

## STEP 1: Identify classroom demands

### CLASSROOM MANAGEMENT:

Students are expected to follow the daily classroom routines and rules during this lesson. They will follow the “3 B’s:” be safe, be respectful, be responsible. They know they are to be at a level zero when I am instructing and reading aloud. They will remain in their seats at all times unless getting my permission to do otherwise. They will be sitting in a “U” shape formation centered around the SMART board. Students with emotional/behavior problems are sitting towards the front of the room. I will be at the front of the room to read *Little Red Riding Hood*. All their notebooks and materials that are required for this lesson are in their desks. At the beginning of each subject, students take out the appropriate notebook and folder. The notebooks contains a table of contents, notes, examples, and rough drafts which the students have created over the course of the year through my modeling on the SMART board. Students know they are to use these materials as references and models. They are to keep all appropriate handouts in their subject and homework folders. Homework is copied from the SMART board during morning routine. Students are expected to have their parents sign their planner each night.

### GROUPING:

Whole group instruction will be used for the read aloud and introducing the writing assignment. Students will then work in five groups of four to complete the graphic organizers. The students will work individually to complete the compare/contrast piece. Finally, conferences are one-on-one with myself.

During group work, students may be at a level one. They know they are expected to be respectful to each other and equally share ideas. A timer is always on the board for students to monitor their time during activities. During conferences, students are to be at a level zero. They know the routine of coming to my desk when they are called and discussion their work with me.

Good behavior will be rewarded with earning clips for their group. Misbehaving will result in a warning, then losing clips. If problems become more severe, students will be asked to go through the reflection process. Parents will be called if need be. I will monitor the students during the entire length of the lesson. The student teacher will also be monitoring the students when she is in the room.

## STEP 1: Identify classroom demands

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### INSTRUCTIONAL METHODS:

**D**irect instruction will be used to introduce the lesson, read *Little Red Riding Hood* and explain the writing task. Discussion and questioning will also be used throughout the lesson. As always, I will use scaffolding and modeling to guide students through the lesson and constructing new knowledge. The model of a compare/contrast piece we previously constructed will remain on the SMART board for students to refer to. Graphic organizers will be used as a method to help the students construct and organize their writing pieces.

**I**ndirect instruction will be used during the group work. During this section of the lesson, I will act as a facilitator as I allow the students to work together, share ideas, and discover the similarities between the two stories. During the one-on-one conferences I will use interactive instruction. The students will run the conference by sharing their work with me and then together we will discuss their papers, make adjustments, and edit their work. I will provide feedback during group work and conferences.

**A**s for student evaluation, I will assess their graphic organizers informally to make sure they have followed directions and can identify literary elements and similarities and differences among stories. Their papers will be graded to assess the students' ability to apply new knowledge, integrate what they have learned in reading and writing to create a final written project. Additionally, the students know they are expected to use the rubric to evaluate their own work before turning it in to the completed work bin. Students may choose to add this piece to their portfolios. This will help myself and the students see the progress that is being made over the course of the year.

### INSTRUCTIONAL MATERIALS:

- SMARTboard
- 5 Copies of *Little Red Riding Hood*
- Compare/Contrast Graphic Organizers
- Writing prompt handouts (with rubric)
- Students' writing notebooks and folders

## STEP 2:

# **N**ote student learning strengths and needs

### JAMIES...

is a student with a learning disability due to his processing and written expression.

## Strengths:

### Academics

- Wants to be successful in school
- Enjoys reading as a preferred activity
- Strives to receive positive reinforcement
- Takes pleasure in completing tasks and demonstrating his knowledge
- Has many strengths in mathematics
- Able to understand and apply vocabulary
- Follows daily routines

### Social/Emotional:

- Very friendly student
- Upbeat and pleasant
- Works well with others
- Behaves appropriately
- Follows classroom and school rules

### Physical:

- Developmentally able

## Needs:

### Academics

- Difficulty with written expression
- Slow processing skills
- Struggles organizing words into meaningful thoughts
- Struggles to brainstorm ideas
- Difficulty with spelling, punctuation, and grammar
- Difficulties in planning and organization
- Incomplete work/ falls behind
- Struggles with off-task behavior
- Difficulty remembering what was heard
- Struggles with Fluency
- Problems in using a separate answer sheet
- Loses place easily
- Reversing or misreading numbers and letters
- Mechanical problems in test taking
- Difficulty copying from board or book

### Social/Emotional:

- Struggles with initiation contact with adults and peer
- Struggles expressing his needs effectively

### Physical:

- Slow writing pace

## JELEEN...

is a student with a learning disability who is also gifted.

### Strengths:

#### Academics:

- Exceptional ability in math, science and social studies
- Excellent reading comprehension
- Superior abstract reasoning ability
- High verbal skills
- Advanced vocabulary
- Insightful
- High curiosity - desire to learn more
- Creative ability and imaginative expression
- Concentration for lengthy periods
- Attendance

#### Social/Emotional:

- Leadership skills
- Sophisticated sense of humor
- Wide range of interests
- Deep awareness of situations around her
- Interpersonal/Intrapersonal
- Sensitive to others feelings

#### Physical:

- Keen visual memory
- Above average Bodily/Kinesthetic

### Needs:

#### Academics:

- Unorganized
- Difficulties with written language (handwriting, spelling, written expression)
- Needs visual organizers/planners
- Stays safe; does not take risks
- Jumps straight from idea to final product
- Tends to give up if struggling instead of admitting she needs help

#### Social/Emotional:

- Can be self-critical
- Sometimes has unrealistic expectations
- Gets frustrated with inconsistency in skills and abilities

#### Physical:

- Slow writing pace

## Strengths:

#### Academics:

- Learns age appropriate skills and academics
- Smart and Intelligent
- Creative/ Artistic
- Enjoys the arts
- Excellent reading and writing skills

#### Social/Emotional:

- Participates in non-verbal activities
- Talkative and comfortable at home and with specific people (myself and her best friend)
- Responds well to positive reinforcement and rewards

#### Physical:

- Developmentally advanced/able

### Needs:

#### Academics:

- Can be withdrawn during lessons
- Passive learner:
  - Does not believe in own academic abilities
- Unable to memorize formulas or facts
- Refuses to talk and/or participate in certain activities
- Inappropriate types of behavior or feelings under normal circumstances

#### Social/Emotional:

- Tendency to act out if having a bad day
- Shy
- Avoids anxiety of speaking and/or interacting with others
- Lack of Expression
- Limited eye contact with unfamiliar people
- Anxiety, worries and fears

#### Physical:

- Refusal to speak

## PAULINE...

is a student with an emotional/behavior disorder and a math disability. She is also a selective mute.

## STEP 3:

**C**heck for potential areas of student success

## & STEP 4:

**L**ook for potential problem areas

James has the potential to struggle with this lesson because it is integrated with writing. However, I have no doubt that with the proper guidance through the writing process and a sufficient allotted time, he is capable of successfully completing the assignment. He enjoys reading so he will be engaged while I read *Little Red Riding Hood*. Additionally, James works very well in groups. Even though he is shy and does not initiate contact, he works very well with others and is comfortable when following the lead of his classmates. He always follows rules and routines and proves to be a positive role model for behavior while in groups. James wants to be successful in school so I know he will put forth full effort in creating his final written piece. James has difficulty brainstorming and organizing ideas; however, working with his peers and using a graphic organizer which he has practiced many times will assist him through the lesson. Additionally, James' notebook contains supplementary writing aids, tools and handouts such as transition words, bulleted paper and checklists which he is familiar with using. There is the potential for James to fall behind due to his slow processing and writing skills and not be able to turn in his assignment on time. James will require extra support with his grammar and mechanics as well and will most likely need more one-on-one time with me during the conferences.

Eileen may also have trouble with the final assessment of this lesson because of her difficulties with written language. There is the potential for her to fall behind and/or not complete the assignment on time due to her difficulties in writing and organization. However, the graphic organizer as well as the aids in her writing notebook will help accommodate her. I will plan to spend extra time with Eileen during conferences to help her with the written work. We will discuss a method to allow her to utilize her creativity and imagination. While in groups, Eileen's peers can help keep her organized and can model proper writing for filling out the graphic organizer. Her leadership skills can allow her to guide her peers during group work. Eileen's insightfulness, and superior reading comprehensions and thinking skills will allow her to generate some great ideas for comparing and contrasting the stories.

Pauline is likely to be more comfortable with this lesson because it involves a more independent work. She also has the intellectual and development ability to complete a wonderful final piece. She has superb reading and writing skills and will enjoy *Little Red Riding Hood*. Pauline may struggle during group work and refuse to participate and communicate appropriately to avoid anxiety. There is a chance she will not work well with her group or will not partake in the discussion of similarities and differences. Pauline will however do well during the one-on-one conference. She is comfortable with me and we will be able to have a productive discussion about her written work. I have no doubt her final piece will be outstanding.

# STEP 5: **U**se information to brainstorm ways to differentiate instruction

& STEP 6: **D**ifferentiate instruction

## **JAMES**////

- Write a note in James' planner notifying his parents about the assignment and ask them to help him check his work.
- Utilize student teacher to provide extra support for James with his written work, using the dry erase board, if needed
- Remind James to use his writing notebook tools and aids to guide him through writing his piece
- Spend extra time with James during one-on-one conference to provide additional guidance
- Make sure the pace is slow enough to accommodate James, however not too slow for the rest of the students
- Allow additional time to complete paper, **ONLY** if needed
- When asking James questions, make sure they are somewhat guided - helping him generate responses

## **EILEEN**////

- Be sure to call on Eileen during the discussion of the stories to allow her insightfulness and thinking skills to shine
- Write a note in Eileen's planner notifying her parents about the assignment and ask them to help her check her work
- Make sure the pace is slow enough to accommodate Eileen, however not too slow for the rest of the students
- Remind Eileen to use her writing notebook tools and aids to guide her through writing her piece
- Utilize student teacher to provide extra support to Eileen for her written work, using the dry erase board, if needed
- Spend extra time with Eileen during one-on-one conference to provide additional guidance
- During Eileen's conference, encourage Eileen to use her creativity by discussing an option for a drawing to go with her paper that can be added to her portfolio. Give Eileen additional time to complete the assignment if she does this

## **PAULINE**////

- Create a visual signal that Pauline will use to indicate she has a question or something to say
- Group her with her best friend Sarah so she will be more comfortable and likely to speak
- Ask yes/no questions or ones that require a short response, if necessary
- Use a visual cue to reengage Pauline if she becomes withdrawn from the lesson
- Utilize student teacher to help monitor Pauline's behavior, especially while students are in groups
- Utilize one-on-one conference to encourage Pauline to speak about her paper; require Pauline to lead the conference as much as possible
- Provide rewards when Pauline communicates appropriately and ignore when she is not communicating effectively



## STEP 7:

# Evaluate student progress

The final step is to ensure the students are making progress. I will use various forms of evaluation to determine if (1) the strategies are effective (2) students are meeting the lesson's learning goals, and (3) they are advancing towards long term goals. I will formally evaluate the students by grading the completed compare/contrast piece. With the given modifications and accommodations, I am confident James, Eileen and Pauline all have the capability to fulfill the expectations outlined on the rubric for the assignment. I will check the students' notebooks and graphic organizers informally to make sure they are complete and correct to assess the students ability to follow instructions and demonstrate understanding.

In addition to grading their work, I will use observation to evaluate the students' progress. I will pay close attention to Pauline's behavior during the group work to ensure it is improving. I will determine if the use of the signals is allowing her to participate more in class and make adjustments to the system if need be. I will evaluate James' and Eileen's written work closely to make sure it is both complete and improving. If their work is incomplete, I will require them to finish it during homework club and then try new strategies. I would like to only use alternate goals as a last resort to differentiate instruction for Eileen and James because I know they have they have the capability to meet the same ones as thier peers. Additionally, I believe the more practice of writing they have, the more it will benefit them in the long run. I will also analyze Eileen's independent work to determine if it was an effect approach to accommodate her giftedness.

Accumulating portfolios will be used to evaluate progress as well. Over the course of the year, students will be choosing pieces to add to their portfolio. They will be required to submit a certain amount of materials which fulfill certain criteria. The students will also need to write a reflection about their choices. This process will be useful for me to determine if students are advancing and to observe their effort. Additionally, the students can see their own progress and hopefully be filled with a sense of pride which will build self-esteem. Parents will also be able to see their child's improvements. Future teachers and the special education instructor will also be able to utilize the portfolio to evaluate the students' strengths and needs and update their IEPs.

Collaboration and discussion with the special education instructor and student teacher will also be used to evaluate the progress of the students. We will confer on accommodations that are proving to be effective and discuss options for changing ones that are ineffective. Upon completion of evaluation, I will make proper adjustments as quickly as possible.

Open communication with the students will also play an important role in evaluation. I will ask for their opinions, feelings and suggestions. We will work together when making changes. The students will never be left in the dark and will always be well informed about what we are doing and why. I will keep in touch with the students' parents with notes and/or phone calls to notify them of particular success, progress, problems or regression. Periodic surveys and ratings will also be requested from students and parents.