

Using a GPS

- ⇒ **Learning Objective:** Student will apply prior knowledge of street addresses on a map to learn the first steps of navigating their community through the use GPS technology.
- ⇒ **Transitions:** Teacher displays visual timer on board for each aspect of the lesson
- ⇒ **Reinforcements:** Verbal praise, thumbs up, high fives, reminders of earned break

Lesson Outline:

Warm-Up (10 minutes):

- "My Town" Map Worksheet:
 - student answers 3 questions pertaining to addresses on a map.

Whole Group Activity (30 minutes):

Read aloud a N2Y library book from the "Unique Learning System" called "Using a GPS"

- **Before reading:**
 - Instructor will relate the story to the student's life by asking a focus question *If we need to find directions to a place, where do we look?*
 - Set a listening goal for students
 - "I will remember one way that GPS is useful"
- **During reading:** Use the following discussion questions:
 - Where is Beth traveling?
 - What will she use to get there?
 - How is a GPS like a map?
 - What does she type into the GPS?
 - Why is it important to know her friend's address?
 - How does the GPS know where to go?
 - What is a satellite and where is it located?
- **After reading:** Instructor will revisit the listening goal "I will remember one way that GPS is useful"
 - Group 1: Student's will fill in the blank from the following sentence frame "GPS gives people _____"
 - Group 2: Student's will fill in the same sentence frame given a field of choices which can be errorless.

Check for Student Understanding:

Group 1: Can the student identify one way the GPS helps people given 3 picture supported choices

Group 2: Can the student identify one way that GPS helps people given a field of 2 picture supported choices

Small Group Activity (10 minutes):

- o **Group 1 (Lead by Paraprofessional):** After a short discussion and clear instructions from the paraprofessional, the Student will read the question and independently choose his response.
- o **Group 2 (Lead by Instructor):** After a short discussion and clear instructions, the Instructor reads the question, pauses, and proceeds to read the answer choices as many times as needed. Students independently choose and circle their response.

Reinforcement (5 minutes):

- Earned break-time
 - o Students choose from a menu of options for their reward time including: computer, personal device such as cell phone or I-Pad, Gameboy, book, playdoh, blocks, puzzle, coloring, drawing, or resting

Data Driven Lesson Planning

Based on data from the Re-teach lesson on "Reading a Town Map," and using materials from the Unique Learning System, I developed a detailed lesson plan built from the student's mastery of map reading skills. After my class progressed from 33% mastery to 83% for locating places based on street names, they were now ready to apply prior knowledge to new concepts and practice new skills using a GPS on their phone.

This generation thrives on technology, specifically the use of cell phones. I try to incorporate cell phone applications into my lessons as often as possible. In teaching high school Special Education, I have found that if the student is able to operate a

piece of technology such as a cell phone, it can be a useful resource for their post-secondary success. Because most of my students will most likely not obtain a driver's license, the GPS application on their cell phone can be a great resource for navigation of their community if they need to walk or bike to various locations.

My student population accesses the grade level TEKS through a modified curriculum based on pre-requisite skills. I have 6 students total and have divided them into 2 groups based on their level of function and understanding. Group 1 has 2 male, ELL students who are currently functioning on a 1st grade level academically. They can read and comprehend simplified text independently at a 1st grade level with little to no extra support. I use picture supported text and answer choices, and also read aloud their assignments as needed. For this assignment, the entire class will take turns reading the text aloud to the class. As for the individual assessment question, Group 1 will first attempt to independently read and answer the question without support. Further support will be given as needed. Based on previous assessments, Group 1 has been able to master content with little to no support given modified assignments on a 1st grade level. For this reason, I plan to have my IA supervise the group instead of initially reading to them

in order to promote the students' independence and further progress.

Below is a copy of the assessment question:

RESPONSE FORM (Group 1)	
1. GPS gives people _____.	
A. Directions	
B. Food	
C. Money	

Group 2 consists of 4 students: 2 males, and 2 females. All of these students require more support than group 1. Three of these students are functioning at a kindergarten level and one is functioning on a 1st to 2nd grade level. Although one male student in this group is at a higher level, his behaviors impede his ability to participate in group 1. He is currently functioning best with group 2 at this time. This student has a visual token system of a smiley face with 4 pieces. He receives a piece for positive behaviors. His earned break is based on the completion of the puzzle at the end of class. Because of the increased need for support in group 2, I am the group instructor.

This group is handed the same assignment as group 1, however, I do have a more simplified version if the need arises. In

addition, group 2 receives text read aloud, repeated review, cover/isolate text and images as needed, and explanation and or modeling of choices as needed. These supports have proven successful this year.

Below is an example of the extra modified assignment:

This more simplified assessment reflects an "errorless" response.

GROUP 2 RESPONSE FORM

GPS gives people _____.

Directions



Waffles



Following the lesson and assessment, my students are reinforced for their hard work by a choice of an earned break activity. I have a reinforcement menu of which the students may choose a preferred break activity. Rewarding the students has made a big difference in student performance and engagement because they are willing to work hard and do their best for that 5 minutes of freedom. The menu system provides a built-in Social skills training because the student is required to make a choice and stay with their decision. If disruptive behavior arises during

the whole or small group lesson, students are reminded of their free time rewards.

Sources:

GPS Helps Us Get Places. (2019). Retrieved October 30, 2019, from <https://www.n2y.com/unique-learning-system/>.

All graphics on this page, (2019). Retrieved October 30, 2019, from <https://prime.n2y.com/symbolstix/home>.