

## **Inclusive Teaching Guide**

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SED 5010

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## **Introduction**

As a 5<sup>th</sup> grade elementary school teacher, I will need to have a positive attitude and a great sense of humor. My attitude will hopefully influence my class to be successful. Besides my sense of humor, I will also expect a lot from my students. Just because I joke around does not mean I am not a serious teacher. I expect my students to work as hard as I do. My work ethic will hopefully influence my students to work hard.

Since I am able to learn better through the use of hands on activities, I plan on demonstrating different topics to my class in the same way. I feel that understanding a definition is much different than knowing the how or why of something. This is the thing I hope to emphasize in my class. My class will be full of excitement because of the way I teach. I will not lecture for an entire hour nor will I expect my students to remember every definition in the book. I feel that true understanding comes from witnessing an activity on how something works or operates. This shows the students that what the book is talking about is actually a part of the world. Hands on activities will help students grasp an understanding of the material because they are witnessing first hand how things work.

While I plan on teaching through activities, I also plan on building a great community in my room. Students will be able to interact with other students through group work in activities and on assignments. This will be much more exciting than reading out of a book all day long. When the students are excited about school they will learn more as a result. This group work is important because it will ensure effective learning. It is also designed to make the students feel comfortable, as if they are a part of something (a community).

This community will help them increase their self-esteem. This will be accomplished through my reward program, which will result in receiving play money for the accomplishment of goals. They will have an opportunity to earn their own play money as well as play money for the entire class. Every student has an opportunity to earn money for the class, which will result in a class party when a certain level is obtained. These reward programs are intended to build community, increase self-esteem, and make the students learning fun.

## **Partnering with Parents**

I plan on working with the parents of students through communication. One way of accomplishing this is through a letter that will be sent home every Friday with the students. At the beginning of the year, I plan on calling every parent in order to establish communication. I will not feel comfortable calling a parent who I never spoke with to tell them their child has misbehaved or succeeded wonderfully. By speaking with them in the beginning of the year they will understand what I plan on accomplishing in my classroom. During this conversation I will explain to them that their child will write a brief letter to their parents every day. Then at the end of the week these letters will be sent home to be read by the parents. From these letters the parents will see what their

child accomplished during the week. Accompanied with these letters will also be a personal letter from me. It will be a behavioral and an accomplishment chart. Here the parents will have an opportunity to see their child's achievements and behavior that week. They will then have an opportunity to write me back and share their thoughts with me. Overall, I feel this plan will ensure a successful year because the parents will always know what their child is doing.

For the students with academic challenges I will always be available to provide extra help. Through these letters, the parents and I will be able to pin point any problems. Students with academic, social-emotional, and sensory-physical challenges will all succeed in my class. Since I support group work, there will be many responsibilities for group members. For example, if one student has difficulty reading then their group responsibility may be doing research and/or brainstorming. I feel that students learn best by working with others. Eventually, the student with reading difficulty may attempt the reading responsibility. I also feel that a student with social-emotional challenges will succeed in my class.

Since I understand that a student with these challenges needs movement in their day, group work will benefit these students. At the beginning of the year, I will explain to all the parents that my class will be working in groups throughout the year. I will then speak individually with the parents of the student with social-emotional issues and explain to them that my class will be involved in groups. This is an opportunity for this student to leave their desk and work freely at tables in the corners of the room. This is intended to break up the monotony of the every day classroom. Another aspect of group work that will benefit this student is that successful completion of the group work will earn each student play money. Now the students have something to work towards.

I also feel that my classroom plan will benefit a student with sensory-physical challenges. Even though this student may have some difficulties, he or she can still contribute to the group. Group work is intended to pull out the ideas of each student. Therefore, at the beginning of the year I will explain to the parents of the child with sensory-physical challenges that their child will not feel left out in my classroom. They will be a part of the group because they will be able to offer their opinion on various subjects.

The fact that I plan on performing many hands on activities will also benefit all students in my class. If a student can not participate physically in the activity, they can sure predict the outcomes and tally information of the experiments. I feel that through the group work each student will feel included and this will help ensure effective learning. Communication between the parents and I will enable the student to succeed because by working with parents, we can develop a plan that works best for each child.

### **Collaboration**

I plan on having an open mind while being a teacher. This will allow me to accept suggestions from special education teachers, other teachers, and students. I will never feel offended by others suggestions, especially if they will benefit my students. I feel one of the most important qualities of a teacher is having an open mind because it allows others to feel comfortable supplying you with useful information.

I hope to meet with the special education teacher on a weekly basis. As I have seen from an observation, a special education teacher can assist a teacher in helping

students with special needs, as well as the other students. I may be teaching in a way that does not appeal to a student with special needs. Therefore, by accepting some suggestions from the special education teacher I can get through to all my students on the same level. By meeting with the special education teacher we can discover new techniques, such as using music to help teach a math lesson. I hope the special education teacher will help me develop a method of teaching that will assist students of all types of intelligence.

I feel that while working with the special education teacher or other specialists (Social Worker) we can develop a weekly plan for students with special needs. Three minds are better than one. Therefore, we can assist students by meeting their needs. For example, maybe a student has social-emotion issues. We can develop a plan for an entire week, which will follow that child around from my class to the special education teacher and to any other class that child attends. We can help this student through the use of this procedure. When this student switches rooms for a different class they also have to switch behavioral plans. Since every teacher has a different way of dealing with these types of problems, this plan would be helpful. This plan would make suggestions when dealing with this students. One example may be allowing time for students to move around the class. Since the student with social-emotional issues finds it hard to stay rooted in a desk, this plan would prove beneficial. In fact, all students get tired of being in a desk all day. Therefore, movement in the classroom would benefit students with special needs, as well as other students.

Hopefully, the special education teacher at my school will have an open mind. I will never make it seem as if they are stepping on my toes. In fact, I will tell them that I am looking forward and would be grateful for any suggestions. After all I want the best for my students and hopefully having an open mind will help them succeed.

### **Authentic, Multi-Level Instruction for Students of Diverse Abilities**

In most regular education classrooms, only two types of intelligences are emphasized. They include linguistic and logical-mathematical. In my classroom, I will emphasize all types of intelligences, such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intra-personal, and naturalist. By approaching teaching with this in mind, I will be able to reach students of different ability levels, intelligences, and learning styles. I will be able to enhance a student's learning by combining these intelligences with group work. Below I have listed the eight types of intelligences along with activities to incorporate within the appropriate subject areas.

- 1 **Linguistic-** The capacity to use language to express ourselves and to understand other people.

**Social Studies-** Have students write out responses to a historical chapter in a textbook. Then use other research documents to learn other events that were not discussed in the chapter. Then have students discuss the events in groups and share one or two examples with the class.

**Mathematics-** Have the students examine a statistical chart and then write a response. Then have the students share their response with their group and finally have the group respond to the statistical chart, telling the class what they think it means.

**English/Language Arts-** Give the students opportunities to write and share their own interpretations of poetry or fiction.

**Science-** Have students write responses to chapters in their science books. Then ask them as a group to share one example of how a certain topic applies to their life.

- 2 **Logical- Mathematical-** The ability to use numbers effectively and to reason well logically.

**Social Studies-** Have students question historical actions. Then ask each group to use their own logic to explain historical war decisions, such as how the use of railroads benefited the North in the Civil War.

**Mathematics-** Ask the students to examine charts, which are missing information. Then have them use their logic to fill in the chart.

**English/Language Arts-** Have the students read a chapter of a novel and form an opinion of what will happen next. Ask them to use what they already know from the story in order to make up an ending which makes sense to them.

**Science-** Give the students a list of hypotheses and ask them to take an educated guess on whether they are correct or incorrect. Then test each hypothesis to see the outcome.

- 3 **Spatial-** Competence to represent the spatial world internally in your own mind and to use materials to impact the environment.

**Social Studies-** Have students make a relief map of historical countries and borders. For example, have them map out mountain ranges and rivers.

**Mathematics-** Ask students to use geometric shapes in order to construct other geometric shapes. For example, two triangles could be used to construct a square or a trapezoid.

**English/Language Arts-** Have the students look through news paper and magazines. Then have them cut out different parts of speech, such as articles, verbs, nouns, and adjectives. Finally, have them make a sentence using these words in the form of a collage.

**Science-** Ask students to draw pictures of what they see while looking under a microscope. You can also have them draw pictures on tests or homework that shows they understand a concept. For example, you could have them draw a picture of what happens to the water level of a container when a clay ball or clay boat are placed in the water.

- 4 **Bodily Kinesthetic-** Expertise in using one's whole body to express ideas and feelings and capability to use one's body to make or change things.

**Social Studies-** Have students study different cultural dances. Then show them videos of some other dances and see if they can determine what cultural it goes with.

**Mathematics-** Have students create geometric shapes, such as polygons, using construction paper. Then have each group stand up in front of the class so each person can hold up their piece of construction paper which makes up a part of the figure.

**English/Language Arts-** Take students on field trips. You could take them to the Spirit of Ford and have them simulate as if they are in a race car. Then ask

them to write a response of how they had to move their body from side to side as they were making turns.

**Science-** Conduct hands on activities, such as having them perform various balancing activities. Here they will have to use body movement as they try to balance themselves while carrying a book bag in one arm and not the other.

5 **Musical-** Proficiency to think in music, hear patterns, recognize them, remember them, manipulate them.

**Social Studies-** Teach students about a particular culture's music. Then teach them to recognize different aspects of the songs and musical instruments used.

**Mathematics-** Use math songs to introduce multiplication facts to the students. There are songs for multiplication facts of one through twelve. Then the students can use the song to gain an understanding of the times tables.

**English/Language Arts-** Have students write song lyrics dealing with certain characters that are present in a story. You can also study musicals or take them to see a musical live for a field trip. Then you can have them respond by writing their opinion of what they know about musicals.

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**Science-** Use songs to help teach a lesson. For example, there are songs that help students learn about the properties of magnets.

6 **Interpersonal-** The ability to understand thoughts, feelings, motivations of other people and to interact well with them.

**Social Studies-** Have students work together to put on historical, or cultural parties. Then ask students to consider the types of things that would be done, such as games or traditions.

**Mathematics-** Have the students work in groups to solve mathematical problems.

**English/Language Arts-** Have students work in groups to interpret different lines of poetry. Then ask them to discuss and locate the use of foreshadowing or metaphors.

**Science-** Have the students work in groups on scientific experiments. Elect a group leader, speaker, and give each member of the group a specific task.

**7. Intra-Personal-** Understanding oneself-feelings, reactions to others-and acting on that understanding.

**Social Studies-** After reading a chapter in the text, have the students relate similar experiences to historical events. For example, while learning about slavery, have the students relate to this by having them tell about a time when they were mistreated or treated unjustly.

**Mathematics-** Have students write out steps to mathematical problems and have them explain how they solved the problem.

**English/Language Arts-** Have student write poetry about personal experiences. Have them include their feelings.

**Science-** Have students write about what life would be like if they were a part of a body. They could write from a different perspective, such as if they were feet. They could tell what a foot has to go through on a daily basis.

**8. Naturalist-** Highly sensitive and responsive to living beings (plants and animals), the natural world, and the environment.

**Social Studies-** Have the students research the rain forests of other countries, which are being destroyed. Then have them highlight some of the reasons for their destruction.

**Mathematics-** Have students map out their favorite park and make predictions through measurements on the total area of the park.

**English/Language Arts-** Have the students observe some part of nature, whether it is a tree or grass and tell about the changes you observed in it over the course of a week. Have the students write their response.

**Science-** Take a field trip to a water sanitation plant. See the attempts to keep the Great Lakes free of pollution.

The above examples are only a few ways I would consider while incorporating the various intelligences into my class curriculum. Each example, could be adapted to fit the needs of different students or grade levels. Incorporating multiple intelligences into the lesson is a way to make sure all my students feel as if they are a part of the class with something to contribute.

### **Accommodations and Adaptations**

While teaching I do expect to be faced with academic challenges. However, by accommodating and adapting I believe all my students will benefit. In my classroom, I will use visual aids, such as large index cards. This will help introduce vocabulary words. Students will be able to call out the definitions together (orally), after I have read them to them several times. This way students will not feel as though they are being singled out. I will also use other visual aids, such as an overhead projector and color transparencies. The transparencies should be clear and easy to read. They will be attractive enough to keep the students' attention. I will only use colors that are easy to pick up. This should help those students with vision problems to follow along.

In my classroom, I will also provide clear copies of my transparencies to the students so that while I am discussing they will be able to follow along. These handouts will have enough space for students to write notes on and should enable those students with vision problems to follow along nicely. While I am presenting the material, I will also write key points on the overhead. Hopefully, this will keep the students attention on the overhead. Then in order to keep the handouts in order, I will punch holes in the margins before handing them out. This will enable the students to file them in a folder.

Another accommodation that I will make in my classroom will be the presence of stories and chapters recorded on tape. This will benefit the students with vision impairments. However, they will not be limited to just those students. Every student will have access to the equipment. I will make these tapes available with headphones. The students without visual impairments can follow along with the tape and read the book. They may also stop the tape and discuss the book with the visual impaired students. If

any of the students have a question their group members can try to help them with the question.

Another accommodation I will make is that I will base the length of written work on the students' ability. I will evaluate their assignments on quality instead of quantity. I will also pair students together with others. Then they can exchange papers and check for each other's mistakes. I will not penalize students for errors in spelling, punctuation, or grammar in their homework. I will only circle the errors and ask the students to make the necessary corrections. They will be able to ask me any questions they may have about their errors in a conference. A conference will be held for each student before they turn in their final draft.

I understand that these accommodations are important. However, I also know that when teaching a lesson there are other adaptations that must be considered. Therefore, I have attached a science unit, in which I have considered the nine types of adaptations. Below I have listed the ways I have adapted the unit. The unit is placed after the adaptations.

### **Nine Types of Adaptations**

1. Size- I feel it is important for the students to come away from this unit with a better understanding of the center of gravity and balance. I do not feel this unit needs to be modified. Since there will be only one quiz on the material, I do not feel as though I have to rush through the activities in order to present all of the information.
2. Time- I do not feel it is necessary to allow students any more time to complete the activities. Since I have 9 activities for them to complete, I plan on allowing them to take the class period to finish the activity. In general, the students are allowed to work at their leisure. In order to allow for more time on the activities, I will give a brief description of how to perform the activity and while they are busy cutting the figure out, I will be giving them additional information.
3. Level of Support- I will assign peer buddies to help students with their cut outs and activity. Students will be able to decide for themselves if they want to work on the activity together or a partner.
4. Input- In order to adapt instructions so that my delivery is appropriate for the learner, I will use as many visual aids as possible. I will bring in examples of my own cut outs for the students to see. This will ensure that students with hearing impairments will be able to see what I expect from them and hopefully be able to relate with the help of the peer buddy.
5. Difficulty- I do not believe any of the activities need to be adapted as far as difficulty. Since the activities will be able to be completed in class I see no reason to change this aspect. I will tell the students my plan for this unit. I plan on giving them one activity a day and no more. I will also explain to them that they will have only one short quiz on this material. Therefore, I do not expect any problems as far as the test goes. However, if a student needs the material on the quiz read for them, I will provide that instruction at one of the work tables in the room.

6. Output- During the written quiz, students can respond in different ways. Visually impaired students will use tape recorders and respond to the questions orally. Students with physical disabilities can also use this method if they are unable to write.
7. Participation- All students will be actively involved with their activity. At the end of the class, students will have an opportunity to suggest ways to help balance a figure. Since every object has a different center of gravity, there can be several suggestions. The students will also have an opportunity to participate with a partner if they so choose. Therefore, students with physical disabilities can still participate. For example, they can help add paper clips to the figure of tape pennies of the figure.
8. Alternate Goals- Students will all have the same goal, which is to gain a better understanding of the center of gravity and balance. They will come to realize that this is a part of their every day life. I will expect students to name some examples of types of people that need to understand the center of gravity and balance in order to complete tasks (eg. Tight rope walker).
9. Substitute Curriculum- There will be very few uses for substitute curriculum in this unit. There will be only one quiz and in the activities students will use different techniques in order to balance their figure.

My classroom set up will remain the same. The students will remain in their seats for the brief discussion. Then they will be able to move to one of the tables or pull up a seat next to their partner. After they finish their activity, they can assist others.

## **Center of Gravity and Balance**

Length of Unit- 10 days

### **Unit Goals**

**Purpose:** The purpose of this activity is to demonstrate 1) that everything has a center of gravity, 2) that an object with a lower center of gravity is more stable, 3) that the center of gravity can be adjusted, and 4) that the center of gravity is a point where all the weight of an object seems to be centered.

**Objectives:** Students will be able to explain the four points about the center of gravity and know how this relates to their own life.

Students will work with their hands to balance the figure. They will also learn to work well with others.

Students will learn how the center of gravity is part of their life and what type of people need the understand this material in order to perform their job.

### **Content of the Unit**

Day 1

-Introduction to the center of gravity and balance

- Activity #1: Balancing paper clown by placing coins on its hands
  - Discussion of the center of gravity and how it applies to this activity.
- Day 2
- Discuss how the clown was able to balance.
  - Activity #2: Balance the paper acrobat by placing paper clips on its hands
  - Discussion of the center of gravity and how it applies to this activity.
- Day 3
- Discuss how the students were able to balance the acrobat
  - Activity #3: Balance the ruler on your finger. Then balance the ruler by placing coins at each end.
  - Discussion of the center of gravity and how it applies to this activity.
- Day 4
- Discuss how the students were able to balance the ruler.
  - Activity #4: Balancing the tooth pick with a wire attached.
  - Discuss how the wire helps balance the system
- Day 5
- Discuss how the students were able to balance the tooth pick
  - Activity #5: Balance the forks with the apple.
  - Discuss how the position of the forks were able to help balance
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- the apple on the glass.
- Day 6
- Discuss how the students were able to balance the apple.
  - Activity #6: Balance the paper frog on the end of a pen.
  - Discuss how the frog was able to be balanced.
- Day 7
- Discuss how the students were able to balance the frog
  - Activity #7: Balance the short clown. It balances differently than the other clown.
  - Discuss the differences in balancing the clowns.
- Day 8
- Discuss how the students were able to balance the short clown.
  - Activity #8: Balance the pin wheel so it will spin evenly.
  - Discuss the ways that balance affects this activity.
- Day 9
- Discuss how the students were able to balance the pin wheel
  - Activity #9: Set up a two by four on the ground and have students walk on it. They will keep their hands out for support.
- Day 10
- Quiz

## **Building Community in the Classroom**

I will build community in my classroom through group work with other students and a reward program. First, I will arrange the desks in groups of four. These groups of four will then be organized into a “U” shape. This will allow the students to work in groups, maintain eye contact with other students, and feel as if they belong.

After I establish the feeling of belonging, I will introduce the class to their groups. During the class, students will always have an opportunity to work in groups. However, every week their group will change. This may confuse the students at first, but it will help ensure that all students work with one another. This will help build a caring community. They will realize that to be a successful group they must work together. Since I will be grading them on this group work, they will all want to participate. I feel that group work is necessary because this is how the world works. Everyone needs to learn how to cooperate with one another. Therefore, the students will grow close to each other through this interaction.

I will also establish a reward program, which will also help build community. This program will be designed for the class as a whole. It will involve receiving fake money for good behavior and/or excellent performances. The class as a whole can earn \$25 a week for good behavior and \$100 for a good substitute report. Once the class reaches the \$300 level, they get to choose a class party. For example, they can decide that they want a pizza party. I will then purchase the items necessary to provide them with this party. I feel this is a reward program that will help build community. First of all, the students will all want to work together because it will result in receiving money. They will all want to earn the \$300 so they can have a class party. This reward program is not an individual one. Instead, it requires that all students work together for the good of the class.

Another way I intend on building community in the classroom is by giving the students choices. I will allow them to move around the room. I will allow them to sit where ever they are most comfortable. I feel it is torture to have students sit in a desk all day long. Therefore, while I am teaching or they are taking a test, they will have the freedom to sit where they are most comfortable, so long as they are not disruptive. Since all students perform better under different conditions this freedom should benefit all students. This will also help establish community because the students will see I am giving them freedom and if they want to keep this freedom they will reward me by cooperating. I feel that the freedom along with group work and the reward program will help make teaching fun for me and the students.

## **Dealing with Behavioral Challenges**

I plan on dealing with behavioral challenges in a way that is fair to all students. First of all, the students will all be treated the same. Since I have a reward program in my class, I will take class money away for disruptive behavior. For example, if I have to ask the class to calm down more than once, I will subtract money from their class party money. However, individual behavioral challenges will be dealt with differently.

I will have a three card system for behavioral problems. At the beginning of the day, every student will start off with a green card. If they misbehave, they will they

receive a yellow card. If they continue to misbehave, they will then receive a red card. When a student receives a red card they will have to write a letter to their parents explaining their behavior. This letter will then be returned to me with the parents signature. If the student continues to misbehave, I will meet with the parents to help solve these issues. This will be the same way in which I deal with every student.

However, if there are any serious behavioral problems, then the parents should not be surprised. This is because I require that each student writes a letter home every day and at the end of the week it is taken home for the parents to read. In the letters, the students will describe their day: what they did, what they learned, and their behavior for the day. This letter must be returned to me the next week signed by a parent. Therefore, if there are any problems with behavior the parents will have some knowledge of it. This should help put a stop to any problems before they become serious.