

“The Doorbell Rang” Story Sample Lesson Plans For Universal Design

The following lesson plans utilize principals from "Universal Design". These sample lessons are created, with less emphasis on workbooks or textbooks, so that all learners can participate in their own learning. They may be adapted to fit the learning objectives or age levels for various classes. Modifications for students with severe cognitive and multiple physical disabilities, have been added by PISP.

- For visual examples of students participating on their own skills within a cooking activity, go to this website and check out “Cooking Club” located in the “Participation Kits”



Possible Participation For Students With Severe Multiple Disabilities will be noted for each universal design lesson plan.

Sample No-Bake Cookies (Source Unknown)

"Easy peanut butter cocoa flavoured cookies without turning on the oven."

Original recipe yield: 4 dozen

Cooking Time: 15 Min

Ready within 25 Min.

Lesson: Reading & following directions, measuring, fractions.

Ingredients

- 2 cups white sugar
- 3 tablespoons unsweetened cocoa powder
- 1/2 cup margarine
- 1/2 cup milk
- 1 pinch salt
- 3 cups quick cooking oats
- 1/2 cup peanut butter
- 1 teaspoon vanilla extract

Directions

1. In a saucepan bring sugar, cocoa, margarine, milk, and salt to a rapid boil for 1 minute.
2. Add quick cooking oats, peanut butter, and vanilla; mix well.
3. Working quickly, drop by teaspoonfuls onto waxed paper and let cool

Possible Participation For Students With Severe Multiple Disabilities could include:

- providing directions on a Step by Step Communicator to peers.
- have the student use voice output or a switch and Powerlink to run a mix master.
- have the student assist in handing out tools or ingredients to peers around the table
- have the student help stir or pour the ingredients with hand over hand assistance
- have the student go to the store to purchase the ingredients, using pictures to match to objects
- give the written recipe out to peers with picture cues and have the student ask periodically throughout the making of the cookies: "what do you think happens next?" or "which is more"? or "which would be heavier?"



This student is making a choice about which cookie she would like.



Students can choose what to use next in the recipe: e.g., the wooden spoon to mix, or the egg to go into the recipe.

Check Out These Additional Lesson Plans Utilizing Universal Design

The links for the following lessons are noted for each lesson plan.

- **Dividing By Making Equal Shares**

Developed by Cindy Heinz & Diana Adams

<http://www.lessonplanspage.com/MathDivisionSharing.htm>

Possible Participation For Students With Severe Multiple Disabilities could include:

- provide word problems on a Step by Step Communicator to peers.
- have a student use voice output or a switch and Powerlink to make a doorbell ring.
- have a student assist in handing out the wrapped cookies or re-distributing them
- have a student do a survey around the class or school, using the Step by Step Communicator, as to what is their favourite cookie
- a student goes to a store to purchase cookies, using pictures to match to objects



• **Cookie Fractions – Using The Door Bell Rang**

<http://www.atozteacherstuff.com/pages/287.shtml>

Grade Level(s): K Created by: Amy, Kindergarten Teacher

Possible Participation For Students With Severe Multiple Disabilities could include:

- make the cookies ahead of time with a small group of peers
- have the student use voice output or a switch and Powerlink to make the doorbell ring.
- have the student assist in getting the students waiting outside of the classroom
- have the student do a survey around the class or school, using the Step by Step Communicator, as to what is their favourite dessert
- have the student give the instructions for the recipe on the voice output device for peers

	
<p>Students can answer simple questions about the story using objects or pictures from the story.</p>	<p>Students can survey staff regarding which cookies they prefer. Do they like chips in their cookies? etc.</p>

• **Equal Parts Lesson**

Grade Level(s): Primary Developed by: Amy, Kindergarten Teacher

<http://www.atozteacherstuff.com/pages/297.shtml>

Possible Participation For Students With Severe Multiple Disabilities could include:

- have the student give the instructions for the above recipe on the voice output device for peers
- have the student use voice output to ask math questions to classmates as the bananas are divided
- have the student do a survey around the class or school, using the Step by Step Communicator, as to what is their favourite meal is using bananas
- use the banana peel to make interesting prints with paints; choices can be made by the student as to which colour to use next with hand over hand assistance

• **Give a Cookie Lesson**

<http://www.learningtogive.org/lessons/unit63/lesson3.html>

Grades: K-2

- Hold up the cover of the book "The Doorbell Rang", by Pat Hutchins. Activate prior

Possible Participation For Students With Severe Multiple Disabilities could include:

- make the cookies ahead of time with a small group of peers who circulate through a classroom based centre, with the assistant overseeing the work

- have the student use voice output or a switch and Powerlink to make the doorbell ring.
- have the student give the key words from the story on the voice output device
- using the voice output device, have the student ask classmates to predict how many cookies each person will get, as the story progresses
- have the student give the instructions for the recipe on the voice output device for peers; help sort and match ingredients for the recipe
- help mix ingredients using the switch and Powerlink and a mix master

- **The Cookie Quest Lesson**

<http://tli.jefferson.k12.ky.us/EDTD675Projects/daviswatkins/Cookie%20Quest.html>

Webquest for P4 Students Developed by Pauline Davis-Watkins

- have the student use stencils made by photocopying pictures from the story onto a plastic overhead. Then have the student make choices about the colours of paint and use hand over hand with sponges to paint the pictures. These can be used to create a book cover or border for a bulletin board about the story.
 - have the student use stencils (similar to above directions). These can be used through choice making, to place in sequence for a storyboard.
 - ask simple questions to determine what happens next, if the student can make these choices. If not, simplify the task to a matching task. Some of the above questions could be posted on the student's voice output and s/he could give these to peers.
 - have the student give the instructions for the recipe on the voice output device for peers
 - have the student do a survey around the class or school, using the Step by Step Communicator, as to what is their favourite restaurant
 - have the student use his/her voice output device to participate with a repetitive word, phrase, question or sound effect when peers are reading their stories to him/her.
- For more information on UDL, go to URL: www.cast.org/index.html
 - For more information regarding SET B.C. UDL Pilot Projects with B.C. schools, go to URL: www.setbc.org