**Capella University**

**ECE Master’s Program**

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| **Name:** | Melissa Reed |
| **Assignment Title:** | Lesson Activity Adaptation |
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| **Course:** | 5420 **Exceptional Children in the Early Childhood Setting.** |
| **Course Instructor:** | Dr. Newton |

Please Complete the Checklist for Each Assignment by putting an X in each box

I have included/completed:

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Student’s Signature: Melissa Reed

Lesson Activity Adaptation

Developmentally appropriate instructional strategies should be used in the classroom to meet the needs of each individual student. The National Association for the Education of Young Children has strict guidelines for high-quality early childhood programs. The DAP includes two significant dimensions that include age appropriateness and individual appropriateness (Allen & Cowdery, 2015). This paper will discuss how children with diverse abilities are accommodated to meet their individual needs according to age and individual appropriateness. The paper will discuss how a student's IEP goals will assist and ensure that developmental appropriate strategies are accommodated. The lesson presented in this paper will be clearly defined in how it uses developmentally appropriate instructional strategies. This following activity for 1st-grade math will introduce plane shapes and how to combine them together to make different pictures.

            This lesson plan will possess the proper assistance from members of each student's Individual Educational Plan teams as these are the people responsible for providing the teacher with the correct assessment of the child's capabilities and limitations. The student's will be given a differentiated instruction strategy that is predicated upon adhering the individual needs of each student.

 The standards/benchmark includes composing two-dimensional shapes or three-dimensional shapes to create composite shapes and compose  new shapes from the composite shape. For the first nine minutes, the children will play a game called quiz, quiz trade. This game is to build the children's automaticity. The children will be paired up with pattern blocks to make shapes. Differentiation planning will include, giving the children tangrams and having shapes made on the SmartBoard so they can manipulate them. Children suffering from developmental disabilities are entitled to assistance under the Individuals' with Disabilities Act, and therefore, they may have assistive technology available to assist in providing them accommodations with the classroom activities. The teacher is suggesting to children in what to do and say, but the small groups are allowing for an indirect and facilitative approach (Allen & Cowdery, 2015).

 After the students are done manipulating the shapes, the class will come together and be able to discuss the different ways they made shapes and what are some shapes they see in their classroom and at home. Students will be given culturally diverse magazines to cut out different shapes and paste on colored construction paper. They will then identify and label the shapes they found. During this time, the teacher and assistants will walk around assisting students and asking how these shapes may relate to their personal life. It is important for teachers to interact with the students, it allows one-on-one time for the teacher to learn about the student and builds student growth in the classroom.

 The students are allowed to work at their own pace which allows accommodations for those students with IEPs. Providing hands on projects allows students to express their culture and personal thoughts (Allen & Cowdery, 2015). There is one student who receives ESL accommodations, the ESL teacher comes in to work with the child during this time. After the students are finished with their shape projects, they will be hung up on the wall for display.

 When attempting to identify developmentally appropriate practices for teaching young children, the teacher must be cognizant about child development and learning regarding age-related characteristics permitting the teacher to generally apply this knowledge for what practices would be appropriate for different age groups (NAEYC, 2009). The teacher must also be aware of each child individually and what motivates this individual child to make plans and adjustments to ensure the most optimal learning and development for this child (Allen & Cowdery, 2015). The teacher must also be aware of the multiculturalism in most classes and how different social and cultural views shape the child's perspective of learning. These contextual factors should be factored in with other environmental factors mentioned in this section to formulate the best developmentally appropriate practices for teaching young children (NAEYC, 2009).

References

Allen, K. E., & Cowdery, G. E. (2015). The exceptional child: Inclusion in early childhood education (8th ed.). Stamford, CT: Cengage Learning.

NAEYC, (2009). Developmentally Appropriate Practice. Retrieved from: http://www.naeyc.org/DAP