

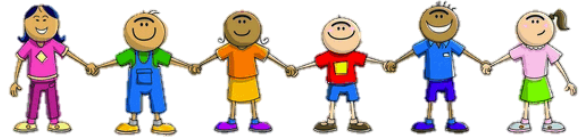
“You’ve Got a Friend in Me”

Ms. Brumleve

3rd Grade Special Education

Reading and Social Interaction

Lesson Length: 3 hours (1 hour per day for 3 days)



Analyze Learners

1. 9 Students
2. 5 Males/4 Females
3. Ages 8-9
4. Mental, Social, Physical, Social Notes such as:
 - 2 Children with ADD
 - 2 Child with ADHD
 - 3 Children with dyslexia
 - 1 High Functioning Autistic Child
 - 1 Child with Down Syndrome
 - 1 of the Children with ADD speaks English as a Second Language
5. Most of the children are eager to learn. The child with Autism is hard to keep on track. The child with Down syndrome has low self-esteem; needs extra encouragement. 2 of the students struggle with reading, 5 of the students can read at a kindergarten level and 2 at a first grade level.
6. Learning Styles
(Estimate % of Students)
 - Visual- 20%
 - Auditory (Aural)- 20%
 - Kinesthetic (Hands On)- 60%

State Objectives

Objectives:

- The student will be able to read at a first grade level the books listed with 85% accuracy.
- The student will be able to work with others to become friends in the classroom, at recess, and at home.
- The student will be able to pick out the aspects of friendship from videos and apply that knowledge to their everyday life.

Select Media, Materials, and Methods

- ✓ 10 Copies of the “Friendship song”
- ✓ 10 Copies of the books *The Best Friends Book* by Todd Parr and *Hunter’s Best Friend at School* by Laura Elliot.
- ✓ 1 electronic version of each book
- ✓ Video clips from Toy Story, Finding Nemo, and the Fox and the Hound
- ✓ Smart board and projector to show video clips
- ✓ Microphone for students to use while reading

Utilize Media, Materials, and Methods

At the beginning to the lesson, we will sing “The Friendship Song.” Then, I will show my students different clips from Toy Story, Finding Nemo, and the Fox and the Hound using the Smart Board and projector in order to show them examples of friends. After watching these video clips, we will discuss the characters, their problems and solutions, how we can tell they are friends, and the aspect of friends. The students will sit in a reading circle and read aloud using the microphone the books listed. I will have the electronic version of the books viewable on the smart board as a supplemental visual aide. After each child reads, the other will give words of encouragement to their classmates. When they finish reading the books, we will discuss the same aspects as we did with the movies.

Require Learner Participation

We will begin the lesson by getting in a circle and singing the “Friendship Song” together. This will introduce the children to the concept of friendship and how it is beneficial to them to be a good friend. After we sing the “Friendship Song” we will watch a few short clips from the movies listed and then we will discuss it. Each student will be required to offer their input on what they discovered through watching the videos. After we watch the video clips, we will begin the book *The Best Friends Book*. Each student will read one page. When finished, we will discuss the story and do a group activity to build friendship among the students. We will then read *Hunter’s Best Friend at School* and discuss it. Next the students will do an individual activity of writing a short paragraph about what they learned about friendship from the books we read. This activity will be for a grade. This will all be done over a 3 day span.

Evaluate & Revise

Evaluation methods for *each* of the following are included:

- **Student Performance** will be evaluated by how well they understood the concept of friendship, how well they demonstrate the concept of friendship, and the quality of their paragraph about friendship is.
 - ✓ Does the student understand what friendship is?
 - ✓ Does the student demonstrate the concept of friendship?
 - ✓ How well did the student express their understanding in their paragraph?
- **Media Effectiveness** will be evaluated based on how the students react to the use of the microphone, whether or not they like talking in to it, and how well the video clips come through and project onto the smart board.
 - ✓ Did the students seem to benefit from the technology?
 - ✓ Was the technology too distracting?
- **Instructor Performance** will be evaluated by the students. Each student will be given a sheet of paper to write 1-2 sentences on how well the understood the lesson and how well it was taught by the teachers.
 - ✓ Did the teacher demonstrate what friendship is?
 - ✓ Did the teacher help you with words that you didn’t understand?
 - ✓ Did the teacher explain the lesson so that you could understand it?