

Part 1

Preschool Learning Foundations

Domain	Strand	Foundation
Language and Literacy	Listening and Speaking	1.0 Language Use and Conventions <ul style="list-style-type: none">1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting and rejecting.
Physical Development	Active Physical Play	1.0 Active Participation <ul style="list-style-type: none">1.1 Initiate or engage in simple physical activities for a short to moderate period of time.

Summary of Activity Part 1

The first part of this activity includes the children choosing songs using visual choice boards, then engaging in songs as they are sung by performing the hand and body motions with the music. I will play songs chosen by each of the children on the ukulele as they make song choices, and target the words “more” and “all done” throughout the activity. This activity will serve as an alerting activity to prepare the students for the book reading and game portion of the activity.

Materials

- Ukulele
- Song choice boards for each student

Universal Design for Learning (UDL) – Including ALL Children

UDL Practice	Planning
Multiple means of representation	There will be three different means of representing this activity. Firstly, the activity will have an auditory component because the children will be listening to their song choices being sung. The second means of representation is a visual component because the children will be choosing songs using a visual choice board, and will also be able to watch teachers and students performing the hand motions to songs on the screen. Finally, the tactile component will be in the form of performing the motions for the song, with assistance as needed.
Multiple means of engagement	To get the children engaged in this part of the activity, song choices will be student-led using a visual choice board. Young children tend to enjoy music so this will also help to engage children in the

	activity. Lastly, students will be engaged using physical body motions that will help to alert them and prepare them for the next two parts of this lesson.
Multiple means of expression	Students will be able to make choices during this portion of the activity using visual choice boards or verbal speech. They can also indicate understanding by participating in songs by engaging in the motions that accompany the songs.

Curriculum Modifications and Adaptations

Curriculum Modification and Adaptations	
	The teacher will use a special equipment curriculum modification by providing each student with a visual choice board to make song choices.
	The teacher will use parent support to provide students with an adult support curriculum modification to assist them in making song choices and performing the motions indicated by the music selections.
	The teacher will use the child preferences curriculum modification by allowing students to make song choices, making this portion of the lesson child-led.
	A materials adaption will be used for students with visual impairment in the form of providing them choice boards with contrasting colors (black and yellow).

Part 2

Preschool Learning Foundations

Domain	Strand	Foundation
English Language Development	Listening	1.0 Vocabulary <ul style="list-style-type: none">1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.
Language and Literacy	Reading	1.0 Concepts About Print <ul style="list-style-type: none">1.2 Understand that print is something that is read and has specific meaning.

Summary of Activity Part 2

For this part of the activity I will read a book called “More” and use ASL signs along with the story. Dialogic reading in the form of asking questions and making comments while the story is being read will be used to further engage students. Parents are also encouraged to sign along with the teacher, if possible. I will also use facial expressions and gestures as appropriate.

Materials

- “More” book

Universal Design for Learning (UDL) – Including ALL Children

UDL Practice	Planning
Multiple means of representation	This activity will be represented three ways. First there is the visual component of showing the story on the screen. Second there is an auditory component because the story is being read aloud to the students. Lastly there can be a physical component if parents assist students in imitating ASL signs along with the teacher.
Multiple means of engagement	The teacher will engage students in the story using dialogic reading to insert comments and questions while the story is being read. ASL signs will also help to engage students.
Multiple means of expression	During the activity the children will have the opportunity to express themselves during this activity by engage in ASL signs and by demonstrating joint attention by looking at the screen.

Curriculum Modifications and Adaptations

Curriculum Modification and Adaptations

An **adult support curriculum modification** can be used in the form of parents assisting their students in signing ASL signs along with the teacher.

Part 3

Preschool Learning Foundations

Domain	Strand	Foundation
Language and Literacy	Listening and Speaking	2.0 Vocabulary <ul style="list-style-type: none"> 2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.
Language and Literacy	Listening and Speaking	1.0 Language Use and Conventions <ul style="list-style-type: none"> 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting and rejecting

Summary of Activity Part 3

Show students each picture on the “More or All Done?” PowerPoint, using vocal intonation and facial expressions to influence the student’s decision. Allow time for parents to offer “more” and “all done” core words and for students to make choices. Discuss the choices made by each student.

Materials

- “More” and “all done” core word picture cards
- “I want...” choice board
- “More or All Done?” PowerPoint

Universal Design for Learning (UDL) – Including ALL Children

UDL Practice	Planning
Multiple means of representation	This activity will be represented in three ways. The auditory component will be listening to the teacher describe each picture. The visual component will be showing the students pictures in the PowerPoint and using core word cards to have them choose if they want “more” or if they are “all done”. The physical component can be parents assisting their student in signing “more” or “all done”, in lieu of using core word picture cards.
Multiple means of engagement	This activity will engage the children by making meaningful connections to the words focused on during the music portion of this activity and during the book reading portion of this activity. The

	teacher will also engage students by making facial expressions and meaningful images to influence their choices.
Multiple means of expression	The activity will allow the children to express themselves using core word picture choice cards, ASL signs, and/or gestures or facial expressions.

Curriculum Modifications and Adaptations

Curriculum Modification and Adaptations	
	Students will have a special equipment curriculum modification by providing students with core word picture cards for the words “more” and “all done”, as well as an “I want...” choice board.
	Parents can provide an adult support curriculum modification by assisting their students in making choices as necessary.
	A materials adaption will be used for students with visual impairment in the form of providing them choice boards with VI appropriate core word cards.

