

Ohio University Special Education Program Lesson Plan Template

Teacher Candidate Name:	April Fields	Date to be Taught:	March 24, 2025	Lesson #:	1
Grade Level/Age Span:	Preschool/4-5 year olds	Groupings:	Large	Classroom Setting:	Inclusive classroom

Central Focus or Essential Question of this Lesson

Every person is different and special in their way. We each have our own physical characteristics that are a part of who we are.

State-Adopted Academic Content Standards/Benchmarks

List the state academic content standards/benchmarks with which this lesson is aligned (the overall target of student learning). Include state abbreviation and number & text of the benchmarks. If only a portion of a benchmark is addressed, then list only that portion.

SE.1.a. Develops and expands understanding of oneself as a unique person.
 SS.1.a. Develops awareness of own culture and other characteristics of groups of people.
 LL.1.e. Develops comprehension of read-aloud text.
 LL.4.a. Develops understanding that writing represents spoken language.
 LL.4.b. Draws and writes using increasingly sophisticated grasp.

Learning Objective(s) Associated with the Content Standard for this Lesson

Specific learning objectives for this lesson (it must be measurable).
 Students will be able to define the terms different and skin tone.

Describe the connection to previous lessons. (Prior knowledge of students this builds upon, preassessment data, etc.)
 Students have drawn self-portraits earlier in the school year. On an almost daily basis they have done journal entries where they draw a picture based on a prompt and they write about it. They are also used to listening to read alouds and answering questions related to the text.

Describe the connection to future lessons. (How and when will students use this information in the future?)
 This lesson will lead to future lessons learning about other cultures of people.

Ohio University Special Education Program Lesson Plan Template

Communication Skill

<p>Consider the communication skills needed for learners to be successful in this lesson. Examples of communication skills include retelling a story, explaining a mathematics problem-solving strategy, answering questions, appropriately expressing frustration, selecting the right sign, requesting assistance, selecting a picture, starting or stopping communication, and responding to a prompt or cue.</p>		
Key Vocabulary:	Communication Skills Needed for Lesson (receptive and expressive):	Language Supports:
Different Skin tone	<p>Expressive: Answer questions Talk to peers Ask questions Write (scribble, mock, phonetic, etc) Draw</p> <p>Receptive: Listen to teacher reading book Following directions</p>	Modeling Visual cues Reminders

Materials

Materials needed by TEACHER for this lesson	The Colors of Us! book 2 index cards with vocabulary words written: different & skin tone Whiteboard & dry erase marker
Materials needed by STUDENTS for this lesson (consider AT)	4 individual mirrors White printer paper Colors of the World markers, crayons, and colored pencils Regular markers

Ohio University Special Education Program Lesson Plan Template

Procedure with Lesson Timeline and Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Orientation/Engagement/Motivation		Estimated Time: 3 minutes
Teacher Actions:	Student Actions:	
<p>Teacher gives the following directions: “Put your hands on your toes” “Put your hands on your nose” “Put your arms in the air & wave them like you just don’t care” “Freeze!” In a whisper while modeling with another student: “With a classmate next to you, put your arms next to each other”. Regular voice: “Please raise your hand if you notice anything about your arm next to your classmate’s arm”. Respond to students’ answers. If someone says something about their skin, stop taking answers and introduce the lesson.</p>	<p>Students will follow directions for moving their hands and arms. Students will respond to the teacher’s question.</p>	

Instructional Strategies (e.g., direct instruction, modeling, demonstration, etc.)		Estimated Time: 12 minutes
Teacher Actions:	Student Actions:	
<p>“We have two vocabulary terms that we are going to learn today. The vocabulary words are different and skin tone”. Teacher will hold up an index card with the word “different” on it. “This is the word <u>different</u>. Repeat me, <u>different</u>. Different means not the same”. “All of us in this classroom have things about us that are the same and things that are different. We all are humans and we all live in Ohio. Those are things that are the same. Some things that are different are that we have different colored hair, we like different foods, and we have different families”. Teacher will hold up an index card with the word “skin tone” on it. “This is the term <u>skin tone</u>. Repeat me, <u>skin tone</u>. Skin tone is the color of our skin. Everyone is born with their own skin tone”. “Each of us in this classroom have a different skin tone. Some of us might have lighter skin, some of us might have darker skin, some of us might have more red or pink to our skin”. “Today we are going to think about our own characteristics, such as our skin tone and hair color, and how we are all our own unique and</p>	<p>Students listen. Students repeat the terms “different” and “skin tone”</p>	

Ohio University Special Education Program Lesson Plan Template

<p>special person. Every person is different and special in their own way”.</p> <p>“We are going to read a story about different skin tones and the beauty in every person. This book is called The Colors of Us! It was written and illustrated by a person named Karen Kratz”. Teacher shows the students the cover of the book, running their finger under the words as they are read.</p> <p>Teacher reads book to the students.</p> <p>Teacher asks the following questions and says the following statements.</p> <p>Page 1 “Why do you think Lena is saying that she is the color of cinnamon?”</p> <p>Page 3 “Sometimes at art we mix colors to create new colors, that’s what Lena and her mom are doing. They are mixing colors to create different skin tones”.</p> <p>Page 10 “What are some of the ways that Lena is describing her neighbor’s skin tones?”</p> <p>Page 14 “Lena describes her babysitter as looking like a princess. She looks like a princess to me too with her jewlery and fancy hair”.</p> <p>Page 21 “What do you think she’s going to paint?”</p> <p>Page 23 “What did Lena paint?” “Does everyone look the same or do they look different?”</p>	<p style="text-align: center;">Students raise hands and answer questions related to the story.</p>
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Structured Practice/Exploration – Guided Practice/Feedback:		Estimated Time: 4 minutes
<p>Teacher Actions:</p> <p>“Now that we have read the book, I want you to look back at your arm and look at your skin tone. In the book the author compared the color of the characters’ skin to foods and spices such as toffee, cinnamon, and honey. I want you to think of a food, a material, or just something on the earth that is a similar color to your skin tone. If you have a word that you could use to describe your skin tone or one that you remember from the book, please raise your hand”.</p> <p>Teacher calls on students to share ideas of their own and what they recall from the story. Teacher writes the ideas on the whiteboard using a dry erase marker and reads the words as she writes them. Teacher reviews the ideas on the board.</p>	<p>Student Actions:</p> <p style="text-align: center;">Students raise hands and share ideas for the teacher to write on the whiteboard.</p>	

Ohio University Special Education Program Lesson Plan Template

they can relate to any of the words, or help come up with new words if needed. Students will be encouraged to try writing the word to the best of their ability (scribble, mock writing, phonetic). The teacher will ask the student what it says and write a full sentence underneath in “adult writing” such as “My skin is the color of _____.” The teacher will say the words while writing it out and point out the use of punctuation at the end of the sentence.

Closure

Estimated Time: 5 minutes

Teacher Actions:

When students are done working, the teacher will direct students back to the carpet with their self portraits.
 “I want everyone to hold their self-portraits up in front of your stomach so that everyone can see each other’s pictures.”
 “We are going to go around the circle and I would like you to say what word you decided to use to describe your skin tone”
 “Wow, I see so many amazing pictures. There’s one thing that I love the most about all of these pictures. Can anyone guess what it is?”
 If someone says that they are all “different” or “unique” the teacher will continue (if not the teacher will point out why)
 “Each of these pictures are different and special in their own way. They each look like each of you. All of you in here have different skin-tones, different hair, eyes, smiles, and more. You are all beautiful in your own way. People all over the world look different. It’s important to recognize the wonderful differences in people.”

Student Actions:

Students will return to the carpet with their self-portraits.
 Students will hold up their self-portraits.
 Students will take turns saying the word that they used to describe their skin tones.
 Students will raise hand to answer the question.

Accommodations and Modifications

<p>How might I differentiate instruction to maximize students’ assets and meet students’ individualized needs? (Consider UDL)</p> <p>Additional supports:</p>	<p>Circle time -alternative seating (rocking chair, wiggle cushion, chair, etc) for those who need it. -fidgets for hands (marble maze, snake, etc) for those who need it. -students who get distracted easily will be sitting closest to the teacher. -cue cards for when to be quiet & when to raise hand</p> <p>Journals -options for different drawing/writing utensils with tripod pencil grips available</p>
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-larger paper for those who need more space

Assessments

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment, what is assessed, and how data will be collected).	X Informal / <input type="checkbox"/> Formal	Teacher will ask students questions during read aloud and at the closing circle in a group setting (paraprofessional will take notes)
	X Informal / <input type="checkbox"/> Formal	Teacher will ask students individual questions during journal time (teacher will take notes).
	X Informal / <input type="checkbox"/> Formal	Later in the day, the teacher will individually ask students to define the vocabulary terms different and skin tone.

High Leverage Practice(s) Applied

Identify any High Leverage Practices (HLPs) that are demonstrated and where they occur in the lesson.

HLP #8: Provide Positive and Constructive Feedback to Guide Students' Learning – This occurs in the lesson when... the teacher looks at student work during independent practice and gives students feedback on their progress. Then roams to others and does the same.