

Lesson Plan: Shaving Cream Writing

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Classroom Demographics

- Regular Education Kindergarten classroom
- Block schedule used, students move every 50 minutes
- 24 students in whole group time, 12 students in language arts classes
- Students range in age from 5-7
- Disabilities in the classroom: Cerebral Palsy

Technology Available in the Classroom

- 1 Apple IIG, with educational software
- 1 Compaq with Pentium II processor
 - Word processing
 - Internet access
- 1 iMac with educational software
- Television, VCR
- Magnetic Card Reader
- printer

Description of Technology

- Magnetic Card Reader: allows student to independently review sight words by reading the word, then checking him/herself by running the word card through the reader.
- Educational Programs: Reader Rabbit, Millie's Math House

Target Student and Disability

- Kim* is a kindergarten student with cerebral palsy. She uses a wheel chair for mobility. The wheel chair has a removable tray. Kim can sit independently for short periods of time and uses a chair with side supports. Kim has poor use of her fine motor skills in her hands and needs assistance for daily living skills (eating, dressing, brushing her teeth, etc.)

*Students names have been changed (or invented).

Assistive Technology

- Slant Board
 - The slant board moves the writing surface closer to the student by tilting it upwards at an adjustable angle.
- Pencil Grip
 - Allows student to hold pencil more easily

Primary Learning Outcomes

- Student will be able to copy given shapes (all letters and basic shapes-circle, square, diamond, triangle, heart, and rectangle. The student will be able to copy the given lower and upper case letters.

Additional Learning Outcomes

- How many sides to a triangle? How do we draw one to look like the one on my card? What does a capital F look like? How do we draw one to look like the one on the card?

Assessed QCC Standards:

- Grade: K
- *Language Arts Written Communication*
- 37
- *Topic: Writing*
Standard: Copies simple shapes, designs, numerals, and letters.

Materials and Equipment

- 1. Cards with shapes and letters 2. Shaving cream 3. If wanted for assessment, a sheet with the same type of shapes and letters. 4. A stack of cards with each student's name .

Procedures/Activities

- *Step: 1 Duration: 2 min.*

A small group of students are given a small hand full of shaving cream to smear onto the table. The student will work individually with a stack of letter and shape cards(circle, triangle, diamond, rectangle, square, and heart). (Note: this table should be set up close to a sink for easy clean up.)

Accomodation

- Kim is given a Slant board to use to write the same things as the other students. Kim will be given additional time to work through the stack of cards.

Procedures/Activities (cont.)

- *Step: 2 Duration: 8 min.*

A different card for each student is held up by the teacher and the student is to draw the shape or letter into the shaving cream. The student should draw the item three times to get the feel of it. Each time the shaving cream needs to be smoothed over by the student as if to erase the picture.

Accomodations

- Student will continue to use the Slant board. The student will be given more time to practice the shape.

Procedures/Activities (cont.)

- *Step: 3 Duration: 15 minutes*
Once the student has completed the letters and shapes, he/she should locate his/her name from a stack of cards. The student should then write his/her name in the shaving cream three times. The student should clean up and then take the sheet with letters and shapes to copy one time each. The teacher will keep the paper in the student's portfolio.

Accommodation

- Kim will continue to use the slant board.
- Kim will use a pencil grip and a fat pencil to draw shapes.

Modification

- After Kim writes her name, she will only be required to draw half of the shapes on the page.

Assessment

- The teacher will observe the student writing in the shaving cream. The teacher may also want the student to then copy given shapes and letters on a sheet of paper to keep on file.

Accommodations

- Kim will continue to use the slant board.
- Kim will use a pencil grip and a fat pencil to draw shapes.

Modifications

- After Kim writes her name, she will only be required to draw half of the shapes on the page.

Credits

- Lesson Plan taken from GLC and was developed by:
 - *Robyn Harry*
 - *Roswell North Elementary*
 - *Fulton County*