

Sample Lesson Plans for Individuals With Intellectual Disabilities

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- 1.1 Elementary: The Olympics—Past and Present
- 1.2 Secondary: Healthy Eating for Athletes

Sample Lesson Plan 1.1

The Olympics—Past and Present

Area of Focus: Intellectual Disabilities

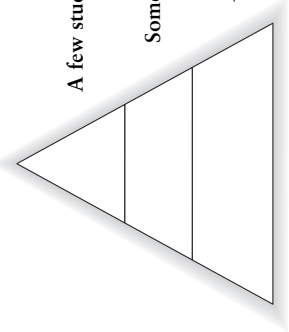
Subject: Social Studies

Grades: Elementary

Lesson Objective/s:	To research the history of the Olympics To compare and contrast Olympics of today to those in ancient Greece
Assessment/s:	Completed class Venn Diagram
State Standards Correlation:	(Social Studies) Describe how individuals, events, and ideas change over time
Materials/Resources:	Leveled books, websites, “Ode to Joy” by Beethoven, informational sheets with pictures of the Olympics past and present, gold medal replica or picture with athlete and medal, large Venn Diagram (may use hula hoops or plastic models) or Double Bubble Map (Thinking Maps), index cards, tape, toga (white sheet) with leaf crown for characterization
Preplanning Activities:	Set up music player, have vocabulary on cards (add pictures/symbols), prepare costumes, bookmark websites, print off informational sheets/pictures

Lesson Element	Procedure for Teacher and Materials	Potential Barriers for Learning: The student has challenges with . . .	UDL Multiple Means of . . .
Lesson Opening	<p>Questioning:</p> <ul style="list-style-type: none"> Do any of you know this song? How many of you have watched the Olympics on TV? What sports do you see at the Olympics today? Does anyone know where the first Olympic Games were held? Do you know what sports they had? <p>Objective: Today we are going to learn more about the Olympics of today and long ago.</p> <p>Provide Advance Organizer:</p> <ul style="list-style-type: none"> ✓ Read story ✓ List facts about today ✓ List facts with partner on index cards ✓ Place cards on Venn Diagram 	<p>Attention Motivation</p> <p>Recalling prior knowledge/ making connections</p> <p>Motivation</p> <p>Organization</p>	<ul style="list-style-type: none"> Representation Engagement Expression <p>Play part of the Olympic song, “Ode to Joy” by Beethoven.</p> <p>Hold up a gold medal or a picture of an Olympic athlete with a medal.</p> <p>Write objective on board.</p> <p>Use an advance organizer for step-by-step lists of tasks in lesson (or record it so it can be replayed as needed).</p>

Teacher Input	<p>Show a short video clip of recent Olympics.</p> <p>Tell, read, or show a story about the Olympics in ancient Greece.</p> <p>What did you see that was the same in ancient times and today? Model and place response on graphic organizer.</p>	<p>Language</p> <p>Attention/memory</p> <p>Comprehension</p>	<p>Pre-teach and display vocabulary (ancient, athlete, chariot, compete, feast)—add pictures when possible.</p> <p>Add visuals to any stories when possible/dress up as an ancient Greek (in a toga) while telling the story.</p> <p>Stop frequently and ask students to talk about what they just heard with a partner.</p>
Guided Practice	<p>Generate list of what they learned about the Olympics in ancient Greece. (Teacher writes and posts on index cards.)</p> <p>List a few student responses and model how to place them on a large graphic organizer for comparing/contrasting (Venn Diagram, double bubble Thinking Map).</p>	<p>Language/cognition</p> <p>Learned helplessness</p>	<p>Direct students to refer to vocabulary display (allow them to point or show).</p> <p>Allow wait time.</p> <p>Offer frequent, positive feedback for participation, correct responses.</p>
Independent Practice	<p>Students will work in small groups to further research Olympics. Some will research the Olympics today and others in ancient times. They will write or draw facts they find on index cards or a poster.</p>	<p>Social interactions</p> <p>Difficulty attending</p> <p>Remember rules, directions, transitions</p>	<p>Place students purposefully in cooperative learning groups (pair with positive models); Assign each student a role in his/her strength (a reader, a list maker, perhaps an illustrator).</p> <p>Allow computer research with read-aloud feature if needed (pre-select websites). Some pre-printed information sheets may also be helpful to have on hand.</p> <p>Teacher circulates, asks guiding questions, and offers positive feedback for desired behaviors.</p> <p>Refer to rules and procedures posted in room.</p>
Closure	<p>Students come together and share what they learned by placing their index cards on a large Venn Diagram. What things are the same and which are different about the Olympics now and long ago? What did you learn?</p> <p>Tomorrow we will learn about women's roles in the Olympics today and in ancient times.</p>	<p>Comprehension</p> <p>Generalization</p>	<p>Summarize what was learned today.</p> <p>Set the stage for tomorrow.</p> <p>(Perhaps the student(s) know about Special Olympics and the teacher could talk informally with the student about that connection.)</p>



A few students will point to their responses.

Some students will draw their responses.

All students will identify something that is the same and different about the Olympics now and then on the Venn Diagram.

Sample Lesson Plan 1.2

Healthy Eating for Athletes

Area of Focus: Intellectual Disabilities

Subject: Healthy Living

Grade: 9

Lesson Objective/s:	To identify a healthy eating plan for an athlete when home and away from home
Assessment/s:	Students' healthy eating plans
State Standards Correlation:	4.05 Demonstrate the ability to develop a healthful personal eating plan that incorporates food choices inside and outside of the home setting
Materials/Resources:	Some sports equipment, real examples of healthy food and junk food; video clips/bookmarked interactive websites on nutrition/sports nutrition; PowerPoint with projection, food pyramid chart/poster; Optional: Invite athletic trainer/athlete to visit
Preplanning Activities:	Prepare PowerPoint, scenarios for role play, blank organizer of food pyramid

Lesson Element	Procedure for Teacher and Materials	Potential Barriers for Learning: The student has challenges with . . .	UDL Multiple Means of . . .
Lesson Opening	<p>Questioning: How many of you participate in athletic events? Does what you eat make a difference in your performance? What can athletes do to improve their performance in the Olympics? Objective: Today we will come up with a healthy eating plan for an athlete.</p>	<p>Attention Motivation Activating prior learning</p>	<ul style="list-style-type: none"> Representation Engagement Expression <p>Tie into sports that you know the student participates in or enjoys watching. Have a real object from one or two of those sports to show. Hold up some healthy food and some junk food.</p>
Teacher Input	<p>Present information about fuel storage in humans and what fuels are used in exercise. Include energy, nutrients, and fluids in the presentation. Share what is recommended by sport nutritionists for most athletes. Show them wise and unwise food choices at home and outside of home.</p>	<p>Cognition/academic performance Transfer of information Comprehension</p>	<p>Invite an athlete or personal trainer to come talk to the class about healthy eating for exercise. Show a video clip or interactive website on sports nutrition. Use PowerPoint with visuals to convey information. Pause from time to time and have students summarize what they just learned with a partner. Show examples and non-examples of healthy foods (concrete or pictorial). Relate to poster of food pyramid.</p>

Guided Practice	Have students talk about food choices they can make so they can perform their best physically.	Memory, generalization Modeling appropriate social skills	Have students role play food choices that can be made at home or outside of home after modeled by the teacher. Include props and some pre-planned scenarios.
Independent Practice	Students will use provided resources to expand their knowledge and show what they know about fuel for the body and healthy eating for athletes.	Outer-directedness Independent work Learned helplessness	Students can choose researching sports nutrition through a webquest, construct a food pyramid for an athlete, or work with an interactive computer software program about nutrition. Students may be allowed to work individually or with a peer. Teacher circulates, asks questions, and provides frequent positive feedback.
Closure	Students will share what they learned about what fuels help athletes and what they can eat both at home and outside of home to improve their performance.	Language Transfer of information	Students may present what they produced with a partner. One can explain verbally while the other points/shows. Have students keep a food diary for a week and compare it to their healthy eating plans. Provide a template and post it to the class website.

Some students will research sports nutrition websites and design an eating plan for an athlete in a specific sport.

Most students will construct a food pyramid that highlights a healthy eating plan for most athletes.

All students will identify a healthy eating plan for an athlete.

