

Classroom Example: Direct Instruction Lesson for Teaching Part of a Sequence to Students with Intellectual Disabilities

TEACHER: Ms. Hadassa Field

GRADE(S): 4–5

Instructional Range: K–2nd

ESE CLASS TYPE: MR pullout

STUDENT(s): 6

DATE: 1/10/05

TIME ALLOWANCE: 50 minutes

TIME START: 11:00

TIME STOP 11:50

Lesson

PRESENT LEVEL OF PERFORMANCE

On a field trip to McDonald's, the students were unable to place their food orders.

INSTRUCTIONAL OBJECTIVE: The students will place a food order for a sandwich, small fries, and a medium drink at McDonald's.

EVALUATION CRITERIA AND METHODS: The students will demonstrate independence in 5 out of 6 steps/Checklist (see below)

INSTRUCTIONAL PROCEDURES

Review: How do you ask politely for something? What kind of food can you get at McDonald's?

Advanced Organizer: Today we are going to practice ordering food at a McDonald's. First we will work on this as a group, and then you will try it alone.

Rationale: Why do you need to know this? Well, if you know how to place your order by yourself and you get hungry while you're shopping, you can stop for lunch and order food. Or if someone asks you to go for a burger, you will know how to order your own burger and show your friend that you know how to be cool at a McDonald's.

Presentation: We have set up a fast food counter in our classroom, and Jane will be our cashier. Here's your hat. The menu is on the wall. First I will order from Jane.

Modeling: If I want to order a meal from McDonald's, what do I have to do? (Modeling while thinking aloud)

Well, **Step 1** is **Stand in line**. I must stand in line and wait my turn. I will not step in front of people; I will go to the back of the line. Right here is where I will stand.

Step 2 is **Look at menu and decide**. Now I look at the menu and decide what sandwich I want to go with my fries and drink. I think I will have a Big Mac with my small fries and medium drink. And I think I will have a coke for my drink. I will remember this while I wait patiently until it is my turn to order. Big Mac, small fries, and medium coke.

Step 3 is **Order food**. Now it is my turn, and I will tell the person behind the counter what I want to eat. "I would like a Big Mac, small fries, and a medium coke, please." There! I did it. I ordered my food.

Step 4 is **Pay for food**. OK, now I will give the person the money she asks for. Let's see that is \$3.56. Let me count that out and give it to her.

Step 5 is **Wait for my food**. Now I will wait over here until the person behind the counter brings my food. Oh, good, there it is. "Thank you."

Step 6 is **Find a table and eat**. Now I will look around for an available table. Oh, there's one that's empty. (Goes to table, sits down.) And now I can eat! Good. I'm hungry, and I can eat because I know how to order my food at McDonald's.

Guided Practice: Have students tell you the steps as you model them and put them on the board. Next, have different students come up and order food using the think aloud steps. Teacher and other students help them remember the steps.

Independent Practice: Teacher becomes the cashier. "Hello, may I take your order?" Students form a line and each places his or her order in turn following the steps for ordering food.

Post Organizer and Generalization Plan: Great job! One more time, what are the steps to placing an order? Next week when we have our next field trip to McDonald's, you will all be able to order for yourselves.

Checklist For Evaluation

Student: _____

Objective: Place food order at McDonald's

STEPS	I	WA	D
1. Wait in line.			
2. Look at menu and decide.			
3. Order food.			
4. Pay for food.			
5. Wait for food.			
6. Find a table and eat.			

I = Independently

WA = With Assistance

D = Total Dependency

Source: Provided by Hadassa Field, graduate intern, Palm Beach County Schools, 2005.