

# Brains EDTC 631


Midterm: Shared Reading/Concepts of Print  
Rebecca Lynn Baucom  
October 21, 2016



image credit: [http://pigeonpresents.com/data/covers/pigeon\\_bus\\_bigbook\\_lg.jpg](http://pigeonpresents.com/data/covers/pigeon_bus_bigbook_lg.jpg)

The lesson chosen is a shared reading with culminating activity in a special education classroom. The purpose of this lesson is to continue to introduce non-readers to literature and experiences their limited skills would not otherwise expose them to.

## Shared Reading



Target Audience:  
Elementary MD Class

Goals and Objectives:  
To develop concepts of print  
To continue the development of language skills

Performance Objective:  
Students will use their iPads to actively engage with a shared reading  
SW complete final activity

Image credit: <http://mowillemsdoodles.blogspot.com/>

The target audience for this lesson is my self-contained special education class. The class is made up of 3 students, age 7-10 years old, with varying degrees of ability. All are classified multiply disabled. None of the students can speak, but all have basic knowledge of an iPad app called Proloquo2Go, which they use for communication. Communication is a large part of their IEPs and during almost every lesson or classroom experience, students are encouraged to utilize their devices to interact with those around them. This lesson seeks to enhance the students' reading experience by including communication opportunities and encourage language development within the teaching.

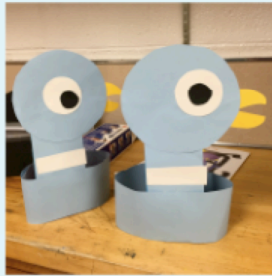
The academic goals of the lesson are to continue to develop an understanding of concepts of print, as well as basic elementary skills such as following directions, cutting, gluing, attending to a lesson, etc.

The students will listen to a reading of Don't Let the Pigeon Drive the Bus, and interact with the story by using their iPads to answer the main character's (Pigeon) requests to drive the bus. The teacher will model appropriate reading skills such as fluency and expression, while enhancing the students' experience with visual and tactile props (puppets and plush toys). When the reading is finished, students will answer questions relating to the characters in the story; differentiating between the bus driver, the pigeon, and the bus, as well as reviewing the answer to Pigeon when he asked to drive the bus. Students answer the pigeon's questions by pressing the "No" button on their iPads and/or shaking their heads.

Once the students have a basic grasp of the story and its characters, the class will complete a craft activity. They will follow directions to cut and glue (all done hand over hand with paraprofessionals) to create a pigeon hat.

## Activity and Assessment

Pigeon Hats!



Assessment:  
Teacher observation throughout activity

Image credit: Baucom, R. 2016 (photo taken by the author)

Students will be assessed based on teacher observation throughout activity, as well as some data collection throughout. (Data collection refers to students' IEP and individual needs).

## Sense and Meaning

Sense- simple, easy to follow story



Meaning- connection to their experience/knowledge  
Riding the school bus  
Pigeons can't talk or drive!

Image credit: Baucom, R. 2016 (photo taken by the author)

Sense and meaning are an important part of any lesson, but particularly important in the MD classroom. It is a challenge to determine whether or not a lesson makes sense to a student who struggles with attention, has no ability to speak, and is developmentally delayed, but it can be done. In a traditional classroom, a student can answer questions and simply show that the lesson makes sense to them and is meaningful.

In this classroom, we determine sense and meaning through observation and student reaction. This lesson hinges on an easy to understand story. It uses simple language and concepts and we can determine if it makes sense by observing the students ability to follow

the story and interact appropriately.

Connecting the story and the lesson to something meaningful is a bit less challenging and believed to be the more important part of the sense and meaning equation. “Of the two criteria, meaning has the greater impact on the probability that information will be stored” (Sousa 54). The bus, the bus driver, and the pigeon are represented with visual and tactile objects. The students gain meaning from touching and playing, but also connecting these objects to things they already know. The students have all been on a school bus, interacted with a bus driver and live in a suburban area with plenty of wildlife, particularly birds. They also have a general understanding of books, as they are surrounded by them within the classroom, as well as print (posters, signs, other class experiences, etc). The lesson is meaningful because it is connecting them to things they already know and see everyday. Our ultimate goal in the special education classroom is to keep their brains engaged and teach them as much as we can before we send them off into the world, and sense and meaning are an important part of that learning process.

### Primacy/Recency

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Prime time 1  
introduction of concepts of print- title, characters, setting  
demo of how to use iPad to answer questions

Downtime  
listening and interacting with the story

\*movement break if needed\*

Prime time 2  
Complete culminating activity, review how to glue, cut, follow directions

Image credit: <http://dataworks-ed.com/the-primacyrecency-effect/>

“We tend to remember best that which comes first and remember second best that which comes last” (Sousa 95). During Prime Time 1, we introduce our new material. In this lesson, I show the students the book, discuss the title, characters, setting on a level they understand. I demonstrate what we will be doing with the iPads as we read, and allow the students a few trial runs at pressing the correct button. During the downtime, we read the story and interact as they were shown in Prime Time 1. If this all takes more time than is planned, and/or we feel the students are starting to fidget, or lose track of the lesson, (which did not happen this time), we allow for a short movement break. Students may get up, move around, go to the bathroom, or get a drink of water.

When we come back to the lesson, for Prime Time 2, we complete the activity. We cut, glue and follow directions. These are all skills that can be generalized over the course of their time in elementary school, so we want them to remember them. This is what we hope to achieve by making it a part of Prime Time 2.



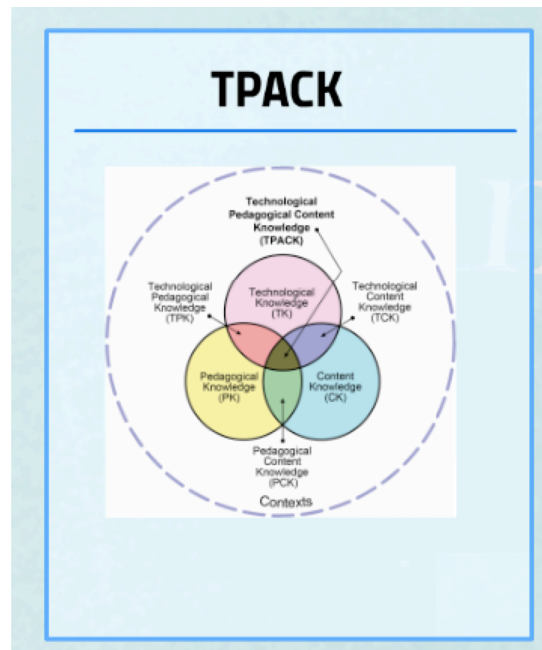


image credit: <http://www.matt-koehler.com/tpack/tpack-explained/>

Technological Pedagogical Content Knowledge framework in this lesson:

- Content knowledge- besides a basic understanding of the concepts of print, the teacher needs to know the content of the book prior to reading it and how the story may influence the students and their ability to answer questions. The teacher also needs to have enough information about the ability levels of the students and how to modify and adjust the curriculum to fit their needs
- Technological knowledge- a basic understanding of the classroom technology; the iPads, the apps associated with those iPads, the smartboard and how to use the internet.
- Pedagogical knowledge- the teacher needs to understand the purpose of the lesson. Why is it important to understand the connection between words and pictures with thoughts and ideas? In this lesson the teacher needs to know how best to engage the students in the shared reading. I know the level of my students, and am familiar with their learning styles and requirements set out by their IEPs. The connection between words and print in my classroom is extremely important, as my students have very little knowledge of this and cannot read or write. My lesson plans are often long and involve individualized attention for each student and their particular needs.
- Pedagogical Content knowledge- I had to understand what was the best way to engage my students with the content. Mixing what I knew of how to teach them with the content they needed to be taught. I know my students learn best with visuals and hands on activities so I incorporated puppets and toys into a lesson with a very colorful and visually exciting book, and ended the lesson with a hands on activity.
- Technological Content knowledge- I have an understanding of how the technology would be useful to convey the content. The use of the smartboard and youtube, as well as the iPads was the best way to teach them about concepts of print.
- Technological Pedagogical knowledge- I knew that the students were already learning how to use their iPads for communication, so drawing on my knowledge of what and how they would learn, I was able to manage the use of the iPads for maximum benefit.


**Technology and SAMR**

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**Redefinition**

New task?

Speech!  
Interaction!  
Previously inconceivable!



**Other technology used...**

**Smartboard**




image credits: <https://makeameme.org/meme/INCONCEIVABLE>

<https://www.common sense.org/education/website/gonoodle>

<http://www.heyuguys.com/our-recommended-ipad-apps-for-the-movie-fan/youtube-ipad-app-icon/>

Technology is a large part of our daily experience in the MD classroom. Ipads are used daily for communication. Based on the SAMR model (substitution, augmentation, modification, redefinition) this lesson skips right to redefinition. Utilizing the iPads to engage in interaction with the story is a brand new task for the students. They are no longer sitting passively and listening (or not listening) to someone read a story. They are able to engage in the experience, and communicate where they previously were unable. According to Dr. Puentedura in his video, he states that moving into the modification and redefinition levels allows students to “Engage in exploration of areas they might not have otherwise”(commonsensemedia.org). In this case, students are able to speak and engage in a shared reading that, without the use of technology, they would not be able to. Speech and this level of interaction is inconceivable without technology.

At other times throughout the week in which this lesson is presented, there are opportunities to watch a youtube video of someone else reading the story. Our students enjoy a change of scenery and voice, so moving to the carpet to hear and watch someone else read the story is an example of the substitution level of the SAMR model. Simply substituting a video storyteller to do the same thing the teacher could do.

## **Teaching Strategies**

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- **Direct Instruction**
- **Access Prior Knowledge**
- **Teacher Modeling**
- **Hand over Hand practice**

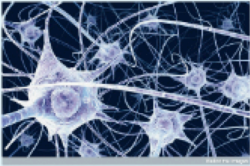
**Expectations  
aligned with IEPs**

The different strategies we use in this lesson are direct instruction, teacher modeling, hand over hand practice and all of these are wrapped up in the expectations put forth in the students' IEPs. Teacher instructs and reads and gives directions and corrections throughout, while I, along with 2 paraprofessionals, model appropriate behavior. Paraprofessionals combine hand over hand practice with verbal praise and reinforcement throughout.

**Brain Research**

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**Neurons and Sensory Input**



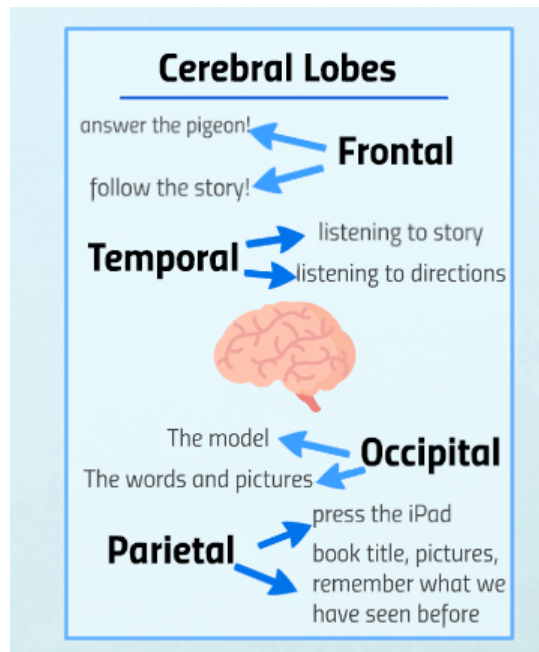
Multisensory classroom-  
visuals, teacher modeling,  
hand over hand, verbal cues  
and directions  
other sensory experiences  
include those aligned with iep's

**Neurons are firing!**

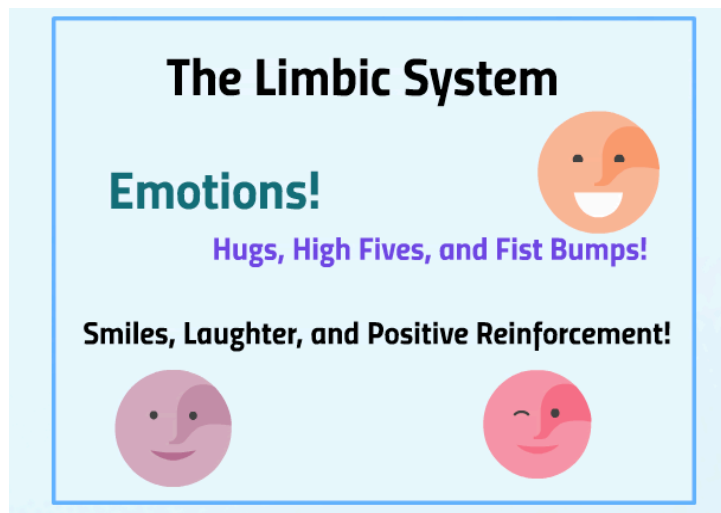
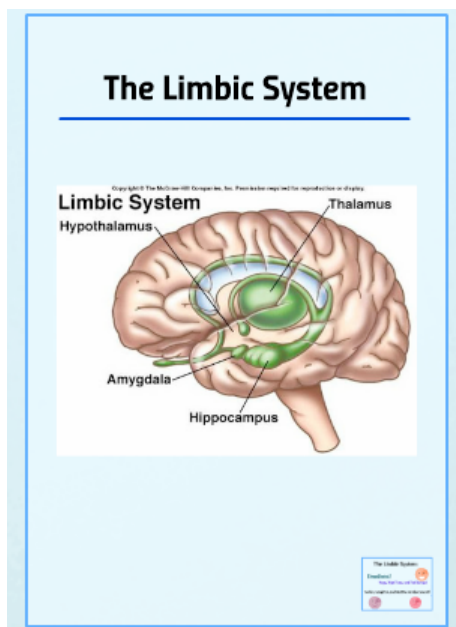
image credit: <http://connectomics.chalearn.org/help/tutorial>

The special education classroom is a daily multisensory experience for the students. The classroom has easy to see visuals, labeling everything from the doors and windows, to student's names on their coat hooks. The classroom is designed to keep the students engaged via their senses, thus keeping their neurons firing! "The richer the environment, the greater number of interconnections are made." (Sousa 24).

We engage the students in various ways throughout the day, but during this lesson we are particularly using visuals, modeling appropriate behavior by the teacher and paraprofessionals, along with verbal and nonverbal cues. Much of our hands on work is done hand-over-hand, where the paraprofessionals are holding the students hand and assisting the students' hands to do the work. This is necessary because our students have little impulse control and low muscle tone.



During this lesson, all the lobes of the brain are engaged. The frontal lobe is engaged throughout as the students need to silently follow the story, and answer the pigeon using their iPads. They engage the temporal lobe while listening to directions and also listening to the story, but the frontal and temporal must work together in order for the students to know when it is appropriate to answer the questions using their iPads. They also use this lobe to read the teachers emotions, and interpret whether they were behaving appropriately. The occipital lobe is engaged throughout the lesson, as they are watching the teacher, looking at the story's pictures, and looking at their iPad to choose the correct button to push. Choosing the correct button also engages the parietal lobe, as they have to remember what they know about the iPad and how to use it for communication.



<http://thinktankcentre.blogspot.com/2015/08/the-limbic-system.html>

I am able to engage the students' limbic system throughout the day with relative ease. Comfortable chairs, bright colors, and easily accessible toys and books form a warm, inviting space. The students are safe and cared for, they are spoken to with soft, though sometimes firm, voices and know the expectations of the classroom and behavior. The amygdala is engaged from the moment the students walk in in the morning- they are greeted with smiles at the door and throughout the day. They know that the classroom is a happy and safe place for them. It isn't hard to tell that the students are happy, but I have also heard from parents that my students make it known on the weekends that they want to go to school; they will often wake up Saturday mornings and collect their backpacks without prompting and get upset when they don't actually need it.

During this lesson in particular, students are seated at a kidney shaped table, with the teacher at the middle. Everyone can make eye contact with me and I try throughout all my lessons to keep my face from showing any emotions other than happiness. I want my students to learn, and keeping a happy face shows them they are safe and they can relax and learn.

We keep the hypothalamus happy by staying in tune with our students needs. Bathroom, water, and snack breaks are available at any time. Students can use their iPads to request, but we find we can tell what they need based on their behavior.

The hippocampus is engaged during this lesson forming new memories and comparing them to previous ones. We do a lot of repetition in our classroom, and this lesson, while the reading and particular activity take place in one day, it is part of a larger, week long theme revolving around the book. Each week is a different book, so each week we are reinforcing and building on similar skills, making the recall easier for the students. They can compare the knowledge and information they are receiving from this lesson to similar experiences in other lessons and hopefully these concepts of print will be stored.

Unfortunately in this classroom, we are also dealing with some damage to the brain, and are never sure what the students will be able to do or remember. They sometimes pleasantly surprise us, and those are the moments when we know what we are doing is working.



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[www.common sense media.org/videos/ruben-puentedura-on-applying-the-samr-model#](http://www.common sense media.org/videos/ruben-puentedura-on-applying-the-samr-model#).  
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