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Sarah's Sleepover

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Showcase of Text, Archives, Reser

Sarah's Sleepover	Duration:
Grade Level: Second grade	
<p>Objectives-Goals: Students will be work towards a better understanding of the concept of blindness. Students will understand the concept of using other senses when not able to use your sight. Students will have increased acceptance and understanding of disability.</p>	
<p>Academic Standards: <i>(List the standard number/code and the description for each standard.)</i> LAFS.2.RI.1.2 CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. LAFS.2.RI.2.6 CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. LAFS.2.RL.1.1 CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text. LAFS.2.RL.1.3 CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	
<p>Concept Planning/Scaffolding: <u>Description of the Lesson Content/Concepts:</u> Teacher will reinforce the concept of blindness. Teacher reads the book "Sarah's Sleepover". Teacher will ask questions about the book to enable students' higher order thinking. Students will explore the concept of using other senses without sight. <u>Background Knowledge Required:</u> Before conducting this lesson plan, teacher should take into consideration if class contains a blind student. If class does have a blind student, teacher should talk to student prior to doing the lesson and make sure he/she is comfortable with discussion of a disability. Is there anything that student would like added or removed from the lesson? If class does not have a blind student, teacher can conduct lesson. <u>Instructional Sequencing:</u> Students will identify objects using senses other than sight. Teacher will reinforce the concept of blindness – model. Teacher reads the book "Sarah's Sleepover". Teacher will ask questions about the book to enable students' higher order thinking – scaffold. Students will explore the concept of using other senses without sight.</p>	

Teacher Materials/Resources: Teacher Lesson Plan Florida Standards Book “Sarah’s Sleepover” Author: Bobbie Rodriquez, illustrated by Mark Graham	Student Materials/Resources: Brown Bags – numbered 1-5 5 different items Log sheet for items Pencil
<p>Before conducting this lesson plan, teacher should take into consideration if class contains a blind student. If class does have a blind student, teacher should talk to student prior to doing the lesson and make sure he/she is comfortable with discussion of the disability. Is there anything that student would like added or removed from the lesson? If class does not have a blind student, teacher can conduct lesson.</p> <p>Lesson Steps/Procedure: Engage Referring to Gardner’s Intelligences (in parenthesis) 1. Teacher will call students to the carpet area. Students will sit down on the rug using a question if you ever been to a sleepover come to the carpet? (Interpersonal/Bodily Kinesthetic) 2. Teacher will introduce the learning goal and topic by informing students that they will be learning about children that are blind. Teacher will explain that sometimes when you lose one of your senses, you become very strong in your other senses. Teacher will explain that after listening to the story the students will try and figure out what items are while not being able to see the item. They will have to use their other senses. 3. Teacher will reinforce the concept of using other senses by either having to feel the item, smell the item, taste the item or listen to the item. Teacher will ask the children if they have ever not been able to see something, but they were able to figure out what it was. (Higher Order Thinking -Remembering) Explore 4. Teacher will show the book “Sarah’s Sleepover” by Bobbie Rodriquez, illustrated by Mark Graham. Teacher shows the book cover and asks the students “What do you think this story is about from looking at the cover?” “Can you tell that one child is different from the others?” 5. Reading the book, the teacher comes to the “<i>Here they Come</i>” page and asks the students “Have you ever not been able to see something, but you could hear it?” (Higher Order Thinking – Remembering) 6. Teacher continues reading book and, on the page, “<i>She always ran into some. Someone always laughed</i>” teacher asks the students “Have you ever been laughed at when you did something?” (Higher Order Thinking – Remembering) 7. Upon finishing the book, teacher will ask “What would you say happened in the book?” (Higher Order Thinking– Understanding) 8. Teacher will ask the students “What is one time that you did not see something, but you could figure out what it was?” (Higher Order – Applying) Explain 9. Teacher will talk to the students about how Sarah is like us; she just doesn’t use her eyes like we use ours. 10. Students will then demonstrate with their eyes closed how she can tell what something is just by feeling it.</p>	

11. Teacher will then instruct students, in groups of 3, to go to the stations numbered 1-5 and try to figure out what the item is in the bag with their eyes closed. Students will use their other senses to figure out what items are.

12. Students will then write on their logs what each item was and how their senses were helpful in deciding each item.

Elaborate

13. Teacher and students will then discuss students' answers and what they learned from activity.

14. As students are working teacher will walk around room to observe and help any students struggling.

Evaluate

15. Item log sheets

Planning for Diverse Learners:

- Small groups
- Pair with another classmate
- Extra time for work completion

Higher Order Thinking Questions:

- Remembering
 - What happened in the story?
 - Tell me about things that you could not see but knew what they were.
- Understanding
 - Why does Sarah not know who people are just using her eyes?
 - How does Sarah figure out what things are?
- Applying
 - What does Sarah do that you do too?
- Analyzing
 - What did you learn about being blind?
- Evaluating
 - Is there something that you would like to know about Sarah?
- Creating
 - What from the book can you use to make item logs?

Gardner's Intelligences Covered:

- Visual Spatial
- Interpersonal
- Intrapersonal
- Linguistic verbal
- Bodily kinesthetic

Howard Gardner was a Harvard Professor that believed that people have different ways of processing information. He has classified 8 different intelligences with a possible ninth.

- Linguistic intelligence: the ability to use written and oral language
- Logical – mathematical intelligence: the ability to think abstractly and using logic
- Spatial intelligence: the ability to think in pictures and images
- Bodily-kinesthetic: the ability to effectively use body motion to express ideas
- Musical intelligence: the ability to understand, create and use music
- Interpersonal intelligence: the ability to understand others' emotions, feelings, behaviors

<ul style="list-style-type: none"> • Intrapersonal intelligence: the ability to fully understand one's own feelings, motivations and assessment of self • Naturalistic intelligence: the ability to understand one's surroundings and environment, plants, animals, nature • Existential intelligence: the ability to understand existence <p>Trawick-Smith, Jeffrey. (2010). <i>Early Childhood Development: A Multicultural Perspective</i>. Upper Saddle River, NJ: Merrill</p>	
<p>Plans for Assessment: Teacher Observation – informative assessment Group Discussion/Partner Peer Assessment – informative assessment</p>	
<p>Extension Activities: At home, the student will write a brief paragraph describing their experience in school.</p>	<p>Home Connection: Send home the students' item logs Student will talk to parents about children learning about blindness and activities they could do at home</p>
<p>Self-Assessment and Reflection: *Was the learning objective met? How do I know the students understood the lesson? *Did the students seem to like the activity? *Did I have to change or add to the lesson as it went on? *Is there any other additional things that should be added to the lesson to make it more successful? *Are there any areas that I would omit or any areas that I would expand upon?</p>	
<p>Works Cited: "Sarah's Sleepover" by Bobbie Rodriguez, illustrated by Mark Graham</p>	
<p>Extra Resources: National Association of Parents of Children with Visual Impairments (NAPVI) napvi@lighthouseguild.org National Braille Association https://www.nationalbraille.org National Federation of the Blind http://www.nopbc.org/</p>	