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**All In This Together**  
Lesson Adaptations to Reach Every Child

### **Don't Forget!**

It is important to try new strategies more than once. This will give you and your students opportunities to learn differently.



# Curriculum Adaptation

## Preparing To Adapt & Teach

We recommend that you begin your preparation by reviewing pages 8-12 in the *Show Me Jesus* Teacher Manual for the Fall Quarter, entitled “Getting Ready to Teach”. This will provide a good foundation for lesson preparation, and it will answer general questions regarding this curriculum.

After praying, studying and preparing Lesson One “God Is Our Redeemer and Law-Giver”, begin to consider the students in your class. What are their preferred learning styles-visual, auditory, physical? Are there any students that are learning below grade-level? Who will benefit from adaptations?

Take time to carefully observe your students and determine how they may best be included in your class. Consider adaptations to help them participate in the class as much as possible for as long as possible.

Next, look at the “Lesson 1 Adaptations” grid for an overview of all suggested adaptations. As you choose which ones to try, mark them on the “Notes for Lesson 1” pages. You’ll find space to add your own ideas. If a child has a buddy, give that person a copy of the Notes so they may best help the child.

You may want to use the space at the end of the lesson to record which adaptations worked well and which didn’t work so well. You’ll be giving that feedback to the Pilot Project specialists each week.

As you consider adaptations, think about your entire class. You may decide that some of the suggested adaptations might enhance the learning experience for all children in the class! Throughout the Pilot Project, don’t be afraid to adapt your adaptations to fit your students’ needs.

We recommend that you frequently review the “General Tips and Strategies” resource for additional ideas. Perhaps those may spark completely new ideas. We encourage you to include everyone involved in the project in the processes of brainstorming and discussing ideas to try.

Finally, it is important to remember to try new strategies more than once. Just because a strategy doesn’t work perfectly on the first try, that doesn’t mean it won’t work the next time or with some tweaking. More importantly, trying new strategies more than once will give you and your students opportunities to learn differently—to expand the range of your learning abilities and enhance the learning experience for everyone!

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