



## Kindergarten

### Session 6: Learning Disabilities & Awareness

**General Disability Definition:** A condition that affects a person's body, senses, or mind and that can cause limits to seeing, hearing, walking, talking, reading, learning, and more.

**Learning Disability Definition:** A condition that can create challenges in acquiring knowledge and skills to the level expected of those of the same age, especially when not associated with a physical disability

**Dyslexia Definition:** a general term for a learning disability that involves challenges in learning to read or interpret words, letters, and other symbols but that do not affect general intelligence

**Lesson Objectives:** Students will understand and be able to demonstrate two new ASL signs. Students will have a basic understanding of what learning disabilities are (specifically dyslexia) as well as general inclusion.

#### Materials and Resources:

- Easily confused letters posters (available on iBelong materials flash drive)
- *How Full Is Your Bucket?* by Tom Rath
- Construction paper buckets
- Doll

#### Lesson:

1. Ask students what they remember learning about last week.
  - a. Review with students what we learned about Blindness.
2. Review with students all the signs they have learned:
  - "Happy birthday"
  - "Same"
  - "Different"
  - "Yes"
  - "No"
  - "Sad"
  - "Mad"
  - "Good"
  - "Bad"
  - "Mean"
  - "Nice"

3. Tell students: Today we're going to learn two more new signs: "Scared" and "Excited." Demonstrate signs for each and have students practice. Ask a variety of questions that will allow them to answer using the signs.
4. Tell students: Today we are going to talk about another disability. Do you remember what a disability is? Review the definition together.
5. Show the doll you have brought and "introduce" him/her. Tell students: This doll has what is called a Learning Disability. Someone who has a Learning Disability has to use different ways to learn certain things, such as their letters or their numbers. Sometimes letters or numbers might look differently to them.
6. Tell students: This doll has a Learning Disability called dyslexia. (Have students repeat the word.) That means that letters may look different to them when they are reading. Sometimes it can be confusing to see certain letters. I am going to show you some posters of letters that might look different to someone who has dyslexia and a way to help them remember the letters and not get confused.
7. Show students the Confusing Letters Posters 1-3 and explain how pictures can be good reminders when learning letters.
8. Tell students: We are going to read a book called *How Full is Your Bucket?* by Tom Rath. After reading the book, ask the students questions such as, what is the bucket everyone has? How does the bucket get emptied? How does the bucket get filled? What would it feel like if you had a learning disability—how would people empty your bucket? How could they fill your bucket? (If possible, use the mean/nice or scared/excited signs in answering questions.)

**Activity:**

- Tell students: I'm going to give each of you a paper bucket. I want you to draw a picture on it of a way you can help fill someone's bucket. Then if we have time, we will share the different ways we drew.
- Circulate the room as students draw pictures in order to answer any questions.

**Wrap-Up:**

- Review with students some of the things they learned about Learning Disabilities and/or filling someone's bucket.
- Review with students the signs they have learned:
  - "Happy birthday"
  - "Yes"
  - "No"
  - "Same"
  - "Different"
  - "Sad"
  - "Mad"
  - "Good"
  - "Bad"
  - "Mean"
  - "Nice"

- “Scared”
- “Excited”

**Learning Standards:**

Students will progress towards achieving the following Common Core Learning Standards:

- SL.K.1b - Continue a conversation through multiple exchanges.
- SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.
- RI.K.1 - With prompting and support, ask and answer questions about key details in a text.
- W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.