare and implement learning activities for children 3 to 5 years old. Contestants will prepare a written lesson plan and take a written test assessing their knowledge of child development and effective teaching strategies. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see http://www.servicelearning.org   * Possible idea: Once research paper and slide presentation on learning disabilities are complete, students can provide presentation sessions at PTSA/PTSO meeting as well as to their faculty and staff. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)