Chapter activity 2

The lesson I observed was over the life cycle of a butterfly. The teacher opened the lesson by reminding them what they learned yesterday when she read them The Very Hungry Caterpillar. She asked them about each stage and helped them remember by sounding out the first part of the words (e.g. “What does the caterpillar go in before it becomes a butterfly? …c-ca…” “Cocoon!”). I also noticed that the teacher used a *ton* of variation in her voice and exaggerated her gestures. She did this because (1) the students have autism and need this in order to pick up on her cues and (2) it made them excited about learning and enhanced their ability to recall the information. Before getting to the presentation story, the students listened to a song (i.e. they do this on a regular basis because it is difficult for them to sit still for a long time because of their age and autism).

The teacher started the instructional portion of the lesson by showing the students a video that read them The Very Hungry Caterpillar. During the video, she asked them how they thought the caterpillar felt, what would happen next, and other questions to help them remember the details. The teacher also introduced/reminded them of vocabulary, such as “tiny” and “life cycle.”

She closed the lesson by ensuring that they met the instructional objective (i.e. the students should be able to tell her the life cycle of a butterfly from memory). She did this by asking them to recall parts of the story as well as outside information they have talked about. When calling on specific students, she fostered independence by providing ample time (more than a student without a disability) to remember the answer, but did not force them to say it loudly or make them feel embarrassed if they did not know. When they got answers right she cheered for them and celebrated with them.