Student’s name

Institutional affiliation

Instructor’s name

Course

Date

# Elementary English: Present Simple

**Instructional approach for 2 K-12 students with seizure disorder**

 Memory learning strategies such as mnemonics.

 Extra time for assignments and exams.

 Non-timed assessments to measure performance.

 Break tasks down into simpler steps.

**Instructional approach for 2 K-12 students with Hearing impairment**

The main teaching strategies:

Visual,

Auditory

And kinesthetic.

The strategies involves the use of:

Facial expressions,

Gestures,

Body language

and the combination of all teaching techniques creating a multi-sensory learning experience.

**Content**

**Lesson plan for students with seizure disorder**

**Objectives**

At the end of the lesson, the learner should be able to:

Complete sentences in simple present via written and oral tests

Construct sentences using given bold and colored prompts in simple present

Create statements about their classmates in simple present in a simple song, and sentences

Distinguish between facts and routine sentences by orienting themselves and stating their current location and states

**Lesson plan for students with hearing impairment**

**Objectives**

At the end of the lesson, the learner should be able to:

Verbally present simple sentences in simple present

Construct sentences using given caption prompts in simple present

Create statements about their classmates in simple present either verbally or written

Distinguish between facts and routine sentences in visually represented sentences

**Differentiated instruction for students with seizure disorder**

 Frequent repetition of material.

 Redirection.

 Cueing.

 Memory learning strategies such as mnemonics.

 Extra time for assignments and exams

**Differentiated instruction for students with hearing impairment**

Utilize conceptually based signs and try not to create new signs for new vocabulary. Relate occasions, the role of deaf individuals in various events in history with students' personal experiences.

**Adaptation**

**Seizure disorder**

**Strategies**

Extra time for assignments and exams ·

Non-timed assessments

**Accommodations**

 Repetition of material.

 Cueing.

 Memory learning strategies such as mnemonics.

**Modifications**

Break tasks down into simpler steps

Redirection.

**Hearing impairment**

**Strategies**

Use of captions

Use visual stimulus

**Accommodations**

Referential seating

Wireless assistive listening devices in the classroom

**Modifications**

 Taped assignments.

 Extra time for completing assignments.

 Opportunity to respond orally.

**Assessment**

**Seizure disorder**

Non-timed assessments to measure performance.

**Hearing impairment**

Oral transliteration assessments to measure performance

**Reflection**

The modification of the lesson plans to suit the learners with disability included a process of identifying varied levels of disability of the learners and creating learner-specific accommodations for the lesson. The time for assignments, tests, and examinations got extended for the special needs learners and content learned got simplified and taught using varied strategies depending on the student’s level and type of disability. The multi-sensory learning experience got applied in classroom setting as a technique of fitting in learners with seizure disorder and hearing impairment. The process of modifying the lesson plan to fit each disorder has the advantage of getting a deeper understanding of each disorder and ways to handle learners in the classroom setting. However, the process is tedious and the teacher may find little to no time to formulate and adapt the lesson plans to fit each individual learner with the discussed disabilities, thus resulting to the use of generalized instructions, assessment, and instructional approach.