

Self-Determination Lesson Plans

Unit 1: The Eye and Sight

Lesson 1: What is an Eye?

Unit Goal:

Student will describe how the visual system functions and also the nature of his/her individual visual system (cause of specific visual impairment).

Lesson objective(s):

Student will identify all major structures of the eye.

Teaching procedures/steps:

Step	Actions	Vocabulary
Anticipatory	Ask student to think about how they get information from the environment. Guide toward naming body parts that take in sensory information - ears, tongue, fingers, nose, eyes.	The five senses: hearing, smelling, tasting, touching, seeing
Introduction	"Today we will talk about one of those body parts: The Eye." "Can you name any of the parts of the eye?" Allow student to name any parts he/she can.	
Stating the Goal	"After our lesson, you will be able to show me all the parts of the eye, both inside and outside, and also tell what each part is called."	
Instruction	Using an eye poster or an eye model, point out the different structures of the eye and provide their names. Make sure student repeats the names, pronouncing them correctly. First present exterior structures. Next present interior structures, moving from surface to inside.	Eye brow, eye lash, eye lid, eye ball, sclera, cornea, iris, pupil, lens, anterior chamber, posterior

Step	Actions	Vocabulary
	* Note: Depending on age and abilities of the student, it may be helpful to omit some structures from the discussion in order to reduce the amount of information and complexity of the task.	chamber, retina, macula, optic nerve
Variation 1	Draw a picture of the eye together, labeling each part as they are drawn. Provide a black line drawing of the eye, color each part as you discuss. Provide a raised line, tactile diagram of the eye.	
Variation 2	<ul style="list-style-type: none"> For a student who is tech savvy, an option would be to provide guided exploration of a web page that has info about the eye to discover the different structures. 	
Check for Understanding	<p>"Now I want to see how many of the parts you can remember."</p> <ol style="list-style-type: none"> Student uses model or poster to indicate structures and names. Student draws and labels eye. Play the "Eye Game" 	
Closure	"Today we've learned all about the different parts of the eye. Each of these parts has a special job that it plays so that vision occurs. Next time we meet, we will talk about what is the job of each part."	

Rationale:

When a student has specific knowledge about the structure of the eye, he or she can discuss the nature of vision in general, and his or her own specific visual condition with more confidence and ownership.

Resources and materials:

- Eye poster:
 - http://www.shopanatomical.com/Human_Eye_Anatomical_Chart_p/3b-vr1226uu.htm
 - http://www.allposters.com/-sp/The-Eye-Educational-Chart-Poster-Posters_i8927150_.htm
 - <https://www.exetereye.co.uk/the-eye/eye-anatomy/>

Eye model:

- <https://anatomywarehouse.com/search-results-page?q=eye%20anatomy>
- https://www.3bscientific.com/us/eye-models,pg_30.html
- Black line drawing of eye
- Tactile diagram of the eye
- Markers, crayons
- Websites to explore:
 - http://www.ivyroses.com/HumanBody/Eye/Anatomy_Eye.php