

INCLUSIVE TEACHING GUIDE

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Inclusive Classroom Ideas for the Future

Inclusive teaching guide mix of sections 1 and 5 for current non-teachers.

As I enter the classroom as a new teacher I think of ideas that guide my philosophy of inclusive education. I know that I will need to employ many people and ideas to make my classroom/school inclusive. There are 6 key areas that that I need to impact to reach this goal.

1. Let parents, administration and other teachers in the building/district know that I want all students in the class. The process of inclusion cannot begin if the class is not composed of a variety of ability levels, and students with challenges (physical, behavioral, cognitive)
How I accomplish this goal:
 - Contacting the people in charge of placing students; verbally telling the principal at my school, or by sending a letter to the principal/district telling them my intent.
 - With the consent of the principal or district contact the parents of these students directly and let them know I want their kids. I can call them, write a letter, or speak to a parent when they come to pick their student up at school or during an open house at school in the early part of the academic year.
 - Talk with the other teachers in the school directly and let them know my ideas and plan to have these “special needs” student in the class, and accept students that they reject from their room
 - Having a plan to implement to include these students. It is important to keep in mind that people often resist change for fear of failure. Therefore, if one has a plan in place, despite the plan’s ultimate success or failure, people are more confident to at the least entertain change.
2. Enlist the school support staff's assistance, support and respect. (special education teachers, social worker, speech pathologist...etc) One important component to having an inclusive classroom is to have all of the necessary supports within the classroom. All personnel that serve the students need to work together to ensure that all of the students needs are meet, that they are challenged, and that they are a part of the class not just in the classroom. The general education teacher and the support team have to commit to meeting weekly to plan lessons and discuss any areas of concern. Each party must give

up the traditional control that they have had and agree to work together as a team.

How I accomplish this goal:

- Go to the specialist and ask them for their support
- Be prepared knowledgeable about grade level content areas
- Ask/require specialist to service students within the classroom
- Relinquish control over the physical room
- Include specialist in planning lessons, assessment and grading all students
- Acquire the necessary technologies so that all students can participate in the class
- Discuss with parents their child's strengths and weaknesses, not only the students who are diagnosed; beyond IEP conferences

3. Provide multi-level instruction and use multiple intelligences in instruction/assessment. The lessons created need ensure that all students can participate in them in some fashion and that all students can develop or practice academic/social skills that can be measured/graded.

How I accomplish this goal:

- Use real life to teach skills, use the community newspaper, current local, state, national, or world events such as pollution, or cloning
- Include the support team in lesson planning
- Incorporate technology whenever possible
- Use cooperative grouping in lessons; encourage student interaction in learning
- Provide a safe and comfortable place for students to engage in learning (learning styles)
- Encourage input from students on areas of interest, promote exploration in student selected topics, and use thematic units
- Use on going concrete assessment tools such as running records, portfolio's, and progress reports; people often want to know if a practice is working by seeing concrete proof of its success therefore it is important that concrete examples are available such as papers, projects, or worksheets that show a students ability, growth and competency at grade level skills
- Annotate grading; ensure that growth in skills noted accordingly even in skill level is below or above grade level requirements (takes into account personal growth and effort of a student)

4. Build community within the classroom, and school. Design the classroom so that everyone can move in it freely, obtain the necessary materials that they need, and feel comfortable.

How I accomplish this goal:

- Encourage students to work together to accomplish tasks and solve problems'
- Model behavior
- Provide clear objectives, tasks, and expectations
- Discuss differences
- Teach the students to accept their mistakes, learn from them, and to make better choices in the future
- Decorate the classroom with student made creations, projects, or work papers
- Allow students to express themselves in a means that best suits their abilities and talents
- Require that students treat each other with respect and dignity by focusing on each person's contribution to the class
- Treating each student as an individual with their own abilities, talents, likes/dislikes, and problems (diagnosed or not)

5. Have a behavioral plan and method for dealing with conflicts and problems in the class with lessons, particular students, or situations in general. For example if a particular student doesn't work well with others determine a way for that student to participate in a group and implement that method.

How do I accomplish this goal:

- Provide clear expectations for the class
- Involve the class in designing classroom rules
- Use a student centered approach to solving problems
- Enlist list the assistance of the support team in crafting expectations for the class, especially if there is a student who requires gentle care in meeting expectations in general
- Provide a copy of the class expectations and the class rules to parents/legal guardian of the students to get their cooperation in enforcing the rules and expectation of the class

6. Accept the process of Inclusion and expect that there will be periods of disappointment and failure. When people start something new they typically expect that the new endeavor will be challenging, however they do not often consider failure as an option. This is not to say that inclusion will not work, merely that inclusion is a process for everyone, myself, the support staff, possibly the school administration, the students, and the parents. There is no specific amount of time that determines failure or success, the success or failure is measured in the effect that this method of teaching has on the students skill development, socialization, and growth as a human being.

How do I accomplish this goal:

- Be prepared, but accept constructive criticism from others and reflect honestly on the progress or failures of the endeavor
- Accept the process, do not expect that everything will run smoothly from day one
- Be flexible with all aspects including classroom design, lesson plan and activities, class expectations, specialist support, assessment, administrative support, etc...
- Be proactive if obtaining resources, materials, and technology that can assist in making the classroom more productive

Inclusive Teaching Guide – Section 2.1

Building an Inclusive Classroom and use of Assistive Technology

For purposes of discussion and storage of materials only the classroom is divided into 8 zones. Each zone serves a specific function. The students are able to use any of the materials or equipment in any zone during any portion of the class in to ensure that they are comfortable and able to be productive. In constructing the classroom I did not take into account that the items that I requested would not be available, I assumed that in my hypothetical classroom I could have all items that I want/need. However, in the construction of the classroom I did take into account the reality of budgeting and did not place anything in the classroom that would be considered by most as an extravagance like a plasma TV, a couch, or a wall sized aquarium. The purpose for having zones for the students is so that every student knows where certain items are kept in the classroom and they are able independently to retrieve such items when necessary.

SECOND GRADE CLASSROOM

- All walls in the classroom would be print and picture rich. Items on the walls and ceilings would be student creations as well as professional reproductions (letter chart, number charts...etc)
- The areas around the classroom allow for all students to access regardless of mobility. Items (books, paper, pencils, lap top computers) are placed lower to the ground which will allow for easy access for all students.
- Each zone has its own material so students do not have to travel with material.

ZONE ONE – The area referred to as zone one is the area immediately surrounding the door to the classroom, known by the class as the “Who We Are and What We Know Area”. In this area there would be a bulletin board which would indicate what the class learned last week, the goals they achieved, and the work showing what they learned. In addition, on the board there would be a section dedicated to students who discovered something new about themselves. For example, a student may discover that they like to help others

during math, or a student may discover that they keep secrets well. These statements would be written by any student who discovers something new about themselves. In addition the teachers' desk would be located there as well as a bookcase with instructional text from the thematic unit that the students were learning. A sink with cupboards would be located against the wall adjacent to the teachers' desk with a mini-refrigerator, a recycle basket and an "other" trash basket. Between the bulletin board and the teacher's desk would be a poster of the emergency procedures that the students would need to know in case of an emergency, and an emergency bag with a list of the students, hand sanitizer, Kleenex, and a water bottle.

- A group of students (changed weekly) would be assigned the weekly task on Fridays to gather illustrations of what the class had learned from the prior week.
- Zone Function – The zone's purpose is varied:
 1. for parents and other people in the building to know what the class is studying
 2. for students to know where they can obtain written reference items
 3. for student's to know where to deposit refuse.

ZONE TWO – This zone is known as the "whole class instruction area". In this zone are located 5 tables with 4 to 5 chairs for each table. This is what traditionalist would call the students' desk area. In the center of each table would be paper, scissors, crayons, markers, colored pencils, and pencils. On the back of each chair would be a small backpack which would house any of the students' personal items. The zone would also contain a dry erase board with built in bookcases under the board which housed all of the subject area texts, an overhead machine and screen. There would be a television in the corner mounted on the wall with a VCR/DVD player located below it.

- Zone Function – The zone's purpose is for whole class instruction, mini-lesson conducted at individual tables, and content area text storage.

ZONE THREE – This is the Project Display Area Zone. This zone is located against the row of windows which extends the length of the classroom. Also, the class ventilation system controlling the classroom temperature is in this spot. The items in this area are completed projects, or projects that need to be completed or set up such as dry, or grow (plants).

- Zone Function – The zone's purpose is to display the students completed projects (part of student created decor) as well as a safe place to put projects "in the works".

ZONE FOUR – This is the Quiet Area Zone. In this area is a small tent with large windows and flaps. In the tent there is a backpack which has flashlights, throw blankets, pillows, clipboards, paper (lined and plain), calculators, and pencils. The purpose of the tented area is to allow student who need to work alone, or in a quiet separate area away from distractions a place to work.

- Zone Function – The zone's purpose is for student's to have a quiet separate place to work or relax as well as a place where they can

control the environment. The tent can be darker, or warmer depending on the students needs.

ZONE FIVE – This is the large group/project area. This area has two large tables and 8 chairs with wheels. At these tables larger groups of students can work together on a project, or a few students can meet to work together. The tables can also be used for the teacher to conduct mini-lessons for a small portion of the class. The main reason for including these larger tables in the class is so that everyone can get around the table to work, and there is plenty of room for everyone to work on a project together. For example, if a group was designing a display that highlights a specific state some of the group members could be working on poster while other group members at the same table could be using a class laptop to write out facts about that state. Everyone is able to work near each other.

- Zone Function – The zone's purpose is to have different groups of student's work together on projects. The large separate tables allow for several students to crowd around a table and all work on a project as opposed to teams of students working in various place sin the room. In addition having another area to work allows for students to move around the room.

ZONE SIX – The sixth zone is the reading and writing zone. In this area there are books on a variety of subjects, story books, factual books, biographies, books on tape, student made books, periodicals, and reference books. The reference books are kept on an end cap of the bookcase to allow easy access for all students. There is a large rug with pillows scattered all over for students to sit on while on the floor working, beanbag chairs, and stuffed animals to cuddle. Above the area, in a manner that would not affect the lighting is a colorful parachute that hangs over the area, creating a very colorful ceiling. There are 2 pop-up camping chairs in the corner in case a child would like to sit in a chair to work. Also, under the window there is a supply of pencils, paper (lined and plain), clipboards, erasers, pens, and lap desks. There is an author's chair for students to share their work with others. The author's chair is decorated by the students so that they feel some type of ownership or pride in displaying and using the chair. The author's chair can also be sued by anyone who is reading to the entire class. There are two table top lamps which reside on top of the bookcase, and 3 clip on lights which can be clipped on items for more lights. In addition, depending on the allergies of specific students plants and fish could be kept in this area on top of the bookcases. The bulletin board in this area would be filled with student work as well as book covers with some of the students' favorite books, and with books used in the thematic unit.

- Zone Function – The zone's purpose is for the students to have a comfortable and inviting place to read and write. Students are able to stretch out and move while reading in an attempt to have the students focus on reading rather than other distractions in the class.

ZONE SEVEN – This is the zone that contains the computers and printer. There are 5 computers stations with a chair located at each station, and 4 laptops which

are wireless that can be used in anywhere in the classroom. The computer area is horseshoe shaped around zone eight so that all students are able to sit at a computer station with a friend if necessary.

- Zone Function – The zone's purpose is to have a place in the room where student's can access computers.

ZONE EIGHT – This is known as the “kick back zone”. If students are feeling overwhelmed, or just need a break they can come here to rest and kick back. There are two rugs, pillows, and bean bag chairs for them to lay and sit on while there. Also, there is a bulletin board with information for technology, science, and math. Under the bulletin board in bookshelves are games and toys such as board games (monopoly, clue, connect four, chess), a leap pad with spelling and math games, geoboards, and other rmanipulatives. On top of the bookcases is a stereo and CD's.

- Zone Function – The zone's purpose is for the student's to have a place in the room where they can take a break for school. Although school does have built in break periods often some students need shorter more frequent breaks, this place allows for those breaks.

ASSISTIVE TECHNOLOGY

I am assuming that each child that receives special services has the required equipment and material for them to communicate and be involved with the class pursuant to their IEP. For example, for children who do not speak but can communicate with a communication board that child would have a communication board, or if a child had a hearing deficiency the child would come with the required equip that child needs to hear. The items that I am suggesting are for the benefit of the entire class.

Leap Frog Products – This educational toy developer has many games/toys which could benefit children. There are three items form Leap Frog that I would consider valuable:

- Turbo Extreme Handheld (game asks questions of child and the child responds by listing the game, very active and the questions vary in difficulty) Criticism - the child must know how to read to play the game.
- Explorer Globe – Interactive globe shaped device that follows a book and tells children certain facts about various countries and cities. Criticism – the type on the globe is small
- Quantum Leap pad Learning - Individual computer with activities and games on various subject matter. Criticism – need to have some reading skills, the voice prompts on the various games can be confusing

Microsoft – software and other assistive computer devices

- screen enlarger for students with visual issues
- speech or voice recognition programs
- talking and large print word processors

Other software

- Light Writers
- Allwrite by Sensory Software International Ltd.

2.2 Building Community and Behavioral Challenges

As I think about how I would structure the class I think that although I will give you know my ideas on how I would like to build community in the class and deal with behavior challenges I think that how I would actually perform these tasks it is dependent on who the actual students are in the class. I would have some definite guidelines that would be present in every year in the class, but others would be dependent on the students in the class. The main idea behind how I would build a community within the class is to ensure that every student has their needs met and feels that they are a valued vital part of the class. For example, if a student were out sick for a day I would like that student to feel like they were missed in the class as well as feeling as if they missed something by not being in the class besides the subjects covered that day.

Yearly Community Building Ideas:

The idea of building a community within the class does have some universal concepts however each group of students will come to school with varying needs. The ideas presented in this section will be constants used to build community. This is not to say that the concepts may not be modified, or altered depending on new ideas, or the needs of the class. Some of these concepts will be employed during the first days/week of school such as Morning Meetings, Friday Afternoon Chats, Classroom Care Team, and the Expectation and Consequence List. Other ideas will start as the term progresses such as table names, yellow pages, and group work. At the beginning of school there is a learning curve. The students need to get to know each other as well as the teacher.

1. **Morning Meeting:** Classroom meeting every morning to discuss what will occur during the day, new areas of study, problems/concerns students may have had with homework, and progress that the class has made in an area they are working on academically or socially. The discussion will be lead initially be the teacher but hopefully as the school year progresses the students would take a more active role in leading the discussion. This is also a place where classroom problems involving specific students could be discussed. For example if two students had a disagreement about who owned a pencil and it erupted into a battle. The class could discuss the disagreement together and decide how to resolve the issue. Unless, a student has a continual problem that the students and myself had discussed and

determined how to remedy the issue. In that case the student and I would discuss all situations involving that specific issue. For example, if a student was working on their frustration level and patience with others than that student may have a predetermined sequence of behavior for that specific student to follow when they feel themselves losing control. The morning meeting can be used as a forum to discuss minor infractions that some students may be engaging in which violate the expectation plan such as not respecting other people property or space, but this is not a forum to discuss behavioral challenges that a student may be working as part of their IEP goals. A student's specific IEP goals may be shared with that student's circle of friends or support network, only if the student themselves wishes to say that they are doing better will such issues be discussed.

2. **Friday Afternoon Chat:** Essentially this is a classroom meeting to discuss the events of the week. It is a time to discuss accomplishments, and goals for the upcoming week. It is also a time where the teacher can take advice from the students on various lessons that took place during the week such as items that the students liked and enjoyed as well as lessons that the students found boring or confusing. In addition, it is a time for student to reflect on the week from a personal standpoint on what they have learned in the content area/about themselves and as a member of the class.
3. **Group Expectations and Consequences Chart:** During the first week of school have all students discuss and compile a group of classroom expectations for the year. Post these expectations and consequences for everyone to see. In addition throughout the first few weeks of school examples of compliance and non-compliance can be discussed with the students during morning meetings. Furthermore, in the beginning of the school year review the expectation list created by the students so that the students become familiar with the expectations. However, during this review it is not a place to draw attention to students who are struggling with the class expectations.
4. **Classroom Care Team:** Have everyone involved in running the classroom, passing papers, bringing messages to the office, cleaning the floor, shelving the books, etc.... Every student would have a weekly task in the classroom that they were responsible for performing. However, instead of calling it their job make it more relevant to the class itself; therefore I would refer to the job list as a position on the Classroom Care Team. In addition the teacher would have a position on the team, thereby emphasizing that everyone fills a role in the classroom and everyone is an equal partner in caring for the physical room.
5. **Classroom Design** – The walls, doors, ceiling and windows would have the students work posted on them as well as artistic design ideas that the students may have. The classroom environment would be reflection of the students learning because it would contain elements of themselves in their work. All students would have their work displayed, not only those that are considered “great works of art”.

6. **Table Names** – All of the students would sit in grouping at tables or desks that were pushed together to form tables. I would call each table a name that was crucial part of something related to the unit theme the class was studying. For example, I may say the theme is photosynthesis; I might call the table's water, light, soil, air, and seed. I would continually let the students know that we all need to work together to achieve success and that everyone is equally important. In addition, students would be encouraged to use their table mates for help or information if they had difficulty with work or needed clarity on a point. Their tablemates would be considered their first resource; however going to other students would not be discouraged.
7. **Yellow Pages:** A book compiled with students who were specialized in certain academic or social skills. The topics would include everything from math skills, computer skills, artistic expert, to most knowledgeable about class expectations. The students would create the pages themselves after they had determined that they had mastered that particular skill or topic. This would be another resource for students to use when they need assistance.
8. **Student Groupings:** I would provide many opportunities for student to work in groups in all content areas. There would be cooperative learning groups in social studies and science; literacy groups and a writer workshop in language arts; and computation teams for mathematics. These groups would not be ability based but rather contain a mix of all abilities so everyone could learn from each other.

Discretionary Ideas for Building Community Based the Students and Their Needs :

The ideas presented in this section may not be used in every class every year, however they are possible options. In addition, the ideas in this section are not only for students who have defined labels; they are for any student who needs them regardless of their label.

1. **Buddies:** Students who were paired with other students to help them with routines for example lining up to go to a special, unpacking their backpack, or ensuring that they chose a book from the media center. The main idea is that students do not get left behind or forgotten about during transition periods or specials. For example if a student had a cognition issue than they might have a "team" of students who they could ask for assistance, or who would voluntarily ensure that this student was okay. The main concept behind having buddies students is to ensure that students assist each other in having their needs met, and that students learn to work together in a familial/community sense.
2. **Class Buddies** – Depending on the response of another teacher have the class met with an older/younger class and complete a project together. For example if a 4th grade class was studying the history of Michigan, they could pair with a 1st grade class and write a play for them to perform, or work on biographical projects with

- them including pictures, papers, and diorama's. The concept is for the student in the class to see the entire school as a community.
3. **Resource teams:** This would be a collection of a variety of students at all ability levels that would change monthly that would be responsible for finding outside resources for the class to use when studying a specific area, person or subject. For example, if the students were studying about poetry, this team would be responsible for working together to compile a list of their favorite authors for the class to read, or use during the unit on poetry.

Specific Behavioral Plan:

The behavior plan for the class would be directly reflected in the class expectation plan developed in the first week of school. Initially, students would be referred to the number that they were violating on the expectation plan. For example, if a student was violating expectation number 3 than I would say Jake look at number 3 on the expectation plan, or another student may refer the student to the correct number. In addition, the class meetings would be used to discuss expectations that the class was having difficulty meeting. As the term progressed hopefully students would self monitor their behavior, and their tablemates would help each other stay on task.

I would hope that since student would be involved in creating the expectation plan for the class that most instances of inappropriate behavior would be addressed by this document; however, if a student continually violated the class expectations than that student would need to be addressed by the class and or personally about their behavior. The student would not be addressed by the class if the infraction was so severe as to warrant criminal legal action, or violate any that student's privacy rights in regard to their IEP. For example if a student brought a firearm to school it would not be appropriate for the class to discuss, however an open discussion on the reasons for not bringing a firearm to school could be addressed without addressing that specific student.

In addition, I would model the behavior that I wanted to see the students use with each other. For example, I would ask the class for their attention rather than demand it, talk with the class about concerns or problems in the morning meeting and on Friday afternoon chats rather than screaming or correcting every minor infraction. Also, I would acknowledge to the class when I was inappropriate. For example, if I raised my voice when asking the class to stay on task during a transition from recess to Language Arts. I would apologize and tell them that I was wrong. I think it is important to see that adults can make poor choices and apologize for their mistakes. My actions are a way to model for students monitoring their own behavior and taking responsibility for their own actions.

Furthermore, I would enlist the aid of the school's special education teachers, psychologist and social workers for support. As a team we would meet to discuss specific behavioral problems as well as general classroom behaviors. At our meetings we would develop strategies to reinforce required behaviors. For example, if the class was talking and pushing each other during assemblies, as a team we could design ideas to change this behavior. We could discuss

what is expected of students during assemblies, model assembly behavior, and practice assembly behavior. In addition, if a student was already seeking aid from a specialist (behavioral plan or IEP) I would implement the ideas and strategies suggested by the specialist. As a team we could also meet to discuss upcoming lessons, to ensure that activities and lessons that are planned will enable all students to succeed. For example, if an upcoming lesson involved working in teams, the support team may have suggestions on who should be work in groups, or they may even suggest suing partners instead of groups. It is important that I remember that students who are seeking assistance from specialist require that all parties are on the same page, meaning that there is a cohesive set of expectations for the student no matter what the environment and that our classroom be conducted in a manner that best enables the student to succeed. On a personal note I would also use the specialists to discuss areas in my behavior that I would like to adjust to improve our classroom community.

Expectation Plan Repeat Offenders – for students who repeatedly violate the class developed expectation plan with no behavior or IEP goals

For example, if a child repeatedly was disrespectful and hurtful to various students on a continuing basis. Initially, I would ensure that the student understood the nature of their infraction, and make sure that nothing else was going on in the child's life like divorce, abuse, or illness. I would employ a student centered approach by discussing with the student why they behaved as they did, why their behavior was inappropriate, and specifically how that child could change their behavior. I would ask the student what they could do to deter this behavior. In addition, I would ask the student if they would like to share what they are feeling with the entire class, or possibly set up a circle of friends to meet weekly to discuss their feelings. If the student required assistance in determining how to alter their behavior I might suggest that before that student says something to another student that they are upset with to go sit in another area in the class, or go talk to someone else, or even take a time out put some headphones on and listen to some music for a few minutes. Ideally the student would come up with something that they could do to resolve the behavior. Under no circumstance would I embarrass the student with the behavior problem in front of the class, or allow other students to refer to this student as "bad". I would also reflect on my behavior in the situation, and determine if there was anything that I could do to reduce the behavior.

There are four basic rules that I would adhere to in dealing with a student with challenging behavior.

First, talk with the student directly, privately and determine why the behavior is occurring.

Second, work with the student to assist them in making better choices to change their behavior and correct any behavior that I may engage in that ignites the behavior.

Third, if the student wants help from other student to change ask other students to help this student in changing their behavior; if the student wants possibly assembling a circle of support.

Fourth, if nothing else works talk with the parent/school administration to determine if the student needs outside assistance; although this is the last resort if the child is suffering from some type of abuse causing the behavior outside sources need to be brought in to ensure the physical and emotional well being of the child.

Severe Behavioral Challenges: Students who are violent, physically harmful to others property, unnaturally aggressive, or generally inappropriate behavior with and without an IEP or Behavior Plan (exposing themselves, using foul language, disrespectful to various cultures, genders, or races) The IEP/BP are usually very specific depending on the student, so the ideas presented below are some general ideas, however the likes/dislikes, strengths/weaknesses, and cognitive abilities of the student would play a significant role in determining how the student's behavior would be addressed.

1. If the infraction was one of the aforementioned items I would address the offense immediately. I would say that the specific behavior was not welcome in the classroom, but the student was welcome.
2. I would attempt to redirect the student if I knew that a student was exhibiting signs of possibly demonstrating inappropriate behavior. For example, if I knew that 2 students did not get along and one of these students become violent while working with this other person I would not put them in the same group.
3. I would work with the student's support team to employ strategies that would best allow the student to meet their IEP/BP goals. For example, if a student has a goal of controlling their temper or impulse control, have group projects where they have to practice being a part of the group and listen to others' ideas.
4. I would set smaller goals for the student to meet to experience success. For example, if they raised their hand to ask a question controlling their impulse to blurt out the answer.

Inclusive Teaching Guide Section 2.3

Strategies for inclusive academic instruction

Introduction:

There are several strategies to use to reach ones goal of creating an inclusive classroom with inclusive instruction. Before explaining the actual strategies that will be used in various subject areas there are five key elements that will permeate all instruction. First, assessment will not be based on tests only. A running record will be kept on all students that will indicate their progress in areas, as well as skills that need to be improved. Also, students will engage in real life projects as much as possible given the content area that is required to be followed on the district and state level. Second, the students will have the option to work in groups and pairs on most assignments because as studies have shown students tend to learn more form other students. Third, the assignments will encompass as many of Gardner's multiple intelligences as possible. For example, if the class is studying fossils in the west the students may present their knowledge in many forms such as a poster of a fossil, a clay imitation of a fossil, a paper on what fossils are and how they are formed, or maybe even a play from the mammalian standpoint on mammals that have been found as fossils. Fourth, the students will be given realistic but yet clear and concrete expectations. The students will know what is expected of them in all assignments, even though what is expected of each student will most likely be different. Finally, the classroom will be a place where mistakes are expected, embraced, and learned from. In many instances mistakes are looked upon as merely only that a mistake, however mistakes are also great teachable moments for everyone as well as part of the learning process. For example, if a student doesn't use capital letters in their assignment for social studies and capitalization is a skill that the students are attempting to master this would be a great time to have a mini-lesson with some student about capitalization within the context of practical use.

Cross Subject Categories: Thematic Approach

In most instances people often think of cross-subject categories in terms of math/science and language arts/social studies. I would like to use themes in class which would incorporate all subject areas at once. For example, if students were studying ancient cultures, specifically Egypt the students could engage in activities that would cover all content areas. The students could read the book "The Egyptian Cinderella" in pairs or in a group while completing a story map of the book. (Reading workshop) Or, the students could color and read a short booklet. (Language Arts/Social Studies) Next the students could read material about the Fertile Crescent and create a chart on what was grown in this area, or make a poster of where the Fertile Crescent is located in relation to the Nile River. (Science/Social Studies) The students could create numbers based on ancient Egyptian number system which uses the same base ten system that is currently used.(Math) The students could complete a web quest about ancient

Egypt. (Technology) Some students may wish to compile a fact sheet based on Pharaoh's or God/Goddess. (Social Studies/Language Arts) The students could create a Venn diagram which compares ancient Egypt to present day society as an assessment, or a Venn diagram that compares jobs in ancient Egypt to jobs in the present. (Critical thinking) In addition, for student who wanted to explore other areas someone could do a project on the Rosetta stone, or how the Egyptian Empire fell. The main idea behind a theme is to incorporate all area of the curriculum in relation to one topic as best possible. Some of the skills that could be developed and practiced in the above mentioned activities are:

- Egyptian Cinderella – reading skills specifically fluency and tone/emphasis, as well as comprehension in the story map
- Booklet creation – reading skills such as fluency
- Fertile Crescent – topography of continent of Africa, ancient life in general, the effect of weather/seasons, and the fauna/flora of that time period
- Egyptian Numbers – since the ancient Egyptians used the base ten system place value, and well as how to regroup when adding or subtracting
- Pharaoh fact sheet – critical reading, fact verse opinion
- Venn diagram – critical thinking what we have today verse what they had in the past difference verse similarity, this helps to connect everyday experience with the past

Subject Area Instructional Strategies:

Math:

- Manipulatives – any type of manipulative that is available such as geo-boards, base ten blocks, attribute pieces, ...etc:
WHY: I would use these pieces because it would allow the students to have a physical presentation of the concept as well enable them to move the pieces around to develop there own sense of the concept being studied. The idea behind using manipulatives revolves around student developing number sense rather than a mere memorization of skills and concepts.
How: Students with varying abilities can work together with manipulatives in solving problems. For example if students were working on place value one student could work on regrouping the pieces into groups of ten, while the other student could be determining the actual place value of the items. Each student would be contributing to the assignment and while sharing what they knew with each other.
- Math Journals – I would have the students write what they thought they had learned today about the concept that was studied.
 - *WHY:* I would use this so that the students could put what they learned in their own words so that they would have a personal tie to the material, it could be something to reflect back on if they were confused later, an item they could share in their math club,

and as an assessment tool for the teacher to determine if a student understood the material, or how they understand the material if they are having difficulty.

- Math Clubs – Clubs containing various ability levels could meet at least twice a week to discuss what they had written in their journals and create an example of the concept/s learned to show the class. (poster, transparency)
 - *WHY*: This club allows students to verbally state what they have learned and to learn from each other methods to solve or look at a problem. It allows students to teach other students thereby reinforcing their knowledge of the material while improving their verbal skills because they are explaining what they know.
 - *HOW*: Each math club would contain students of varying ability levels therefore students would be bringing various solutions to problem solving. For example if students were studying subtraction, some students may look at the problem as taking away, whereas another student may solve it as a reverse addition problem “what number do I need to create the largest number. Each student would bring something to the discussion, even if that student did not understand the concept. If a student does not understand this enables another student/s to practice their verbal skills by explaining the concept to the other student who did not understand.

Language Arts:

- Reading Workshops – Students reading together to comprehend the material as well as sharing decoding skills and ideas about the text itself.
 - *WHY*: I would use this strategy so that weak and strong readers can practice their skills together, and learn from each other. For example a student may not be able to read fluently but they can comprehend the story if it is read to them, the paired reading may help the poor reader associate the sounds with the printed text. The better reader will improve their ability to read out loud, they may improve their tone, inflection and emphasis skills.
- Literacy Groups – Students with various abilities would get together during the reading of the same book, usually a chapter book. Every student has a task when a story is read. The jobs may include Word Finder (finds new words), Passage Keeper (reads their favorite passage and tells why this is so), Summarizer (summarizes the chapter), Reflector (tells what the chapter meant to them), and Artist (draws a picture of their favorite part of the book). The student presents their material to the group at a meeting.

- *WHY*: For student to learn to read the story for different reasons, to have the students examine different perspectives, to develop critical thinking skills, and to practice different methods of communicating their ideas.
- *HOW*: Many students who do not enjoy or struggle with reading are able to produce ideas or representations of the story that can aid in reinterpreting a story for other students. For example if students were reading "The Magic Tollbooth" which is a story about thinking and doing ones best, a student could bring in a trophy that they won in soccer and they could explain that they received this trophy for working hard, listening to the coach and practicing. A literacy group gives the students a chance to weave different parts of themselves into the story and allows students who have other talents or perspectives the opportunity to shine.
- Writing workshops – places where students learn to write, draft, edit and publish their own written material.
 - *WHY*: For student to know their audience when writing, to improve their writing skills by improving how they express their thoughts, learn editing techniques to review their own work, and to learn grammatical skills. The KEY is for student to learn to like to write, it is easier to teach skills rather than motivation. In addition it allows students to see that all students use the writing process to produce good writing, this creates an even playing field for those students who are struggling to write.
 - *HOW*: Students of all writing levels will witness the process of writing. It is important for students who struggle with writing to see writing in stages because it can take some of the pressure off of students to produce a master piece with their first effort.
- Mini-lesson – These lessons will be for all grammatical components that are taught. The groups will be composed of students who volunteer and who are invited, so that the same students are not always in the group creating a stigma.
 - *WHY*: Some students will pick up concepts by merely being exposed to print while others will need to be refreshed more often. These groups would contain students of all abilities, so that those who have mastered the skill could aid those who are learning the skill.
 - *HOW*: The independent lessons will not let children get lost or frustrated in the class, no stigma would be attached to these lessons because all ability levels will be present. I would invite students so that those who have mastered the concept could be mixed with students who were still struggling with the concepts

- Journal writing – A place where a student can write what they want without feeling as if they are being examined.
 - *WHY*: This journal is a safe place to write where they are not corrected or told what to write so that they do not lose the thrill of writing. The journal writing could be read to a friend or a student could receive feedback on the grammar or readability. The students could even seek feedback from the teacher, but the main idea of the journal is for students to be able to write what they want without feeling as if they are doing something for a grade.
- Technology/Software– I would incorporate software that could read text out loud to a child so that they could follow the material without being lost because they are struggling with the printed text.
 - *WHY*: I would employ this technology so that students would not miss material simply because their reading skills were not mastered.
- Cross Curriculum – Language Arts instruction crosses all instructional areas because reading a writing is incorporated in most other disciplines. Therefore, in other subjects I would capitalize on teachable moments. For example if student were writing a paper on the People of the Three Fires in fourth grade I would ensure that they adhered to all known aspects of syntax and grammar especially those concepts that they are currently learning or should know.
 - *WHY*: I would use moments in other content areas to reinforce to the students the importance of their literacy development by highlighting to them the practical uses of this knowledge in other areas of their daily lives such as social studies.

Science:

- Hands on Activities and Real Life :- The key for me to teach and have the students enjoy science is to have science come to life for them and to have hands on activities. There should be stations where students can experiment for themselves with materials, draw conclusions, and develop conclusions about their work.
 - *WHY*: When students are a part of the learning experience they are more able to understand and remember concepts rather than being in the classroom audience. If students can tie a real life experience to a subject they are more likely able to remember it and use this knowledge to apply it to other situations.

- *HOW*: Students of varying abilities would be in the same group so that they could learn with the help of each other and from each other. The student will conduct the experiments themselves under supervision for safety purposes only not for direction.
- Inquiry Strategy: I would allow students to question and experiment with ideas. For example, if we were studying photosynthesis and some students thought that any liquid not just water could be used to grow a plant. We could set up various seeds and try to grow them using juice, water, pop, and pickle juice. I would allow them to predict and see the effects of their experiment.
 - *WHY*: Many researchers have stated that children need to connect with the subject to internalize it. Therefore, the students are in an environment where they can test their ideas and draw conclusions based on their own experiments.
 - *How*: The students will be allowed to ask questions and find the answer themselves, rather than merely being told the answer. The students will be guided by the teacher to ensure that the answers that the students find are correct, but the students will take initiative in finding the answers.

Social Studies:

- Mini-societies – Depending on the response of other grades have a mini-society in the school, or in the class. If the society was self contained in the class than it is something that could run throughout the year. For example, the mini-society could be used in other content areas such as math (money, addition, subtraction, division, fractions) and language arts (speeches, class newspaper writing) and/or as a classroom management tool such as creating a job list, developing a class expectations list (laws) at the beginning of the year, and having class meetings. The mini-society could be based on the structure of the United States where students could learn all of the aspects of government (structure, branches of it, limits of it, famous person in it), the history of various states statehood (people, challenges), the economies of their state and the US, and the general societal rules/ regulations. The students could express what they know in many ways. They could make a poster, have a political debate on issues in history, apply for statehood to other student members of congress, or write their own declaration of independence just to name a few. For example, if the student were studying about the gold rush they could study about the

California Missions, the impact of gold in the US, the formation California as a state, the Mexican American War, etc...

- *WHY*: If students are given a basis such as the mini-society they can learn about others based on what they know about theirs. There is the opportunity to list similarities and differences, which can lead to higher order thinking if the students chose to look at how to change their society.
- *How*: The teacher would have to be prepared to incorporate as many subject areas as possible into the mini-society idea. By using the mini-society concept the students are also able to see the personal relationship that new abstract concepts have to everyday life.
- Company – I would have the student make an item working in teams, market the item, and keep a record of the 'money' they made on the item.
 - *WHY*: For student to learn economics and to work together as a team to produce a product.
 - *HOW*: Students would work in teams of 3 or 4 to make the item. The teams would compose varying ability and skill levels. For example, one group would not contain all of the artists, or all of the strong science students, the groups would be composed of students with various skill sets.
- Social Studies Reflective Journal – The student would write what they think of the topic that we are studying. The purpose for the journal is for students to think critically about the past, and to draw their own conclusions based on the material that is being studied. For example if we are studying the south and slavery, they could write what they felt about it.
 - *WHY*: For students to practice their writing skills and to develop their own ideas/critical thinking about history, culture and society.

Lesson Plan

Student Teacher's Name: Suzanne Lallier

Date: November 1, 2005

Grade Level: 2nd Topic/Unit: Measurement School: _____ District: _____

Lesson Plan Title: Introduction to Non-Standard Units of Measurements

Content Math Strand II, Content Standard 3, Benchmarks 1, 2 and 6

Objectives and Tiered Learning Goals

- The students will understand the necessity for standard units of measurement.
 - Students will understand that there are different standard tools for measurement.
 - Students will understand how items are measured with standard measurement tools.
-

Materials Needed

- roll of string
 - scissors
 - Non-Standard/Standard Measurement work sheet
 - measuring cups, 12 inch ruler, tape measure, scale, clock, thermometer
 - paper and pencils
 - overhead with my cubit, digit and foot measurements
-

Development of Lesson

Introduction . *Prior to the students arrival I measure myself for the cubit, foot and digit lengths, next I measure items in the class.(math book, student desk, classroom door, bookcase, and length of the classroom) I begin the lesson with a question how big is the classroom door (rudimentary introduction also to estimation)? We discuss it as a class then I represent my cubit, foot, and digit measurements. I tell the class how I arrived at those measurements Next, I ask the students if they think that using their own cubits the will come up with the same measurement for other items in the class math book, student desk, classroom door, bookcase, and length of the classroom. We break into groups to find out.*

Methods/Procedures

1. Introduce some non-standard units of measurement terms cubit, foot, and digit. Model how to measure a cubit, digit and foot on my own body using a string. Then model to the student how to measure an item where to place the ends of the measuring tool. Students with the help of a neighbor will measure these same measurements using their own body. *Students with a cognitive disability will work with other students, no modifications are necessary with the assignment.* Key words **nonstandard measurement** and **standard measurement**.
2. Next, the students will work in groups of three or four and complete the worksheet using the non-standard units of measurement. Students with a cognitive disability will work with others to complete the sheet; they can measure, or record the information with the assistance of other students if necessary to complete the sheet. (20- 25 minutes)
3. The class will convene in a group on the carpet to discuss their measurements. There should be obvious discrepancies in measurements using the non-standard methods of measurement. Ask the students "do they notice anything odd about the measurements?", or if they need more prompting specifically ask "why are there various measurements for the door?". The main purpose of the discussion is for students to understand why there are standard measurements. Write on the back of their sheet 2 reasons for standard units of measurement. *Students with cognitive disabilities can dictate to a friend, or have PP write the 2 reasons and read/have them read to the student.*
4. Introduce some common measurement items ruler, thermometer, tape measure, measuring cups, scale and clock. Model and review how each tool is used as well as what they are used to measure. For example use a ruler to measure a pencil, the thermometer to measure the temperature in the air or water, tape measure to measure the length of the room, measuring cups to measure water and the scale to weigh a book. Allow the students to use the items to measure whatever they wish too. Students with a cognitive disability can work with another student if necessary. (about 15 minutes)
5. After everyone has had the opportunity to measure various items have the class discuss what they measured or weighed and the results of their endeavor.

Including Students with Special Needs

1. If a student cognitive disability is severe they could place items in size order from smallest to largest.

2. In general, students will be working in groups, therefore a student can assist anyone who is having trouble measuring them self to determine their cubit, digit, and foot as well as assisting in measuring other classroom items, and students can participate on any level they can in the group activity by physically measuring the items selected or, recording the information. There is not separate activity.
3. If a student does not have useable body parts to make a digit, cubit, or foot that student can use a friend's measurements to measure items in the class, or use other non-standard measuring items such as a paperclip, stapler or pencil.
4. Student can work with a partner to make a list of items they measured in the class.
5. Gifted students can extend the lesson and measure the same item using all three of the non standard units of measurements and comparing these measurements. Or, they could develop their own non-standard units of measurement using objects from the class such as a dry eraser, a pencil, and a pointer.

Outcomes Students feel comfortable using standard measuring tools.

Assessment/Evaluation of Students Learning

1. Student will be assessed and evaluated in two ways with respect to each students abilities and personal growth:
 - a. a running record will be kept to ensure that all of the students are using the correct method and terms for measuring items
 - b. on the back of their measurement worksheet students will write two reasons why there needs to be standard units of measurement

Closure After the discussion have students at home measure the length of 4 items in their home and write it down. Students should use standard measuring tools, but if none are available they can use the cubit, digit, or foot. Provide a sheet with directions for the students with a cognitive disability for parental assistance at home.

Lesson Plan

Student Teacher's Name: Suzanne Lallier

Date: November 2, 2005

Grade Level: 2nd Topic/Unit: Measurement School: _____ District: _____

Lesson Plan Title: Standard Units of Measurements

Content Math Strand II, Content Standard 3, Benchmarks 1, 2 and 6

Objectives and Tiered Learning Goals

- The students will understand how to use/master using various measuring tool and know the attributes that will be measured.
 - The students will know how to use different tools to measure/weigh.
 - The students will be aware that various items are measured or weighed with different tools, and they can identify various measuring tools.
-

Materials Needed

- Book : *How Big is a foot* by R. Myller
 - tape measure
 - measuring cups
 - scales
 - ruler
 - yard stick
 - clock and timer
 - paper and pencils
 - Guessing Jar (empty jar)
 - jar full of pennies (307)
-

Development of Lesson

Introduction The lesson begins with students sharing what they measured at home. I include items that I measured at home such as my cat Elvis (weight and length), and the stove (width and length). Call on a variety of students with carrying abilities. Review once again how each measuring tool works, and what each tool is used to measure. Ask the class why it is important to know the measurements of different things? Class discussion.

Methods/Procedures

1. After the class discussion on why it is important to know how to measure things, create a list of reasons why it is important to measure various items. (know how big things are, so things will fit into places like a car in a garage, to know how heavy things are so that a person can carry them, to know how much milk to put in a cake....etc) Have the student write the list in their math journals. *For students with cognitive disabilities a friend a can make a copy of their list for them or the PP can copy the list for the student and read it to them.*
2. Gather the class in the literacy center on the floor and read Myller's *How big is a foot?* (Myller, R. (1972) *How big is a foot?* New York:Antheneum.) Discuss the book. What are attributes and how they function in measurement. Key word **attributes**.
3. Ask the class what they would like to measure and why. Discuss the attributes that will be measured. As a class, take the tape measure and measure from the classroom door to the principal's office, then measure the classroom door to the lunch room, next measure from the teacher's desk to the teacher's lounge. Chose 2 to 4 students to do the actual measuring as the entire class watches. Have 3 different students record the measurement. Next have a student walk from each of the locations while another student determines the amount of time it takes to arrive at the locations. Record this information. *For a student with a cognitive disability give them a task that they can perform whether it be recording the information or physically measuring the distances, allow a friend to assist them if necessary.*
4. Gather the students back in the class and have them "guess" how many books will fit in a backpack, how many pennies are in the jar, and the length it is from the music room to the principal's office. Each student will write their name and their guess on a piece of paper to be placed in an empty jar until tomorrows' lesson. *For students with a cognitive disability the PP or a friend can write the guesses for the student while the student writes their name on the sheet if possible.*

Including Students with Special Needs

1. A gifted student could determine how many feet or yards there are in the 3 measurements that the class took. The student could also make a chart showing the metric measurements.
2. A student with a cognitive disability who could not physically measure the 3 items could be a recorder, or a student who could not record the information could assist in the physical measuring of the distance.

The modifications made to the lesson are limited to assistance in writing and type of participation, however there is no separate activity.

Outcomes Students know what attributes of an item are, can use various measuring tools and know why it is important to know the measurements of items.

Assessment/Evaluation of Students Learning

1. Student will be assessed according to their personal growth:
 - a. participation in the discussions (running record)
 - b. the measurements that they completed at home
 - c. participation in measuring activity (running record)

Closure The students place their "guesses" in the guessing jar.

Lesson Plan

Student Teacher's Name: Suzanne Lallier

Date: November 3, 2005

Grade Level: 2nd Topic/Unit: Measurement School: _____ District: _____

Lesson Plan Title: Standard Units of Measurements

Content Math Strand II, Content Standard 3, Benchmarks 1, 2 and 6

Objectives and Tiered Learning Goals

- The students will know how to make a reasonable estimation and understand how to determine if their estimation is reasonable.
 - The students will know the difference between estimation and an actual measurement.
 - The students will know how to make a reasonable estimation.
-

Materials Needed

- tape measure
 - 12 inch ruler
 - yard stick
 - clock and timer
 - jar full of guesses
 - unlined paper and pencils
 - How long till...? worksheet
-

Development of Lesson

Introduction Review what attributes are, and have the class give some examples of them on certain objects in the community (size of a football field (length), jar of peanut butter (weight), and amount of time in physical education (time)). The lesson begins by taking some of the guesses out of the jar and discussing them. Involve all students in the discussion. *(Students are encouraged to state why or why not the guess is reasonable.)*

Methods/Procedures

1. After the discussion introduce the term 'estimation' in relation to attributes. Explain how estimation is different from an exact measurement and the importance of determining the necessary

attributes of an item to make a reasonable estimation. Have the students select various items from the class and estimate the length of the item, or the distance. Give the students an example. For example, after having measured the distance from the classroom door to the principals office and the teacher's lounge from the teacher's desk, have the student estimate based on those 2 measurements the distance from the front door of the school to the classroom door. Model for the student the thought process. For students with a cognitive disability physically review all of the measurements completed the day before, ask questions which one is the longest, shortest. Key words **attribute**, **estimation**, and **reasonable**.

2. "The distance from the classroom door to the principal's office is 1470 inches, but distance from the teacher's lounge to the teacher's desk is 1110 inches, therefore it is shorter from the teacher's desk to the teacher's lounge than the classroom door to the principal's office. Now let's think about the distance from the classroom door to the front door of the school. Is it shorter or longer than the distance from the classroom door to the principal's office? Is it longer or shorter than the teacher's desk to the teacher's lounge? Once that is discussed and determined have the students make estimations about the distance. Discuss as a class student's estimations.
3. As the students are giving their estimations ask each student how they arrived at their estimation.
4. Discuss as a class why estimation is important? Then have the students take out their math journals and read their reasons to a few other students why it is also important to have standard measurements. *For students with cognitive disabilities they can listen to other students reasons, and read their own if possible. Reconvene the class and discuss why it is important to have exact measurements and estimations. For students with cognitive disabilities have another student/PP write these reasons for the student and read them to the cognitively disabled student at the end of class.*
5. Have the students practice using the tape measure, yard stick and 12 inch ruler on items in the class. *(Students are to work independently, however they are not permitted from asking others for assistance. Students with a cognitive disability can work with their buddy.)* They are to measure 5 items of their choice and keep a record of their measurements. Then the student must chose 5 similar items about the same size as the items they measured and write that item next to

the measured item. In addition for those who have mastered how to use those items they can practice using the measuring cups, or completing the clock worksheet. *(Conduct a voluntary or by invitation mini-lesson for student's who are still struggling with how to use each measuring item. Students with a cognitive disability may be included unless they are achieving success working with their buddy, review running record and PP observations. Discretionary participation.)*

6. Collect the work that the students completed. Ask them to estimate how long until the next math class? Have the students write this in their math journals. "It is about _____ hours until our next math class." Students with a cognitive disability can work with a friend to estimate the time or the PP can write the sentence out for the student and have the student copy it.

Including Students with Special Needs

1. Students with a cognitive disability can state which item is bigger or smaller than each other, longer or shorter than each other, or heavier or lighter than each other.
2. For student with a cognitive disability who cannot write they can draw a picture of the item that they are measuring, or receive assistance form a friend, or PP.
3. Gifted students can estimate and measure as many items as they chose.

Outcomes Students master how to measure items and understand the concept of estimation.

Assessment/Evaluation of Students Learning

1. The student's written work will be graded. *The student's will not be penalized for the amount of work that they produce if the work is accurate. Each student will be graded according to personal growth, however annotations on the grade will be made to indicate grade level competence.*
2. A running record will be kept on the class discussion, especially noting student's who do not comprehend the material. The students will be assessed according to skill development and ability to apply the newly acquired skill (Address comprehension issues in the mini-lesson)

Closure The mini-lesson closes with an example of how to measure the distance from the television to the floor of the classroom. The entire class closes with the math estimation question.

Lesson Plan

Student Teacher's Name: Suzanne Lallier

Date: November 4, 2005

Grade Level: 2nd Topic/Unit: Measurement School: _____

District: _____

Lesson Plan Title: Estimation and Standard Units of Measurements

Content Math Strand II, Content Standard 3, Benchmarks 1, 2, 3, and 6

Objectives and Tiered Learning Goals

- The students will know the correct attributes to determine a reasonable estimation.
 - The students will know how to make a reasonable estimation.
 - The students will know the difference between an actual measurement and estimation.
-

Materials Needed

- tape measure
 - measuring cups
 - scales
 - 12 inch ruler
 - yard stick
 - clock and timer
 - small jar filled with jellybeans (78)
 - "About Time" worksheet
 - various size shoes
-

Development of Lesson

Introduction The lesson begins with students reading from their math journal "It is about _____ hours until our next math class." We discuss the attribute that we will be measuring (time) and how each student determined their answer. The class will determine if the answer is reasonable based on the students reasoning and answer. It is important to allow students to discuss reasonableness to allow for students to come up with a standard for reasonableness that everyone can relate to and understand.

Methods/Procedures

1. Review of what an attribute is, and model how to use various measuring tools.
2. The class will be broken into 5 groups. The students in the group will assist each other in completing the assignments. There will be 5 centers that the students will visit for about 8 to 10 minutes. The first center has a worksheet which has 8 pictures of a clock and the student has to estimate about what time it is based on the hour. (almost 4:00, or a little after 11:00). The second center contains the teacher who will watch as students tell the teacher their estimations of an item and demonstrate how and why they measure certain items (lunch box, clipboard, swiffer stick, and picture frame). Third center contains various shoes in different sizes. The students need to estimate the size of each shoe and tell how they arrived at their estimation. Fourth center, in this center the student will guess the weight of the jellybean jar and how many jelly beans are in the jar. After the estimation the students need to determine how many jellybeans are in the jar, and how heavy the jar is. The fifth center is a practice center students can practice estimating and using the various measuring material.
3. Students are asked to write what they think a reasonable estimation is for having a pizza party for the class. "How many pizzas should I (the teacher) order?" Write their reasonable estimations in their math journals.

Including Students with Special Needs

1. Student with a cognitive disability will be working in groups where other students can assist.
2. Gifted students can discuss why they are measuring certain things in a certain manner, opportunity for students to teach as well as learn from each other.
3. Gifted students can extend the lesson and determine the volume of an item, or the mass of an item.

Outcomes Students can make reasonable estimations.

Assessment/Evaluation of Students Learning

Each center will be assessed separately, however, each student will be evaluated according to the growth that they have made in the subject. Grading will reflect effort, however a notation will be made depicting grade level competence.

1. First center is evaluated according to the student's worksheet.

2. Second station, the teacher can keep a record of the student's measurement demonstrations, and estimation skills.
3. The third through the fifth centers are skill centers where students can practice and assist each other in mastering the concepts. If possible the PP can keep a running record of students who are still struggling in an area.
4. Examine student's estimations for pizzas in their math journals.

Closure Have students answer the question in their math journal.

Lesson Plan

Student Teacher's Name: Suzanne Lallier

Date: November 5 -6, 2005

Grade Level: 2nd Topic/Unit: Measurement School: _____ District: _____

Lesson Plan Title: Estimation and Standard Units of Measurements

Content Math Strand II, Content Standard 3, Benchmarks 1, 2, 3, and 6

Objectives and Tiered Learning Goals

- The students will know the correct measurement tool to use to measure various objects, and master determining reasonable estimations.
 - The students will know how to accurately measure.
 - The students will know the difference between actual measurements and estimation.
-

Materials Needed

- 10 tape measures
 - measuring cups
 - scales
 - 10, 12 inch rulers
 - 10 yard stick
 - clock and timer
 - large poster board or paper
 - markers, crayons, colored pencils
 - old magazines
 - glue
 - computer and printer
-

Development of Lesson

Introduction The lesson begins with a quick review on how to measure items using a 12 inch ruler, a yardstick and a measuring tape. I chose an object call on volunteers to present a reasonable estimation of the length of the item, and then measure the actual item. Finally, the class has a quick discussion on keeping estimation reasonable, and what is unreasonable.

Methods/Procedures

1. After the introduction break the students into groups of three for the project. The students with cognitive disabilities will be placed in a group.
2. Explain that during this and the next class period the students will be making something (poster, play "I am a 12 inch ruler", song, chart...etc) to show the estimations and actual measurements of 7 to 20 items in the class and school. The students can represent their findings in any manner that they want as long as their estimations and actual measurements are clearly represented. All group members must actively participate in the project for the group to get credit. The groups will present their project the following day to the class. Each group of students receives one measuring tape, one yardstick, and one 12 inch ruler.
3. The students will have this lesson and the next to compile their findings and prepare their presentation. *The students with cognitive disabilities will participate in the manner that they can with in the group. The student will have a task for the project, however depending on the group that they are in the task could be varied.* For example, the student could record the findings, draw pictures of the items measured, be the ruler in the play, hold items during the presentation. All is dependent on the child's abilities and the chosen project.
4. After 25 minutes on the second day gather the students in the literacy area on the floor so that all students are facing in one direction. Model for the students how they are to present their poster. "I estimated the length of these two things, the dry erase board, and the carpet in the class library. I thought they were these lengths because... they were actually these lengths..., and our estimations were good or bad because..." Then have each group of students stand and explain 2 of the items that they estimated and measured. The student must state how they estimated and if it was a good estimation.
5. After each group has presented their poster call each group into the hall to assist in hanging their estimation and measurement posters. The remainder of the students can clean up any papers or material and prepare for the next lesson. (transition period)

Including Students with Special Needs

1. Other measurement tools are available if a gifted student wishes to measure the weight of an item as well as the length. For example a

student could give the dimensions of a game board and the weight of it with/without game pieces on it.

2. Students will be working in groups so that students with cognition disabilities could be recording the information, or drawing pictures of the items measured. A student with cognition issues could be measuring with assistance from another classmate.
3. Students will be in groups so they can discuss what is a reasonable and an unreasonable estimation, so that students with cognitive disabilities can learn from each others explanations as well as honing their own descriptive verbal skills.
4. Students are able to present the information in any manner this allows for students with cognition disabilities to express themselves in various ways.

Outcomes Students will know how to make reasonable estimations.

Assessment/Evaluation of Students Learning

The students will be given a rubric with clear requirements. The students will construct, perform or depict in some fashion the rubric requirements for measurements. The students must indicate why they chose the estimate that they did and whether after measuring the object they had a "reasonable estimation". The student will present their project to the class.

Closure Students assist in displaying their posters in the hall of the school outside of their classroom.

Section 3: Support for Inclusive Teaching

Introduction: As schools evolve becoming more inclusive so is the role of the teacher changing. One teacher is no longer solely responsible for the education of students in an inclusive class/school. Teachers need and require support from many different people for schools to become productive inclusive environments. Teachers need the support of each student's parents, or guardians, the school administration/district, and the support of various specialists. All schools have unique staffs that serve the needs of certain students based on a particular student's IEP (Individual Educational Plan). With a move toward more inclusive schools the roles of specialist are also changing. Specialist need to be more involved with teachers, other students and other specialist to better serve their specific students as well as entire the student body. One way for specialist to better serve their students is to be more involved in lesson planning with the general education teachers. Another method to better serve students is to be directly involved in teaching whole groups of students rather than only the individuals on their case loads. There are many different methods for general education teachers and specialists to better serve students, however the important idea is for all parties serving students to work together to reach the same goals for students. The goals to educate, inspire, and motivate students to reach their potential in a class where everyone is valued and included.

Support Team Members

- The general education teacher is naturally a member of the team however the other members of the team traditionally serve only some students. In an inclusive classroom all educators/specialist serve all students.

Support Team Members Specialists: Below is a list of potential support team members however the list is not deemed all inclusive, other personnel supports may be added if necessary. In addition, not all of the specialists are vital to have a successful support team. Every year the support team may change depending on who the students are, and what the needs are of the students. Furthermore, the IEP goals of students will still be addressed and met by the support team, however all team members as a unit will be responsible for meeting these goals not just individual specialist.

Special Education Teacher
Title I and bilingual teachers

Speech Pathologist
Occupational Therapist

Counselors	Physical Therapist
Social workers	Audiologist
Sign Language Interpreters	Para-professionals
Rehabilitation Teachers	Orientation and Mobility Specialist
Teachers for the Gifted and Talented	
Media Specialist	

Support Team Structure: Outside and Inside the Classroom

- Prior to a team being assembled and discussing strategies, the general education teacher must agree to release complete control of the classroom/students and be open to new ideas that will best serve all students in the class. It is important that the general education teacher be flexible, and develops a style such that transitions in the class are unnoticeable to a passerby. In addition, the general education teacher must be prepared and organized regarding grade level content and standards so that they can familiarize other professionals on the team with state/district requirements.
- The school specialist need to be prepared to assist all students in the class, be open to sharing specific strategies to improve student skills in nontraditional fashions, and accept guidance from general education teachers on curriculum content/standards.

Outside the class: There are 5 components necessary for team members to succeed in creating a productive inclusive environment.

1. all members must share a common vision/philosophy of how the class will operate from classroom design to instruction, class expectations, and evaluations; although each member may have their own ideas a cohesive vision must exist for all members, although as a team this vision may change as the school year progresses
2. all members of the team need to agree to participate in collaborative teaching within the general education classroom setting; pullouts need to be terminated and push-ins need to be instituted for all specialist (for example an audiologist could present a lesson on sound, or the ear in the general education classroom); specialist may keep their offices however this is not where the children on their case load will receive their services, the student will receive their services within the general education classroom

3. all members of the team need to agree to serve all members of the class, including but not limited to the actual student/s on their caseload (for example speech pathologist could present a mini-lesson on audience for language arts, where 7 or 8 children are present not only the student on the caseload); however, this is not to say that the specialist need to relinquish all support for the students on their caseloads, these students must also receive all of the services that they need to meet their IEP goals
4. all members of the team need to agree to a weekly meeting to discuss and prepare lessons, evaluate successes, and talk about problems/failures; team members need to commit to meeting weekly or more if necessary even if the meeting itself does not fit into everyone's free planning time, members need to accept that the meeting may take place outside of traditional "planning times"; in addition the meetings should take place in the general education classroom so that everyone is familiar with the materials and set up of the classroom in case adjustments need to be made to accommodate a need of a student; the meetings should be scheduled for a specific day every week
5. all members must agree to work with each other; each specialist must work to instill the skills that the other specialist are developing (for example the special education teacher must agree to work with the paraprofessional on teaching a student how to tell time using whatever materials available within the classroom)

Inside the classroom: Assuming that all team members share the same vision for the class and that certain items are necessary for the class to operate, other more creative methods may be more successful as the system evolves. However, at the minimum the following items are required of the general education teacher and the support team to provide a productive inclusive class.

1. Co-teaching – Although co-teaching may be overwhelming for some specialist, all specialists must agree to teach a portion of a lesson/mini-lesson regularly for the entire class. The aim of including specialist in teaching curriculum is to remove the stigma usually attached to specialist within a school. Typically, specialists sit in small office some where in the school, where the students go to them for assistance and all of the students know that that is the office where students go for some type of assistance. By bringing specialist into the

classroom a lot of the stigma can be erased by the specialist presence within the general education classroom because that person then helps everyone. For example a special education teacher could teach a mini-lesson during a writing workshop on punctuation that all students who are struggling with the concept can attend, including the students on the special education teacher's case load.

2. Adaptations – The adaptations that are developed for lessons must be available for all students who require such aid despite their lack of diagnosis or IEP. For example, if a student needs their test read to them, this same option must be available for all students who may need their test read to them.
3. Classroom Design – The support team would discuss and decide the most effective design of the classroom for all students to be a part of the class at all times. For example, if a student needs to be with certain students to stay on task, then that student needs to be situated near those students often. Or, if a team member notices that the classroom material is currently in an awkward place for some students, that person could suggest moving the material to a better place so that all students could access the material.
4. Evaluation – Team members should assist the general education teacher in evaluating the student's progress, or response to a lesson. For example, a team member could assist a general education teacher in keeping a running record of students during class, or in grading students. In addition, if a teacher gave a lesson on Stephen T. Mason, and the class was bored and drifting off, a team member could provide the teacher with feedback about the presentation.
5. Lesson Implementation – The actual daily lessons need to be implemented as the team has constructed them even if it means more work for everyone to present the lesson. Furthermore, if the prepared lesson is not going well and students are confused, everyone needs to be flexible enough to alter the lesson presentation on the spot to ensure that the students comprehend the content being presented. Any person on the team needs to feel empowered to make an adjustment in the lesson however this person must be able to articulate why an adjustment was made to the lesson.

Administrations Response to Support Teams:

Hopefully, the administration at the school is supportive of the support team approach to inclusive education. In the event that the administration is supportive, than the administration must make accommodations for the teams so that the teams can function effectively. The accommodations that the administration can make include:

- coordinating planning time during school so that the support team has time to plan and discuss
- providing required materials enabling the team to teach content using all of the multiple intelligences
- accepting the support teams teaching style, evaluation techniques, and behavior plans
- backing the team in potential areas of controversy such as with parents and the district



SECTION 4 – A CASE STUDY

Cognition and Gifted Students

INCLUDING THE COGNITIVELY IMPAIRED:

BEFORE THE STUDENTS ENTER THE CLASS – PLANNING FOR EVERYONE

1. Commit to the student – Before the student walks through the door ensure that you want this person in your room. It is important that once the student is in the room that every effort is made by you to keep the student in the room. This may mean being flexible, making mistakes, and continually changing plans. However, the message that is sent to everyone if the child is removed from the room by you after being in the room is very powerful to a lot of people. First the student removed feels discarded, second the parents feel rejected, and finally the student left in the class may internalize feelings toward students with cognition disabilities that are unjust by your failure to make a situation successful. This is not to say that there are times when situations will not work out, but do not run at the first sign of frustration.
2. Class Room Design – Some students with cognition disabilities also have other issues keep this in mind when designing the classroom.
3. Do not pre-judge the student based on their disability. I need to make the attempt to get to know the student prior to their arrival in class. I should meet with the parent/s, the special education teacher, and any other specialist that the student may see to determine the student's strengths, like/dislikes, and ability levels. It is important to keep in mind that the needs of the whole student are met, not the needs as prescribed by the textbook definition of their IQ range.
4. I should obtain all available technological resources that the district requires, even if the student's IEP does not specifically request such items. The idea behind obtaining other technologies is that it will allow the student to have options within the class that the IEP may not have been to envision.

TEACHING STRATEGIES

1. Multi-level Instruction – I must have clear multi-level instruction that can include the particular student's goals. For example, if the student's IEP goal is to learn how to communicate better, I

need to place this student in a cooperative learning group with students who are very verbal so that the student can practice using language. It is important to note that by fostering a sense of community the class will understand the goal that a student with cognition issues are attempting to meet, hence I would expect that all students would talk with this student on a regular basis not just in a cooperative learning group. In addition to multi-level objectives, the material for the lesson must be multi-leveled. There must be a variety of books for all students to "read". There are picture books that students who cannot read text can gain information from, such as the *Eye Witness* and *Discovery* books.

2. Time – Depending on the level of cognitive ability, a student with a cognition issue can learn, however they may require more time to understand a topic, or complete an assignment. Therefore, when preparing a lesson ensure that time limits are flexible for this student. In addition, provide the student with the support so that the student can succeed.
3. More than Multi-level teaching – In addition to multi-level teaching, a student with a cognitive disability will need to be given work at their chronological age. The IQ score will not determine the type of activity that the student participates in, however the person's skills and talents may dictate how the person participates. For example, if a person can draw well they may be in charge of drawing the pictures on a poster, for a presentation, or if a person has excellent PowerPoint skills they may create the slide show.
4. Support Team – The support team will work together to construct activities and lessons that enable the student to participate in a variety of different levels. It is important that the student with a cognitive disability is not always the student holding something, watching, or listening.
5. Hands-on activities - I will construct hands on authentic learning activities where the student can work at their own pace with the necessary assistance. For example, if the class was studying systems of the body, I could have clear plastic models, or books that show the systems. The student could touch the figures, and use them to understand the concepts.
6. Visual Cues and Organization – There will be visual reminders of daily activities such as Language arts, social studies, lunch...etc. Furthermore, weekly tasks will be posted such as gym, music, and art. In addition, the student will know who they can go to in the class if they have questions. The student

may have a peer buddy, or a circle of friends depending on the student's ability to communicate. If the student is comfortable with others, a circle of friends may be great, however if a student is learning social skills they could be too shy to even participate in a circle of friends.

7. Home school connection – The lessons will connect home and school. For example, if the class was studying nutrition, students could monitor what they eat for a week at home and while at school. It is especially important that students with a cognitive disability realize the connection between skills taught in school and the practical use of these skills in the world. Although some of these students will never live in an environment that will enable them to shop, or cook for themselves, it is still important that they know what types of food have nutritional value because this knowledge will empower them later. For example, they may want a grain, fruit, and vegetable with every meal, their knowledge of a healthy diet empowers them to make the choice.

INCLUDING THE GIFTED AND TALENTED:

BEFORE THE STUDENTS ENTER THE CLASS – PLANNING FOR EVERYONE

1. Preassess students – If students have been labeled as gifted and talented I will not take their label only into consideration when preparing lessons. I will talk with the student to determine if there are any particular areas of study that they are interested in investigating related to, or in addition to the grade level requirements. Furthermore, I will periodically “check-in” with the student to ensure that their needs are being met academically. It is important that as a teacher I do not assume that merely because a student has been labeled as gifted and talented that they are interested in everything.
2. Material and technology– I will discuss with other school personnel material that I may use in my class to motivate and inspire these students. These items may include books, special project material (for example, clay for making fossils), or certain websites. I must have the resources available in the class for these students, so that they do not feel isolated from their peers by having to go to another room to acquire information. For example, I could talk with the media specialist to determine if there are any known “school safe” web quests on a particular area that the class is investigating.

- Or, possibly talk with other teachers in upper grades for ideas on expanding lessons that can preview upcoming material.
3. On-going activities – I will have on going activities stations in place that will allow students who complete the grade level requirements to go to work on activities suited to their ability level. For example, there could be a station that deals with the oceans of the world. Students could study various oceans by comparing and contrasting various oceans, or ocean life. The main idea behind having these stations already in place is that this will allow students to have long term assignments that they know they can work on and expand/grow with for a significant amount of time. In addition they can work at their own ability level, and pace.

TEACHING STRATEGIES

1. Multilevel Teaching – Lessons will be constructed to include various ability levels with an emphasis on activities involving Gardner's multiple intelligences. Students would be allowed to take lesson in a variety of directions dependent on their interest. For example, if the students were studying states, and the class requirement was to find some specifics of states such as the state capital, state bird, state flower...etc., after completing the required assignment they could make additions that interest them such as learning and performing the state song.
2. Curriculum Compacting – I will allow students to pursue preplanned enrichment activities in unfamiliar areas of study. For example if a student has an interest in space, the student could investigate subjects involving space such as space travel, planetary structure, or astronauts.
3. Tiered Lessons - I will create lessons that allow students to move ahead at their own pace. The lesson will not require that students move ahead, however the lessons will allow for students to do so. For example, if students are studying poetry, the lesson could be structured so that students can read poetry, write poetry, study a particular poet, and study a specific type of poetry.
4. Open ended Assignments – I will create assignments that permit students to research and explore complex issues enabling them to develop high order thinking skills. For example, read and write about why the United States entered the Vietnam War.
5. Mentoring – I will also scaffold to the gifted student to enable them to expand and explore new subject areas. In addition, I will try to pair gifted students with professional mentors who can

aid in the education of the student. For example, a research doctor could address the class on reconstructive surgery for accident victims, as well as mentor a student showing an interest in pursuing scientific study.

6. Mixed Ability Groupings – This is not one student tutoring another student, this is a chance for two students of different abilities to work together to investigate and explore a subject/topic. I would place students together that compliment each other, and enable each to gain something from the experience. For example, two students could read the biography of Fredrick Douglas, one student may only gain biographical information on Douglas, whereas the other may gain insight into racism.
 - a. Flexible Groupings - I would have flexible groupings for projects so that all students would have the opportunity to work with each other. Of course, this would mean that at times ability grouping would occur, however because of the brevity of the assignments no stigma would be attached to any of the groups.
 - b. Multiage Groupings – If other teachers in the school would participate in the activity, allow various age groups to work together on a project. For example, a fourth grade class could work with a first grade class in writing a play that they could perform about photosynthesis. The fourth graders could do the reading and the first graders could be the actual parts in the play (water, sun, dirt, seed, and plant). Another benefit to such groupings is that they help build community within a school.
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