

Grade 2-5 Assignment 2 Scenarios

Pick one of the two scenarios below. Describe what you would do to ensure the child's success. If there are materials you'll provide that are commercially available or already made, provide links or insert information into your response. Email your completed response to therzberg@uscupstate.edu. Please put "Grades 2-5 Assignment 2" in the subject line. After the course ends you'll receive a file of sample responses turned in by those taking the course.

Scenario 1:

Derek is a new student who is a braille reader in the third grade at Monarch Elementary in South Carolina. His family has just moved from Florida, and Derek is having difficulty adjusting to a new school and struggling in math. Specifically, he is struggling to learn the Nemeth Code within UEB Contexts, and he does not know his basic math facts. In addition, Derek's paraprofessional is encouraging him to do as much as possible orally. Derek's mom has stated that she has tried to learn braille, but she just doesn't understand it and cannot understand how Derek is able to read it.

- a. How can you make learning the Nemeth Code within UEB Contexts fun for Derek? What materials or online resources might you use to help Derek learn the code? In addition, what materials might you order to help Derek learn the code?
- b. How can you assist Derek in becoming more proficient in his math facts? What materials might you order and what materials might you develop?
- c. What can you do to get his paraprofessional on board with helping Derek learn Nemeth Code within UEB Contexts? Assuming she is not familiar with braille, how can you assist her in learning some key symbols in Nemeth Code to help Derek when he can't remember something?
- d. Is it appropriate for Derek to complete the majority of his math assignments orally? Why or why not? What would be your next steps?
- e. Is it important that you assist Derek's parents in learning braille – both the literary and the math codes? Why or why not? Will helping Derek's parents learn the braille codes help Derek academically? Justify your answer.

Scenario 2:

Simone is an on-grade level 4th grade braille reader at Thunder Elementary School. She has access to an iPad and braille display in which she takes notes and can send assignments to her teachers, via a cloud-based school program (i.e. OneDrive or Google Drive). Mrs. Iyer is her math teacher, and Mr. Gonzales is her science teacher. These teachers often collaborate on lessons to embed math concepts into the science lessons and organize a cumulative project at the end of the month. Both teachers have a school webpage outlining the math and science standards they will be teaching along with supplementary worksheets. Next month, the students will apply the area and perimeter formulas for rectangles in real world and mathematical problems. Simone will be working with a small group of peers to measure rooms in the school, calculate area/perimeter, and create a presentation about the project for the rest of her class. All of the information will be documented in a group, cloud-based school program. In the past, Simone has taken on the role of being the note-taker but has expressed a desire to try a different role during group projects.

- a. Describe any concepts you may need to present to Simone prior to this month's project. Consider the accessibility of the supplementary worksheets.
- b. You have reviewed the cloud-based program that will be used and determined it's not very accessible for Simone's current level of technology skills. The teachers are open to alternative suggestions. Describe some modifications or alternatives to this portion of the project, so Simone can still participate in a meaningful way.
- c. You have the opportunity to consult with Mrs. Iyer and Mr. Gonzales to make a "game plan" on how to support Simone to be successful in a different role during the group project. Discuss what points to address and which products from APH or other sources may be helpful for Simone to be successful during the group project.