Programming KLA: English (Life Skills)   Sensory Story: Metamorphoses Butterfly
Class: Semester: Year: High School Yr 7-10

WHOLE CLASS PLANNING

Unit Outcomes/Indicators	Content/Teaching/Learning/Activities	Adjustments	Resources
LS.1 Responds to auditory cues in a range of contexts. LS.7 Reads & responds to short written texts. LS.9 Writes short texts for everyday purposes. LS.11 Views & responds to a range of visual texts, media & multimedia.	Reading the text: • Look at cover & discuss what book may be about. Discuss word – *metamorphoses* . • Modelled reading of book to whole class using sensory props & little book. • Watch Youtube video link. Comprehension: • Students use notebook program as a whole class to recreate life cycle of a butterfly. • Students individually complete lifecycle of butterfly using laminated picture board with visual & word cards. • Students use laminated worksheets to fill in missing words using picture cues then word cues to create sentences. Conclusion: • Watch Youtube video – Final link	Use of switch may be used for students with limited communication. Use of two switches may be used as choice of information. Physical guidance may be required for some students when completing whiteboard activity. Some students may use picture visuals only rather than word cards to complete worksheet .	Book – 'Metamorphoses Butterfly' by Arthur John L'Hommedieu & little book. Sensory props Switch x 2 Smartboard program- 1St page – Youtube link Laminated Velcro story board with picture & word cards. Laminated Velcro worksheets with visuals & word cards. Youtube video – Link on final page of Smartboard program.
Assessment Strategies	Observation . Completed worksheets to assess comprehension of text & concept.		Observation & checklist.

| Programming KLA: Mathematics (Life Skills)   Sensory Story: Metamorphoses Butterfly |
| Class: Semester: Year: High School Yr 7-10 |

WHOLE CLASS PLANNING

Unit Outcomes/Indicators	Content/Teaching/Learning/Activities	Adjustments	Resources
SGLS.4 Responds to the language of position. SGLS.5 Uses the language of position in a variety of situations.	Students will have previously read book, 'Metamorphoses Butterfly'. • Using Notebook program - 'Butterfly', model activity 4 – Ordinal maths activity. Students can then work through activity 4 individually. • Using laminated place cards, students can use understanding of place to label other objects in order,ie; place students in a row, who is first ?– place 1st card, who is second? – place 2nd card, etc.	Physical guidance may be needed for students who have a physical disability.	Book – 'Metamorphoses Butterfly by Arthur John L'Hommedieu. Notebook program 'Butterfly', activity 4. 1st, 2nd, 3rd, 4th laminated cards.
Assessment Strategies	Observation. Save completed activities to assess ability & accuracy.		Observation of students engagement with resources.