



Lesson Planning
Grading
Classroom Management

CCA East

2014-15



Lesson Plan Checklist

- Typewritten following the identified school format. Please make sure to include Name/Subject/Time of Day/Day/Date. Lessons are due every Thursday by 4:00 pm for review and feedback.
- Lessons are in direct correlation with pacing guides and Common Core State Standards; use of Curriculum Crafter and other available resources is evident.
- I can statements, Marzano's instructional strategy and learning targets are specified and conveyed to students
- Lesson/unit and Academic vocabulary specified
- Assessment is in direct correlation with the standard being taught; is specified and/or attached
- Activating prior knowledge and wrap-up activities are evident
- Sequence of Instruction is specified using the Gradual Release Model
- Appropriate time allotted to each content area
- SIP strategies are implemented (DI, Anchor Activities, Student Rubrics, etc.)
- Special Education accommodations and modifications are included and approved with Special Education staff

Grade Book (Power Teacher) Checklist

- Grades are to be entered weekly into Power Teacher for review and feedback (If possible, keep a hard copy for your records)
- CCSS and/or GLCE's are shown along with the description
- Weighting is evident in all content areas (60% summative/30% formative/10% PBL/10% Spelling (Writing)/10% Homework grades 3-5)
- Pre-tests are evident in all content areas before every summative assessment (Make sure to not include in final grade)
- Expectation is to have at least 3-5 formative assessments for Math, Reading and Writing weekly and at least 1-2 formative assessments for Science and Social Studies weekly. There should be at least 1-2 summative assessments after 3 or 4 weeks

Example ...

CCA-East Grade Book Review (Quarter 4)

As of: Week of 4.25.14

Mrs. -1st

Subject	Pre-Test	Formative	Summative	Standards are Shown	Weighting
Math	2	2	3	NO	Yes
Reading	0	3	0	NO	Yes
Science	0	1	0	NO	Yes
Social Studies	0	0	0	NO	Yes
Writing	0	0	1 Spelling	NO	Yes

CCA-East Grade Book Review (Quarter 4)

As of: Week of 4.25.14

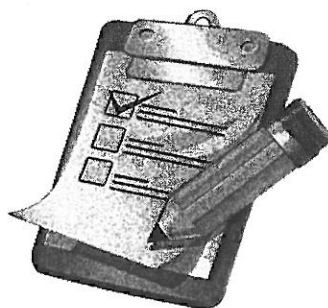
Mrs. -2nd

Subject	Pre-Test	Formative	Summative	Standards are Shown	Weighting
Math	2	1	2	NO	Yes
Reading	0	3	0	NO	Yes
Science	0	1	0	NO	Yes
Social Studies	0	0	0	NO	Yes
Writing	0	0	0	NO	Yes

Comments: For ALL CONTENT AREAS there should be AT LEAST 3-5 FORMATIVE and AT LEAST 1 SUMMATIVE grades for Quarter 4 (March 26th-present). For Social Studies, Science and Writing you have 0 and for four weeks, there should be grades. There are no pre-tests to determine the growth when students take the post-test. For Math, you should have more formative assessments than summative-how are you giving students the opportunity to learn and understand the material if your "summatively" assessing them before they have a chance to do so?

Your last grade book entry for Reading was March 27, 2014. Your last grade book entry for Math was April 3, 2014. Your last grade book entry for Writing was March 25, 2014. Your last grade book entry for Science was March 27, 2014. You have NO GRADES for Social Studies. Our expectation is to enter grades WEEKLY to guide your instruction. How are you giving feedback and doing this if you are not grading on a weekly basis?

LESSON PLAN FEEDBACK REPORT



DATE LESSON PLANS TURNED IN: ___/___/___ FOR WEEK OF ___/___/___

DATE OF FEEDBACK GIVEN: ___/___/___ TEACHER: _____

___ TURNED IN ON TIME _____

___ TURNED IN LATE (EXCUSED OR UNEXCUSED) _____

___ OBJECTIVES ARE CLEAR AND CONCISE/NOT COPIED AND PASTED FROM THE WEEK BEFORE _____

___ VOCABULARY IS CONNECTED/ALIGNED TO THE CURRICULUM/SCANTRON/INTENDED OBJECTIVE/OHIO
STANDARDS _____

___ PACING GUIDES/CURRICULUM MAPS ARE BEING USED AS A GUIDE FOR LESSONS AND IS ON TARGET FOR
INSTRUCTION _____

___ COMMON CORE ALIGNMENT _____

___ ALL COMPONENTS (OBJECTIVE, VOCABULARY, ESSENTIAL QUESTION,
PROCEDURE/ACTIVITY, DIFFERENTIATED ACTIVITIES, FORMATIVE AND
SUMMATIVE ASSESSMENTS, CLOSURE AND RESOURCES/MATERIALS)
ARE ALIGNED WITH CURRICULUM, STUDENTS' GOALS, REVIEW AND ARE
CLOSELY RELATED AND MEANINGFUL TO THE OBJECTIVE _____

___ THERE IS EVIDENCE OF DAILY REVIEW AND INTERVENTIONS _____

___ APPROPRIATE TIMES ARE SCHEDULED FOR EFFECTIVE INSTRUCTION AND ASSESSMENTS _____

___ TEST TAKING SKILLS AND PREPARATION ARE EVIDENT _____

STRENGTHS OF LESSON
PLANS: _____

COMMENTS FOR
IMPROVEMENT _____

*Two Day Lesson-Day one and two

Teacher:
Subject:
Time of Day:
Day/Date:

*Topic or Focus	Math Integrated with Social Studies w/ focus on adding, subtracting, multiplying and converting Roman numerals
Marzano's Instructional Strategy	
*Essential/Guiding Questions	<ul style="list-style-type: none"> • Where did Roman numerals originate? • How are Roman numerals used today in mathematics? • What steps are necessary to add, multiply and subtract Roman Numerals?
*Learning Targets	What students should know . . . <ul style="list-style-type: none"> • the history of Roman numerals • the order of operations to add, subtract and multiply
	What students should be able to do . . . <ul style="list-style-type: none"> • solve simple math problems using Roman numerals using subtraction, addition and multiplication • convert Roman Numerals
*Common Core State Standards I can...	National Standards MATHEMATICS: Number and Operations GRADES 3 - 5 <u>NM-NUM.3-5.1</u> Understand Numbers, Ways of Representing Numbers, Relationships Among Numbers, and Number Systems <u>NM-NUM.3-5.2</u> Understand Meanings of Operations and How They Relate to One Another <u>NM-NUM.3-5.3</u> Compute Fluently and Make Reasonable Estimates
Resources Needed for Lesson	What resources and materials will I need to teach this lesson? Interactive white board, www.unitedstreaming.com or www.youtube.com , worksheet (math problems), notebook paper, pencil, white slates and markers (for students), partner work, conversion chart for Roman numerals, buzzer
*Pre-requisite vocabulary	
Assessment (Remember—pre-test is the summative and should be given on the first day of the new lesson)	How do you determine if lesson-learning targets are needed? Give a three question prompt for students to answer with a partner. Then students will 'report out' the responses to the prompt on Roman times and the contrast to modern times and numeric systems the students use now. Give student opportunity to make connections to what they already know and explain in detail to class how they know this information. As students make connections through movies, radio, TV shows, book and articles, allow other students to show they agree with the speaker by a
*A large % of	

<p>summative assessments should come from Crafter*</p>	<p>signal (thumbs up, head nod, etc....) to curtail all the students wanting to share similar stories. Allow three to four students to 'report out' what the partnership discussed. From students familiarity of lack of familiarity, select a grade appropriate strategy to activate prior knowledge.</p>
<p>Activating prior knowledge or connections to previous instruction</p>	<p>How will I activate prior knowledge students may have about new learning or make a connection to previously taught concepts, skills, knowledge? Write- Jerome Smith III or IV, Super Bowl XXIII and a brief outline using Roman Numerals. Select students to answer- "What do these all have in common?" Students will think pair share and write answer on white boards. Students will complete a silent 'report out' by just showing their boards. Then teacher will introduce the objective for the lesson and review prior history lessons and the connection with various numeric systems and conversions. Elaborate on why history is imperative to this math lesson and how they intertwine. Show a brief clip from www.unitedstreaming.com on the life and times of roman students and culture (historically). Discuss various names that are used today in sports, pet names and games, such as gladiator, Spartans, Spartacus, etc.</p>
<p>Instructional delivery</p> <p>(I do...We do...They do...You do...)</p>	<p>I do it- Distribute conversion chart. Model expectations. Set up addition, subtraction and addition problems. Divide the room into five teams. Their names must represent something historical from the clip. On white slate/board students will copy the problems from the board and teacher will color code place value and circle operation signs (x, -, +). Teacher will solve one addition, one, subtraction and one multiplication.</p> <p>We do it- Within the teams (low to average, average to high, high to high) the students will use the conversion chart and discuss the steps and solve the problem. The first team to solve will hit the buzzer and go up to the board to solve. If other teams agree they will silently give a thumbs up, if disagree they will give a thumbs down. The same process will continue until all the questions are answers. Each team will receive a prize relating to Roman history such as a Michigan State Spartan Mug/pencil or cup, according to the ranking of 1st through 5th place.</p> <p>They do it-Independently complete a worksheet with ten problems. For each problem, the student must explain the steps that help them compute the right answer. When students are complete they will be able to read a short story, play academic games on computer or create their own roman numeral math problems and attempt to solve them.</p> <p>You do it (Formative Assessment)-Review each math problem with the class and explicitly explain the steps. Discuss the score rubric and students will have time to discuss grades and mistakes with partner to provide a mini 5-10 minute tutoring session.</p>
<p>Wrap-up or student reflection</p>	<p>How do you bring closure to your lesson, relating it to today's learning target(s)?</p>

	<p>Review the objective and the ways students will use Roman numerals in their lifetime. Students will write an exit slip at the closure of the activity and state...I CAN</p> <p>LEARNED _____ . TODAY, I _____ I MADE CONNECTIONS TO REAL LIFE, STORIES AND WORLD WHEN I _____.</p>
Summative Assessments	<p>There will be a unit test on computation of Roman Numerals at the end of the unit in the next two weeks that consist of three parts: Conversion of Roman Numeral, Solving simple math problems and writing a paragraph on how Roman Numerals are used in everyday life.</p>
Technology Needed	
Special Education Accommodations/ Modifications	

Please note: This lesson plan template should cover a lesson or topic over a two day period. The components in *red will not change, but the other components should be changed to meet the needs of student learning. For each content area there should be a lesson plan for the week.

Sequence of Instruction for READING



Reading should be taught at least for 1 ½ daily

8:00a.m.-8:15a.m. (YOU DO)

Discuss the "I CAN" statement. Teacher will read a text/reading selection to children and model what a good reader sounds and looks like (think alouds, fluency, comprehension, context clues, Bloom's Taxonomy, questioning, choral reading, read with expression, sounding out words you don't know, etc). Read on the carpet or in a group setting. This text should be connected to the objective and genre in lesson plans/pacing guides/mapping guides. **grades K-1 combine calendar time !!**

8:15a.m.-8:35a.m. (YOU DO WITH THEM/MODELING/WE DO)

Plan phonics, vocabulary review or introduction, spelling, etc. Depending on what day of instruction it is, you can use a graphic organizer, play a quick game, sing a song, work with a partner on a worksheet, or this can be time for assessments. You can discuss grammar, prefix and suffix, syllables, rhyming, antonyms and synonyms, etc. Also time for a pre-test if first day of lesson, which should be documented in the GradeBook. Complete Quick Formative Assessment

8:35a.m.-8:50a.m. (YOU DO WITH THEM/MODELING/WE DO)

Discuss the genre, author's purpose, traits of a good reader, how to sound out words, what to do when you don't understand, summarizing, etc. You are teaching a skill at this time. Make sure this ties in with the literature that you read in the morning.

8:50a.m.-9:20a.m. (THEY DO)

This is time for them to apply the skill. Repeat the directions to a partner. Have student partner read with a partner or have students complete partner work. Depending on the of day instruction, this can be an assessment, graphic organizer, a reading response with a graphic organizer, group work, partner reading is very effective when implemented with fidelity! RAZ-KIDS, Basal Readers, Reading selection, Reading Cards, Worksheets, etc. **Complete a Quick Formative Assessment**

9:20a.m.-9:50 (BEGIN WITH YOU DO THEN RELEASE THEM TO THEY DO)

This is time to review test taking skills when giving directions for the formative and summative assessments that will be administered during this time! Also, this is time to summarize, wrap up the lessons, give answers to the assessment given, correct papers with students (they loove this!) USE RUBRIC.

*Two Day Lesson-Day one and two

Teacher:

Subject: READING

Time of Day: 8:00-9:45 (Kindergarten and 1st Grade-Calendar Time 8:00 am)

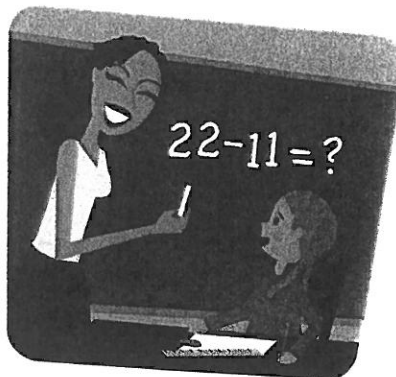
Day/Date:

*Topic or Focus	
Marzano's Instructional Strategy	
*Essential/Guiding Questions	
*Learning Targets	What students should know . . .
	What students should be able to do . . .
*Common Core State Standards I can...	
Crosswalk Standards (Grades 3-5)	
Resources Needed for Lesson	
*Pre-requisite vocabulary	
Assessment (Remember-pretest is the summative and should be given on the first day of the new lesson) *A large % of summative	

assessments should come from Crafter*	
Activating prior knowledge or connections to previous instruction	
Sequence of Instruction (Following Sequence of Instruction for each content area)	8:00-8:15am (I do...)
	8:15-8:35am (I do/We do...)
	8:35-8:50am (I do/We do...)
	8:50-9:20am (They do...)
	9:20-9:45am (They do...)
Wrap-up or student reflection	
Summative Assessments (Please attach)	
Technology Needed	
Special Education Accommodations/ Modifications *See Mrs. Lipscomb/Ms. Girson*	

Please note: This lesson plan template should cover a lesson or topic over a two day period. The components in *red will not change, but the other components should be changed to meet the needs of student learning.

Sequence of Instruction for MATH



Math should be taught at least for 1 ½ daily

15-20 minutes at the beginning of the lesson(YOU DO)

Discuss the "I CAN" statement . Read a book or any literature related to the objective. You can also use United Streaming, YouTube, any internet sites, blogging, etc to demonstrate how the math lesson is connected to real life.

10-20 minutes (YOU DO AND THEY DO)

Review pre-requisite and requisite vocabulary with definitions, pictures, examples, etc. **Complete a Quick Formative Assessment**

20-30 minutes (YOU DO AND THEY DO)

Also time for a pre-test if first day of lesson, which needs to be documented in the GradeBook.

Model the skill with students and have the students go up to board, use white boards, complete on sloppy copy paper, manipulatives, etc. **Complete a Quick Formative Assessment**

25-30 minutes (THEY DO AND WE DO)

This is time to review to test taking skills when giving directions for the formative and summative assessments that will be administered during this time! Also, this is time to summarize, wrap up the lessons, give answers to the assessment given, correct papers with students (they looove this!) USE RUBRIC.

*Two Day Lesson-Day one and two

Teacher:
 Subject: MATH
 Time of Day:
 Day/Date:

*Topic or Focus	
Marzano's Instructional Strategy	
*Essential/Guiding Questions	
*Learning Targets	What students should know . . .
	What students should be able to do . . .
*Common Core State Standards I can... Crosswalk Standards (Grades 3-5)	
Resources Needed for Lesson	
*Pre-requisite vocabulary	
Assessment (Remember-pretest is the summative and should be given on the first day of the new lesson) *A large % of summative	

assessments should come from Crafter*	
Activating prior knowledge or connections to previous instruction	
Sequence of Instruction (Following Sequence of Instruction for each content area)	15-20 mins. (I do...)
	10-20 mins. (I do/They do...)
	20-30 mins. (I do/They do...)
	25-30 mins. (We do/They do...)
Wrap-up or student reflection	
Summative Assessments (Please attach)	
Technology Needed	
Special Education Accommodations/ Modifications *See Mrs. Lipscomb/Ms. Girson*	

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Sequence of Writing



Writing should be taught an hour a daily (STUDENTS SHOULD BE WRITING EVERYDAY!)

STUDENTS MUST BE TAUGHT THE WRITING PROCESS EVERYDAY!

5-8 minutes (YOU DO THEY DO)

Grammar lesson and/or an editing and revision prompt where students find the mistakes with partners. Students can revise verbally or written. The teacher then gives feedback. This can be one sentence or/and a short paragraph. It helps to use chart paper so students can have notes to refer to. This is a good time for think-pair-share as well and use of a writer's notebook.

15-20 minutes at the beginning of the lesson (YOU DO)

Discuss the "I CAN" statement . Review and introduce vocabulary. Read a book or any literature related to the objective (SIX TRAITS). You can also use United Streaming, YouTube, any internet sites, blogging, etc to give student ideas about persuasive, narrative, opinion, etc. This does help the students with developing thoughts and making connections. *You should also be reviewing the rubric and modeling the expectations for the final copy during this time. Complete a Quick Formative Assessment*

20-30 minutes at the conclusion of the lesson (THEY DO)

Make sure you that you don't forget to discuss the RUBRIC for the final writing assignment. Students should be writing at this time!!! This can be a graphic organizer, peer editing, sloppy copy, conferencing with the teacher, revising, editing, color coding, etc. Wrap up with what has been learned and discussed.

*Two Day Lesson-Day one and two

Teacher:
 Subject: WRITING
 Time of Day:
 Day/Date:

*Topic or Focus	
Marzano's Instructional Strategy	
*Essential/Guiding Questions	
*Learning Targets	What students should know . . .
	What students should be able to do . . .
*Common Core State Standards I can... Crosswalk Standards (Grades 3-5)	
Resources Needed for Lesson	
*Pre-requisite vocabulary	
Assessment (Remember-prettest is the summative and should be given on the first day of the new lesson) *A large % of summative	

assessments should come from Crafter*	
Activating prior knowledge or connections to previous instruction	
Sequence of Instruction (Following Sequence of Instruction for each content area)	5-8 mins. (I do/We do...)
	15-20 mins. (I do...)
	20-30 mins. (They do...)
Wrap-up or student reflection	
Summative Assessments (Please attach)	
Technology Needed	
Special Education Accommodations/ Modifications *See Mrs. Lipscomb/Ms. Girson*	

Please note: This lesson plan template should cover a lesson or topic over a two day period. The components in *red will not change, but the other components should be changed to meet the needs of student learning. For each content area there should be a lesson plan for the week.

*Two Day Lesson-Day one and two

Teacher:
 Subject:
 Time of Day:
 Day/Date:

*Topic or Focus	
Marzano's Instructional Strategy	
*Essential/Guiding Questions	
*Learning Targets	What students should know . . .
	What students should be able to do . . .
*Common Core State Standards I can...	
Resources Needed for Lesson	
*Pre-requisite vocabulary	
Assessment (Remember—pre-test is the summative and should be given on the first day of the new lesson) *A large % of summative assessments should come from Crafter*	
Activating prior knowledge or	

connections to previous instruction	
Instructional delivery (I do...We do...They do...You do...)	I do....
	We do....
	They do....
	You do it (<i>Formative Assessment</i>)-
Wrap-up or student reflection	
Summative Assessments (please attach)	
Technology Needed for Lesson	
Special Education Accommodations/ Modifications	

Please note: This lesson plan template should cover a lesson or topic over a two day period. The components in *red will not change, but the other components should be changed to meet the needs of student learning. For each content area there should be a lesson plan for the week.

The Pursuit of Excellence in the Classroom

Gradual Release of Responsibility:

I/We/You: I tell you what we are going to do, We go through it once (or more as needed) together; and then You do it on your own.

**Guided practice comes first —
Independent practice comes later.**

**The Ratio: Teacher teaching time vs.
Learner learning /doing**

- ◆ **Does not mean the same as just giving the students some work to do**
- ◆ **“Independent Work” does not equal apart from the teacher: teachers must still monitor students closely during independent working time**

The Pursuit of Excellence in the Classroom

High Behavioral Expectations:

**100%: every student must comply with rules/
directions, not most (e.g. holding hand up for
silence before moving on)**

**What to do vs. telling students what not to do: this lets
you recognize incompetence from
defiance**

Sweat the details (the small stuff is important)

**Strong voice vs. loud voice (e.g. teacher does not talk
while student is talking, and vice
versa)**

**No Warnings: in many cases, it is not necessary to
wait until the 3rd strike for a
consequence**

**Never Lose: engage in battles that are in the best
interest of the students, and plan on
winning**

**The Threshold: set expectations the minute the
students come into the room (greet
them by name in the morning, shake
their hand, make them feel glad they
came to school)**

- ◆ **Consistent reinforcement leaves students with an
understanding of their responsibilities**

The Pursuit of Excellence in the Classroom

High Academic Expectations:

No Opt Out: lessons are not delegated — if a student does not know an answer, go to someone else who does, and then go back to the first student and have her/him answer it again (“I don’t know” should never be their final answer)

Right is Right: almost right is not an option

Stretch It: ask follow up questions that stretch their knowledge and understanding

No Apologies: teachers must make all content areas exciting/interesting/relevant

Format Matters: answer questions in complete sentences, show units, etc (make sure this is reinforced in class consistently and constantly)

The Pursuit of Excellence in the Classroom

Philosophy of Student Engagement

Cold Calls: call on students w/o hands raised
(and remember No Opt Out)

Pre-Call: let student(s) know that you will be
calling on them next

Wait Time: allow students an opportunity to
think of a correct response before
you ask someone else (and
remember No Opt Out)

Call and Response: have a signal or procedure
for when it is appropriate for
whole class response to
questions

Pepper: rapid-fire asking of questions

Take a Stand: e.g. "James says $3 \times 6 = 18$, Sally,
can you believe that?"

Everybody Writes: "Before I call on someone to
answer, I want everyone to
write down an answer"

Vegas: every lesson should have a few high-
energy components that match an
objective

Objectives: Using Bloom's Taxonomy to Plan Your Lessons

The content and language objectives we create for the lessons we teach often reflect the type of thinking we will expect from our students. If we ask students to "label and describe" something, we are focusing on *knowledge*, a lower order skills. If, on the other hand, we ask student to "select the best way to do something" and "defend the answer," we are aiming for *evaluation*, a higher order skill.

The following chart may prove helpful in determining the verbs and activities you select in constructing your language and content objectives:

Categories	Verbs	Items to Use	Questions to Ask
<u>Remembering</u> Recall facts, terms, basic concepts, and answers	<u>Content</u> Identify, locate, review, memorize, match	Books, magazines, diagrams, films, tapes, models, people	What is...? Who was...? When did...? How would you show...? Can you recall?
	<u>Language</u> Label/name Discuss/write a description/ a definition read		
<u>Understanding</u> Demonstrate, understanding of facts and ideas by organizing, comparing, translating, interpreting, describing, and stating main ideas.	<u>Content</u> Match, recall, reproduce, demonstrate	Books, magazines, diagrams, films, tapes, models, people	Why did...? How would you classify the type of...? What is the main idea of...? Will you state or interpret in your own words...? Which is the best answer? How would you summarize?
	<u>Language</u> Rephrase Discuss/ write an explanation/an example/a translation, a summary		
<u>Applying</u> Solve problems by applying acquired knowledge, facts, techniques and rules.	<u>Content</u> classify, categorize, show, apply, choose	Models, diary, maps, photos, mobile, cartoons, illustrations, diagrams, collections, puzzles, report	What would you use to ...? What examples can you find to...? How would you solve__ using what you've learned? How would you organize...? How could you show that you understand ...?
	<u>Language</u> Discuss/write an application,/a prediction/ a comparison		

Categories	Verbs	Items to Use	Questions to Ask
<u>Analyzing</u> Examine and break information into parts by identifying motives or causes, making inferences, and finding evidence to support generalizations.	<u>Content</u> Analyze, categorize, take apart, separate, distinguish between, show relationships between, infer, draw conclusions	Graphs, surveys, questionnaires, diagrams, charts, reports	What are the main parts or features of...? How is...related to....? What inferences can you make? What conclusions can you draw? Why do you think...? What is the theme or main idea of ...? How would you classify...?
	<u>Language</u> Discuss/write a comparison/an inference/a conclusion; Role play		
<u>Evaluating</u> Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria	<u>Content</u> Choose, decide, recommend, select	editorial, survey, recommendations, panel, evaluation, court trial, debate, group discussion	Do you agree with the actions of...? Do you agree with the outcomes? What's wrong, if anything? How can you prove/disprove...? How would you evaluate...? What would you select...? Why did they choose to ...? What would you recommend?
	<u>Language</u> Discuss/write a justification/a defense, support		
<u>Creating</u> State information in different ways by combining elements in a new pattern or proposing alternative solutions	<u>Content</u> Build a model, choose, combine, compile, construct, create, design, test, invent, research	Story, pantomime, news article, puppet show, invention, new game, recipe, poem, song, product	What changes would you make to solve...? How would you improve...? Can you elaborate on that reason? Can you propose an alternative solution? Can you invent...? What could be added to improve this further? How would you test...?
	<u>Language</u> Discuss/write an elaboration/ a composition/ a prediction/ an hypothesis/ a model design		

List of suggestions for Accommodations/ Modifications

The following list is intended to provide a partial listing of accommodations/ modifications for offering support for low achievement students. These suggestions have been found to be useful with students with disabilities.

Accommodations

Changes do not affect curriculum content but changes are made in how the student accesses and learns the general education curriculum.

1. pacing
2. adjusting
3. vary activity often
4. provide home with set of text/material for preview/review
5. plan seating strategically; bus, classroom, and lunchroom
6. alter physical room arrangement
7. define areas concretely
8. reduce distractions: visual, auditory, spatial, movement
9. teach positive rules for use of space
10. give directions in small distinct steps (written, picture, verbal)
11. provide print copy for oral directions
12. reduce paper and pencil tasks
13. read or tape record directions
14. give extra cues or prompts
15. allow students to record or type assignment
16. provide samples of what an "A" assignment looks like
17. presentation of subject matter
18. teach to student learning style: visual, auditory, tactile, and experiential
19. use individual/small group instruction
20. tape lectures/discussions for replay
21. provide notes
22. apply academic skills to practical situations
23. present demonstrations (model)
24. utilize manipulatives
25. highlight critical information
26. pre-teach vocabulary
27. make/use vocabulary
28. use total communications/interpreter
29. allow students to use guiding tool when reading
30. share activities
31. motivation and reinforcement
32. verbal and non-verbal reinforcement
33. behavior management
34. tap strengths and interests
35. planned motivating sequence of activities
36. arrangement of material on page
37. note-taking assistance carbon less or Xerox copy of lecture notes
38. typed text or other class materials

39. type copy of teacher material: electronics type writer, calculator, computer, video camera, telephone adaptation, augmentative communication device(electronic/homemade)
40. follow visual, daily instruction
41. use calendars/planners
42. check often for understanding/review
43. request parental reinforcement
44. have students repeat directions
45. teach study skills
46. use study sheets to organize material
47. design/write/use long-term assignment timelines
48. review and practice in real situations
49. teach skill in several settings/environment
50. oral responses
51. read test to the students
52. preview of test language
53. extend time frame
54. administered by support person
55. social interaction supports
56. peer advocacy
57. peer tutoring
58. cooperative learning groups
59. test adaptations

Accommodations

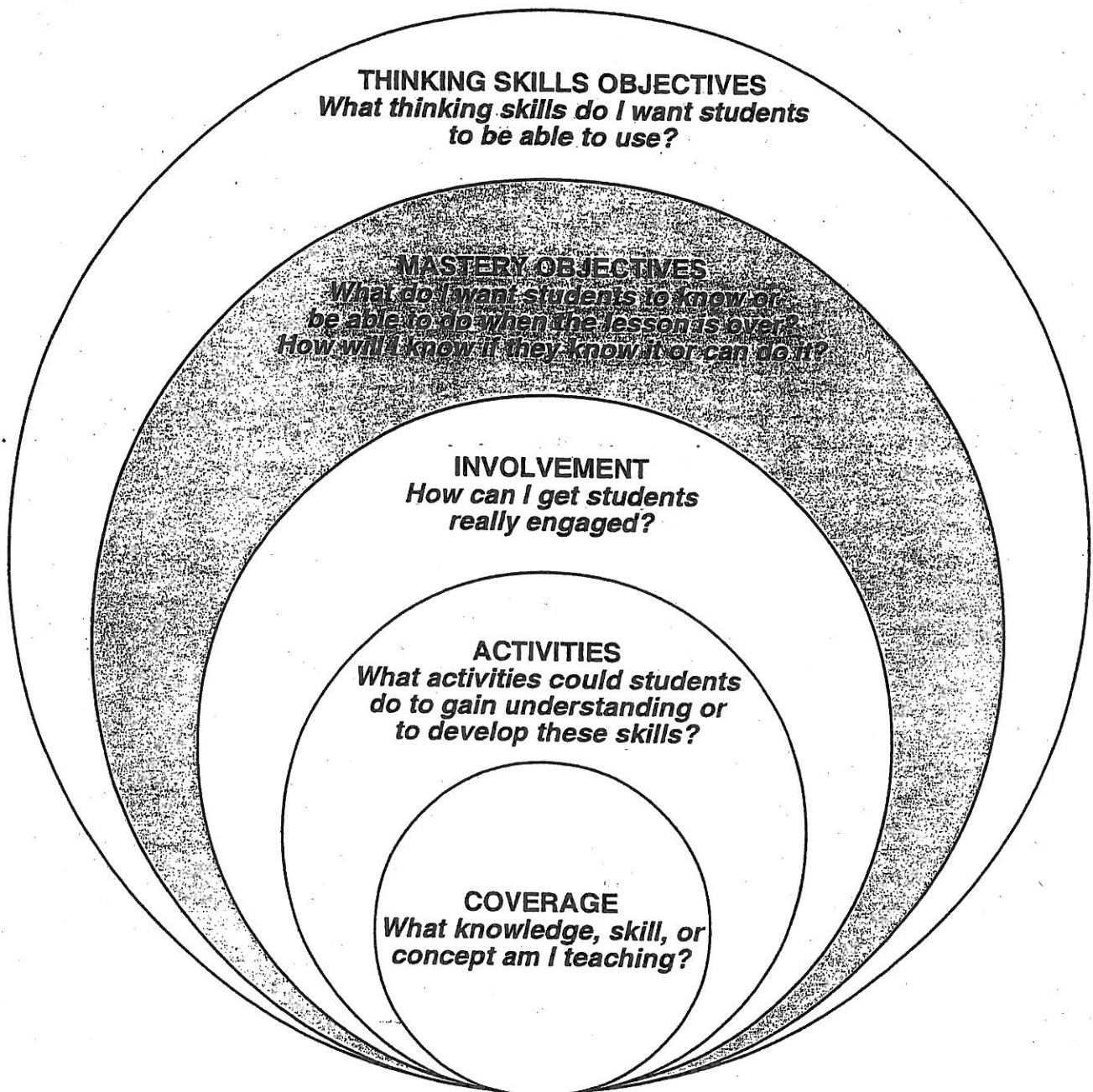
Changes are made in what the student is expected to learn from the general education curriculum.

60. omit assignments
61. adjust amount of work required to meet requirements
62. reduce difficulty level
63. shorten assignments
64. adapt work sheets, packets
65. provide alternative assignments when demands of class conflict with student's capabilities
66. limit penalizing for errors that reflect student disability
67. utilize specialized curriculum
68. reduce language level or reading level of assignments
69. use supplementary material
70. test adaptations
71. short answer
72. multiple choice
73. modified format of assignment or test
74. partial participation
75. focus on social process rather than activity and product

Bilingual Modifications

1. Use overhead to make a group lesson visual
2. Create a print-rich environment which reflects the student's culture and language
3. Incorporate student's prior knowledge, experience and cultural background into reading activities.
4. Promote writing for multiple purposes through meaningful activities related to student's cultural background and experience.
5. Allow students to focus initially on the expression of ideas, not necessarily on mechanical accuracy.
6. Use details, examples, anecdotes or personal experience to explain or clarify information.
7. Teach study and test taking skills.
8. Active study techniques: reciting, drawing, writing, visualizing and interactive study Partners.
9. Focus on key words in written directions by circling or underlining them
10. Provide time for sustained silent reading in English or native language.
11. Incorporate writing across all content areas
12. Allow students a choice of tasks to different learning styles and strategies.
13. Use variety of materials, media and books in English and in student's native language to scaffold prior knowledge and development academic language.
14. All four language skills: listening, speaking, reading, and writing should be included into every instructional unit.
15. Use graphic organizers to support and enhance critical analysis and higher-order thinking skills.
16. Vary activities to include both oral performances along with reading and writing tasks.

KEY QUESTIONS IN LESSON PLANNING



Thinking Behind OBJECTIVES

