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SPGN 251
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April 19, 2020

Lesson Modification Plan (LMP)

Part 1: Introduction

The classroom detailed in this document is a Grade 6 English Language Arts class at Springbrook Middle School in Adrian, a small city in Southeast Michigan. This class has 21 students. Class sessions are 45 minutes in length, and there are no assistants or aides available for this class. The students have just begun the third section of the figurative language unit. The Standard for this unit is CCSS.ELA-LITERACY.L.6.5: *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings*. All three subsections, L.6.5.A, L.6.5.B, and L.6.5.C are included in the unit.

Part 2: Objectives

Unit learning targets:

- Students will demonstrate knowledge of figurative language with 80% accuracy.
- Students will use figurative language to enhance their writing.

Lesson learning target:

- Students will accurately portray a personified object.

Materials:

- Classroom projector and iPad or computer.
- Handout A (standard letter-sized sheet) Dog Letter sample, one for each student.
- Handout B (standard letter-sized sheet) Personification Letter, one for each student.
- Handout C (standard letter-sized sheet) Letter Outline, for students needing extra help.

Procedures:

Anticipatory set: Review similes and metaphors and discuss how they help to enhance writing. Ask students what else makes writing fun to read. For example, in the book *Charlotte's Web*, ask questions such as, "what is unique about the spider? Using iPad or computer, show a short clip of an animated show with animals. What is unique about cartoon shows with animals?" (5 minutes)

Instruction: Define personification, *giving human traits to non-human things*. Draw a concept map on the front board, provide an example, anything from popular culture. Using an iPad or a computer, show a short clip of SpongeBob SquarePants. Ask a question such as, "what can SpongeBob SquarePants do that real sponges can't?" Then elicit student responses, write them on the board. (10 minutes)

Modeling: Transition into explanation of the assignment. Students will be writing a letter as a personified non-human object to a human of their choice. They must include an explanation of

their non-human object's human traits. Provide students with Handout A, the model of a dog writing a letter to its owner. Have students identify which human traits the dog has. (10 minutes)

Guided practice: Have students collaborate and complete the rest of the letter based on what they learned in the introduction. Encourage them to think of more human-like traits that the dog might possess.

Independent practice: Explain to the students that they first need to pick a non-human thing and give them at least 3 human traits. Then, they'll choose their living object that they're writing the letter to (it doesn't need to be a person). Use Handout B for students to start their brainstorming. The students have the remainder of the class period to work. (20 minutes)

Closure: Towards the end of the class, tell students if they haven't completed their assignment, they need to finish it by the next class period.

Part 3: Students with Special Needs

David:

David was diagnosed with a learning disability around Grade 3. He has Dyslexia, difficulty with reading and some symptoms of ADHD including inattention. David has normal intelligence and normal vision. He has benefited from early assessment and intervention. As a result, he has developed good auditory learning skills and benefits from learning aids, smartphone applications and computers. David loves video games, and enjoys drawing pictures for his friends. He has a negative view of English/ELA, associating the subject with books, and reacts much more positively to multimodal approaches.

Madeline:

Madeline is an eleven-year-old girl with a severe hearing impairment. While she can communicate in ASL, she is also an excellent lip reader. She performs above average in school and doesn't usually need any assistance beyond assistive listening devices. A method that has worked well for her is a FM transmission system, which is very simple to use. Her assistive listening devices allow her to participate in most activities with her peers. However, loud or noisy background sound is highly disruptive and she prefers to be in direct view of the teacher to read body language and cues. Madeline is very social and liked by her classmates. She loves 4-H and working with animals. She shows a keen interest in plants, Earth Science, and biology.

Part 4: Modifications

David:

Learning aid and computer use: David has access to a classroom laptop with earbuds. The laptop has an empty desktop, with the exception of the three Handouts (A, B, and C) in digital form. There is an audio file of the directions and the Google Text-to-Speech app is installed.

Non-verbal signaling: David and the teacher use a few simple non-verbal cues. If David makes eye contact and points to his ear, he wants to use the earbuds. The teacher can approve it with a simple head nod, or disallow it with a closed hand gesture. The teacher should approve the request, unless it is necessary that he pay direct attention at that time.

1. David has preferential seating; he sits in the front of the class and at the beginning of class retrieves the laptop. He is permitted to use it to follow along with the class. It also allows him to more easily use his non-verbal signals.
2. The anticipatory set and instruction should go smoothly since it involves a variety of multimedia. The teacher should be observant and watch for David's attention to wander, and signal him if necessary.
3. During the modeling section, the teacher should prompt David to open Handout A, so he can type some of the examples from the board into his file.
4. During the guided practice section, the teacher should prompt David to open Handout B, so he can type some of the ideas from group discussion into his file.
5. Once the independent practice section begins, the teacher signals David and asks him to open Handout C. This outline will provide him a structure to do the task. He can also listen to the audio file with the directions again if he chooses.
6. David is allowed to type his response into Handout C. If he feels comfortable, he may type it into Handout B.
7. Toward the end of the independent practice section, signal David to let him know that the end of the work time is near.
8. The closure section is very important for David, as it helps synthesize the learning for the day. The teacher should make sure there is enough time left to briefly summarize the learning of the day and expectations for the next class.

Madeline:

Assistive learning device use: A method that has worked well for Madeline is an FM transmission system, which is very simple to use. At the beginning of class, she gives the microphone device to the teacher to wear around their neck. She is able to adjust the sound on her device. She can also connect her device to a standard audio input on a computer or other device with a standard auxiliary input.

Classroom environment: Reducing background sound in the classroom is critical. The chairs have tennis balls on the feet and the windows have noise reducing curtains. Do not darken the room unless necessary, brighter light helps Madeline lip read more effectively.

Lesson design considerations: Madeline works better with assignments and tasks completed in smaller chunks. If possible, the teacher should design lessons with a few smaller texts rather than one large text. She benefits from multimodal lesson design and graphic organizers help her structure information.

Lesson delivery considerations: The teacher should speak clearly and not exaggerate lip movements. The teacher should try to not cover or obstruct their mouth and avoid moving too much during instruction. Repeat clearly any questions asked by students during instruction. Do not speak when facing the front board. If available always enable the captions mode on video materials. Summarize whenever sections of learning are complete. During partner activities the teacher should give the microphone device to the student working with her. The use of the device is simple, but if necessary the teacher will provide instructions to that student.

1. When Madeline enters the room, she will give her microphone device to the teacher to wear. Using the device is very simple, as it fits comfortably around the neck. The teacher does not need to “speak into it,” simply speak as normal. She can control the volume herself. However, the teacher should take care not to brush against it, or hit it with any objects.
2. Before the class begins, the teacher should speak with Madeline and tell her that today they will be watching some multimedia videos. During that time, she may want to adjust the volume on her transmitter.
3. Madeline has preferential seating; she sits in the front of the classroom with an unobstructed view of the teacher.
4. During each section, the teacher should clearly identify which handout to use by holding it up.
5. Madeline isn’t shy, during the instruction section she will ask questions, or ask for clarification, she may ask for the last point to be repeated. As students give examples, keep control of the class by preventing outbursts. Remind students calmly to raise their hands and pace the responses. After each student response, the teacher should repeat it, or briefly summarize what the classmate said.
6. For Handout A, the use of a dog as a model was an intentional design consideration for Madeline as she loves animals. She will be very receptive, be ready to let her give an example; listen carefully, and re-iterate her response with support.
7. During independent practice, the teacher must be aware that Madeline may turn off the transmitter as she is concentrating, or while the teacher is working with other students. The teacher shouldn’t assume that Madeline can hear them. During the time, occasionally check on her, watch out for a signal from her. If she wants assistance, she will raise her hand, once the teacher approaches, she will turn the transmitter back on. Face her directly and speak clearly and normally.
8. At the closure section, the teacher should make sure there is enough time remaining to briefly summarize the learning of the day and expectations for the next class.

Part 5: Modifications Rationale

David:

David has great difficulty with reading and his attention wanders, especially with large amounts of reading, and long text-based directions. He learns more effectively from auditory stimuli and observation. He has also learned to use computers and apps to help with his reading problems. David benefits greatly from a multimedia approach, as it keeps his attention, and helps with his reading difficulties. Classwork that is active-learning based, and activity-focused help both his reading difficulties and keep his attention. Since he was assessed early, he has developed a useful set of non-verbal signals that help him communicate his needs with the teacher without disrupting his peers. The teacher should learn and be attentive to these cues.

Madeline:

Madeline has proficient literacy skills due to a combination of assistive learning devices, using her lip-reading skills, parent support at home, and hard work. She prefers working without aides, participating in the general education classroom with her classmates. One of the reasons she

prefers to work alone is that watching an interpreter or working with an aide diverts her attention and she can't focus on the instruction. The teacher should assist her methods, allowing her to be independent. The teacher should control the classroom environment and make some considerations in the design and delivery of lessons.

Part 6: Assessment

Assessment for this lesson is formative. The students' letters are gathered the following day. In the next class, they will share their letters with their classmates. The teacher will collect the letters, review them, and leave descriptive feedback. David usually transcribes his work from the computer onto the paper, but if the writing is too extensive, he may print his letter. He shares his letters with his peers as normal. If the room gets too noisy Madeline's productivity will be adversely affected. Most of the time her work is above average. If given access to a dictionary and/or thesaurus, her work is even better. Madeline is very receptive to descriptive feedback; the teacher should leave effective feedback to improve her work. She will really enjoy sharing her work with her peers.

Part 7: Reflection

With the modifications both David and Madeline should be successful in writing their personification letters. With the multimodal lesson approach, using the laptop to listen to directions and type his response, David should be able to build upon his figurative language skills. With preferential seating and simple non-verbal signals, he should be able to exercise a certain degree of control over his classwork. However, if he is unsuccessful with his letter, the teacher should use a direct instruction method, showing more examples of personification, and showing more media files, video clips, and read aloud. One of the challenges for students with hearing impairments like Madeline is figurative language. While Madeline's literacy skills are above expectations, she has good and bad days like all students. If her work on personification isn't accurate, it's very important to provide her explicit, direct feedback. Like David, she will benefit from more examples, especially those from real life. The teacher should prepare a variety of models from popular culture to further solidify these concepts. Madeline will likely succeed in each individual lesson, but may have trouble discerning the differences between simile, metaphor, idioms, and personification when they are linked together. It's important that the teacher ensure a cohesive understanding of each topic/structure before moving on to more complicated lessons where all four concepts are integrated.