

# Welcome to Miss Frontiera's Inclusive Classroom at Miami Elementary



Our building was constructed in the mid-70's and has 53,600 square feet. Our space includes 25 classrooms, 1 media center, 2 gymnasiums, and 1 computer lab. In the last 2 years, our building has undergone major renovations including new lighting and ceilings throughout the entire building, new carpeting, main office expansion and renovation, a new gymnasium, and all new furniture throughout the entire building.

Provided by: <http://www.cvs.k12.mi.us/miami/facts.htm>



### Collaboration between General Education Teachers and Specialists

Welcome to Miami Elementary! Within Miami there are about 400 students in this school. Each classroom has about 20-25 students. Students are assigned a class at random. There are about 17 general education teachers and three special education teachers in the whole school. Each special education teacher has about 17 students on their caseload. Each special education teacher is assigned two grade levels. For instance, one is assigned grades K and 1<sup>st</sup>, then 2<sup>nd</sup> and 3<sup>rd</sup> and lastly 4<sup>th</sup> and 5<sup>th</sup>. Each special education teacher is responsible for coming into the general education everyday for a certain subject. For example, in my classroom the general education teacher comes in to work with my students during reading because that is the subject where the students with disabilities need the most improvement.

Being that my classroom contains 24 students, two of my students have Down syndrome and another is cognitively impaired I have to have extra help. I team teach 2<sup>nd</sup> grade with another teacher whose name is Miss Kelly. She is in her second year teaching. She has 13 students and I have the other 11 students. We have worked together for the past two years. I feel as though we work as a great team. She is strong in English and Science while I am strong in math and social studies. Being that we teach as a team one is instructing while the other is usually walking around the classroom making sure everyone

is on task or answering a side questions. We never allow only one teacher to teach while the other is somewhere else in the building. If we are teaching and we or the students need anything we have the two paraprofessionals help us. I had a paraprofessional, Cindy, who serves as helper. Cindy works from the time the students walk into the classroom to the time they leave. She helps the students as though a teacher and she helps me by being my right hand. Miss Kelly has her own paraprofessional, Kari. So within the class there are 24 students with two teachers and two paraprofessionals.

Being that we help each other out as we teach we prepare our lessons then on our prep time we go over them and decide when we what to use them. Being that we team teach, our school allows us to have the same prep hour so we can collaborate and make the best possible lessons to meet each students needs. Most of the time we don't get all of our work done within the hour prep so we usually stay after school for about an half hour or so.

Some off Miss Kelly's students and mine need speech therapy so instead of the students being pulled out we have the speech therapist, Mrs. Camel come into our classroom for 20 minutes twice a week. Even though Mrs. Camel comes into our room we still don't want her to pull students to the side of the class. So instead Miss. Kelly and I have activities for all the students to take part in dealing with improving all the student's speech skills. By doing this, we hope to get those students help who need it but not allow all the other students know they are receiving the help. Miss Kelly, who is in the school for the whole school hours, meets with either Miss Kelly or me to discuss what she activity she plans to engage our students in.

Another specialist that comes into our classroom is the physical therapist, Mr. Zaggy. This is another specialist who is very cooperative and will meet with us once a week during our prep time to give us an overview of what he plans to do with our students. This way we can get our students prepared for whatever activity he has planned. Again we do this therapy as a class. Our class calls it “exercise time” when Mr. Zaggy comes in the class. He usually is in the class for about 20 minutes two times a week. This is great for all the students whether they need the therapy or not because it allows them to get a break and stretch. Sometimes it may get crowded in the room when it’s “exercise time” but when the weather is nice we take the session outside, which the students really enjoy. So far we have had no trouble from any parents about including their child in this program. Also, Mr. Zaggy enjoys being able to interact with all of our students and the students can’t wait to see him again.

Lastly the social worker comes in twice a week during recess and gym. The Mr. Wells, the social worker, interacts with the students by engaging in activities. The only problem we had with Mr. Wells was to make sure that recess and specials were back to back so Mr. Wells doesn’t have to stay all day.

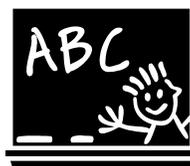
Basically, our school has a great support team because we know what has to be accomplished. Many classes need a social worker, physical therapist, and a speech therapist to come into the classroom to work with their students. In order to get assigned a time for these specialist staff members must sign up for a specific time you would like them to come into your classroom. For example, Miss Kelly and I meet and discuss what time and days we would like the specialist to come into our room. After we came to an agreement we sign up during a certain time slot on the school schedule in the lounge

room. If a time is taken we agree upon a new time and so forth. Although, most of the time if we need a certain time we can get it. After we know what time the specialist are coming in our classroom Miss Kelly and I discuss how the classroom schedule will be created.

At this time none of our students need any assistive technology but our school has a media specialist who is a trained in obtaining any technology that our students may need.

Being that Miss Kelly and I were very excited to be an inclusive classroom we have worked very hard to collaborate so our lessons go smoothly and that all our students receive all the help they need. Miss Kelly and I had trouble getting the speech therapist to come into our classroom to give the session. Mrs. Camel didn't want to come into our classroom. She felt that in order to improve speech it needed to be one-on-one. With many hours of collaboration Miss Kelly and I talked her into coming into our classroom. The paraprofessional, Miss Kelly and I agreed to help out Mrs. Camel while she gives her sessions. We have to watch and make sure the students are pronouncing the words correctly. So far we have had no trouble and the students have been improving according to Mrs. Camel's records.

Our goal as teachers is to make sure all students are serviced according to their needs without letting their self-esteem change because they are receiving extra help. Overall, Miss Kelly and I have been a great team and we have seen improvement academically and in attitudes of ALL our students.





### Class Schedule

8:15- 9:15- Language Arts/Centers

9:15-10:15- Math

10:15-11:15- Social Studies

11:15-12:15- Lunch/Recess

12:15-1:15- Specials

1:15-2:15- Reading

2:15-3:15- Science

### Classroom Design and Use of Assistive Technology

#### Desks



In our 2<sup>nd</sup> grade class of 24 students, there will be six tables of four. Students will share tables with other students. This will allow more space in the room for the students to work whether on the computers, reading center, or on the rug. All students are allowed to work anywhere in the room as long as they are doing their work. The groups of tables are smaller so students have the opportunity to work with different students and different groups when their desks are periodically changed throughout the year. Each group of desks will be evenly spaced throughout the room to allow walking between desks to be easy and non-disruptive. Each group will be in clear view of the chalkboard; some students may have to turn around. The teachers desk will be in the corner of the room,

but still within listening distance of the students. The distance between the student's tables and the teacher's is quite small although students are still able to approach the teacher's desk to ask questions without disturbing the rest of the class. The desk is also placed in a position where the teacher can view the entire class at all times.



### Computers

Each class at Miami is given four computers in each classroom. These computers are located in the back of the room, lined up against the wall one next to the other.

Computers will be used for centers and for students that finish their work early.

Headphones will also be available for students to listen to books on tape, as well as play educational games on the computer that have sound that go along with them. Even though the school provides a computer lab, I think it is important for students to have the opportunity to use the computer when appropriate for their learning of technology. The printer will also be located on the teacher's desk, just so that documents being printed can be monitored. The computer is a great tool to help students with differing abilities. For example, if a student is having trouble with math then the student can play some games reinforcing their math skills. Another example would be if a student couldn't write a paper because the student couldn't hold a pencil then that student could type the paper.



### Reading Center

The reading center is located in the corner of the room. Students work at centers every morning of each school day. Some days they will work at the reading, math, and

communication centers. There is a comfy lounge chair as well as a rug. This way while students are reading they will have the chance to take turns reading in the chair and/or on the carpet. The chair is big enough to fit three to four students at a time. Also, when we are reading as a class, students can either sit on the rug, while the teacher is in the chair, or stay at their desk. It is important that there is some type of comfort zone for the students.



### Bookshelves

Bookshelves are located near the reading center. This way when students are reading they don't have to disturb other students while trying to find a book. Students are already at the reading center and the bookshelves are just a few feet away. The bookshelves and the reading center are both located near the teacher's desk so he/she can monitor behavior and activity. The bookshelves include books on different subjects, of different genres, at differing levels of abilities so it can reinforce reading at all levels.



### Mailboxes/Homework Basket

Mailboxes and the homework basket are located near the door. This way students will walk past both items when they come in, in the morning and leave in the afternoon. Homework should be the first thing that they do in the morning and cleaning out their mailbox should be the last thing they do in the afternoon. The mailbox/homework basket is a concrete strategy that is used everyday to give the students a sense of responsibility.

Parents are informed about this strategy so they knew if their child didn't bring something home their child forgot to check their mailboxes/homework basket.



### Assistive Technology

At this time none of our students need any assistive technology but our school has a media specialist who is trained in obtaining any technology that our students may need.

A few types of assistive technology that is available are computers, including scanners and systems that run talking software, switches, and electric wheelchairs. Our media specialist has a passion to make sure every student has access to technology that enables them to receive the best educational experience. With our media specialist's attitude it makes teachers have a wonderful experience with finding assistive technology which in the end helps students strive toward their educational goals.

## Building Community and Responding to Behavioral Challenges

In order to build community our school started with inclusive classrooms. Everyone in a classroom is recognized as having differences and each difference contributes to the total which is needed to make a strong community. Also, our inclusive classrooms consist of team teachers who work collaboratively to support ALL students. These team teachers build structure among students so they can help one another. Some examples are in peer partners, circles of support, celebrating culture differences and sharing of real life situations. In addition, our teachers allow students to make choices and the students are taught responsibility. Students are allowed to work whatever way they want as long as they are not bothering anyone and they are completing their assigned work. Each student feels a sense of belongingness and love from the teachers. In my classroom, which functions as a community, you can expect to see:

1. Students constantly work with and help one another
2. Students of vastly different ability levels, cultures, and ethnic groups work together. You hear them talking about the differences and what each person needs and likes
3. When conflicts occur, students have strategies to work through them.
4. Circles of friends operate with some students who want and need them.
5. Teachers and students frequently interact in classrooms meetings to set rules and deal with problems.

Provided by: Inclusive Teaching: *Creating Effective Schools for All Learners*. Michael Peterson and Michael Hittie, Allyn and Bacon, 2003.

I feel the best way to build a community is to allow the students to create the classroom rules. This makes the students feel they have control in the classroom although, in the end we, the teachers, are really in control. During this time we will act out some scenarios of good and bad behaviors. By acting out behaviors it allows the

students to really understand the rules, have fun and to really get to know one another. After the class agrees on the classroom rules I write them on a big piece of paper and have the students sign beneath the rules as though they are signing a contract agreeing they will not break any of the rules. This way if a student accidentally breaks a rule, I can go over to the rules and remind the student that they agreed on these rules. I believe this strategy will reduce behavioral challenges that may come throughout the school year.

Here is a list of rules that my class from last year created:

### **CLASSROOM RULES**

1. Be respectful of other people.
2. Be respectful of other people's property.
3. Obey all school rules.
4. Come to class prepared.



### **PROCEDURES**



MORNING:

When students come into class they will be responsible for hanging up their coats and backpacks. On the bulletin board there will be pockets that are arranged alphabetically with each student's name. For attendance purposes, each student will go up to the board as they file in and flip over a card saying whether they are "HERE" or "ABSENT". The night before all the cards will be flipped to absent, so if the student is

present they will have to flip over their own card, giving each student a sense of responsibility. Each student will also have a green card to put in their pocket if they are buying lunch; if they brought their own lunch from home no card is necessary. This way I can glance at the bulletin board instead of actually doing role calls for lunch and attendance. I feel this way student's are given a morning routine as well as a personal responsibility.

In the morning there will be a topic on the board for student's to write about in their journal. Each journal must be dated and properly organized. There will be no limit concerning sentences or words, but there will be a set time limit of fifteen minutes. This was I am able to get the attendance and lunch situated and whatever else needs to be done in the early morning routine.

If homework was given the night before, there will be a basket for students to place it in. Green for Math, blue for English, yellow for Science, red for Social Studies, orange for Spelling and black for miscellaneous.

After journals are completed students will work in centers for the first half hour. These centers include math, reading and communication centers. The journals will be used for the communication centers; students will either have to talk about what they have written in their journal or what they have done the night before. Center groups will be different everyday and already listed on the board as students come into the classroom. This way students have a chance to work with everyone in the class instead of cliquey groups.

Each week we will also have a "Student of the Week", the student is the line leader as well as the student that helps me to pass out and/or collect papers.



#### BEFORE AND AFTER LUNCH:

Five minutes before lunch students will be given a “five minute warning”. This way student can try and finish what they are working on and are able to get their desks back in order and put assignments away. They will be called by numbers to go and get their lunches and everything else they need for lunch. Then they will come back in the classroom and line up at the door and we will walk down to the cafeteria as a class.

After lunch students will put away their coats, lunchboxes and miscellaneous and return to their seats. There will then be fifteen minutes of SSR (silent sustained reading). Every student is required to read, whether they are reading for pleasure or studying. Classroom monitoring will take place to ensure that students are reading and not just fooling around.



#### END OF THE DAY:

At the end of the day students will be required to fill out their assignment books with any homework, notes or reminders that need to be sent home to the family.

The “Student of the Week” will also be required throughout the day to fill out the “Daily Log”. This way students that have been absent can go to the log and see the assignments that were given and can get the information that they missed. Next to the “Daily Log” will be an “Absent Tray” that holds all the extra worksheets and notes that the student has missed. This way students don’t have to come up to me to retrieve what they have missed. If they have any questions regarding assignments they can ask me during SSR or recess.

Once they have filled out their assignment books, students will collect all their papers from their mailbox, put them in their “Assignment Folder”, get their coats and backpacks and then line up at the door.



#### BATHROOM:

Students are free to use the bathroom passes two times before lunch and two after lunch, which is a rule my current class made. Students will be required to take a pass with them to the bathroom, one will say “BOYS” and the other “GIRLS” and both passes will have the teachers name on them. This way if there are any issues that take place with that student while they are using the bathroom, the teacher or any other administrator will know where the student belongs.

### **Behavior Challenges**

Each behavior challenge may be handled a different way. Here are a few ways that I like to handle behavior challenges:

1. Pull student aside and find out what their problem is and deal with it.
2. Have them figure out what they did and why it might be a problem and try and find a solution.
3. Figure out what works best in order for them to do work, understand work, and turn stuff in on time.
4. Designate a space for students to go if they need to settle down.
5. Show them that you care and not put up with their negative behavior. Respect them!
6. Try to meet their needs and do not make them feel rejected or humiliated.
7. Try to illuminate the anger they might be feeling.

(Provided by Denise Silverio)

If none of the list above strategies work I give a copy of “My Action Plan” (see attachment) and prepare to work with the student on answering the three questions:

1. What is the problem?

2. What is causing the problem?

3. What plan will you use to solve the problem?

The after the sheet is filled out the student is to sign it agreeing to take the follow steps in order to solve the problem. Through problem solving the student will learn to devise him or her own plan to correct the problem. The student will then have to show this to a parent that way when I call home that night the parents will already be aware of the action plan. I am calling to discuss the action plan and the behavior and not the person. Explain to the parent that this is something the student created in result of problem solving and the use of higher order thinking skills.

Provided by: How to Be an Effective Teacher: *The First Days on School*. Harry Wong and Rosemary Wong, Wong Publications, 1998.

Another good strategy is to create a behavior intervention plan (BIP) which can be developed for any students with a disability, not only students with emotional impairments. The first step to the BIP is identifying social and behavior problems. Secondly, develop a student-centered theory by asking why this behavior is occurring, what is the quality of life for this student and so on. Thirdly, develop and implement a plan. Lastly, evaluate outcomes together. When the problem behavior diminishes that is when you know you are successful.

### **Support Staff**

As teachers we may come across students that we are unsure of how to handle so this is how we may seek support:

1. Identify teachers who are especially effective in dealing with emotional and behavioral needs of students. Get to know them and ask for help it needs arise.

2. Collaborate with in-class support teachers, or consult with a trusted counselor or school psychologist.
3. Identify and attend professional conferences or training sessions.
4. Also others but remember to maintain confidentiality.

Provided by: Inclusive Teaching: *Creating Effective Schools for All Learners*. Michael Peterson and Michael Hittie, Allyn and Bacon, 2003.

### **Parent Support**

Having parents engaged is another important part of having a well behaved class.

Strategies that may be helpful when dealing with families in relation to behavioral challenges:

1. Be aware of the history of the family, of the challenges the family faces and of how these have affected the child.
2. Inform parents of problems that are showing in the classroom. Ask the parents if they see them also at home.
3. Inform the student's parents about the positive attributes of the child and about the student's growth.
4. Be aware of the family dynamics.

Provided by: Inclusive Teaching: *Creating Effective Schools for All Learners*. Michael Peterson and Michael Hittie, Allyn and Bacon, 2003.

## Strategies for Inclusive Academic Instruction

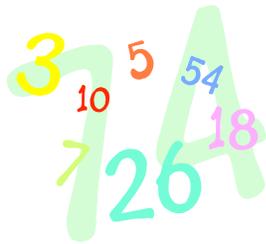


To start off the school year we start with community building. We, the teachers, and the students need to get to know each other so we do activities which build on community. We also need to observe and see what level each student is at so we can use multilevel teaching. We challenge and engage all students at their individual level. We also use scaffolding when we teach. We support student learning which could not be done without assistance. As soon as the student understands the concept we start to decrease our help until the student is doing the work by themselves. During the first week of class we give a multiple intelligence test. After we talk as a class to see how we can learn according to our intelligence and how we can learn as a class even though some may have different intelligence. As a class we also look at learning styles. This will give us an idea of how we learn best and the best way to teach the class based on learning styles. On average the lessons are a tired lesson, which allows students to move ahead as they are able and interested. The assignments are open-ended rather than finite responses allowing the students to use their imagination as they'd like.



Our class studies language arts by thematic units, which allows the team teachers the chances to thoroughly study a topic and move on from every two weeks. During language arts we believe meaning comes first then the conventions of spelling and

grammar. We have students write stories or poems based on a certain thematic unit and don't worry about spelling and grammar. Once the students have the writing down pact then we work on spelling and grammar by setting up editing groups. During this time of the school day the students may copy search and share which allow students to research models in resources when they are having a hard time with any part of their work. This allows students to communicate with their peers and it also keeps their mind in gear if



ever in a rut.

During math workshop students will use math manipulatives such as base tens, pattern blocks, and geo-boards to help student understand why things are done and not just memorize mathematics. Students will also be working in small flexible groups to discuss math concepts. Math will mostly be hands-on so students can learn the concept and not just memorize it.



Social studies is a subject that comes to life when in this classroom. We learn presidents, states and capitols by movies, songs and plays in order to crystallize learning. By authentic learning, students can learn and remember by providing complex and challenging experience to easier and simpler experiences. When we learn about mummies we may visit the local museum to see an actual mummy, which will allow the students to experience expeditionary learning.

The students go to lunch and recess after social studies. During recess and gym is when Mr. Wells, the social worker, interacts with the students.



During reading students are to read a book alone, in pairs, in literature circles, or in a small group. A literature circle allows a student with mental impairments the chance to listen to a book on tape while a gifted student reads the book and other resource information to enrich the discussion. They can read any type of book they want and in any part of the classroom as long as they are reading. During this time Mrs. Camel, the speech therapist will come into the room twice a week for 20 minutes and work with students who may need help. She tries to help those who are on her caseload but she is liked by the students so everyone wants her attention at times. The students have to write in their journals at least once for every book read. They can write about anything they want as long as it has to do with book they just read. Students are also to document reading on a reading log. The student marks every 15 minutes spent reading. After a student has read over 12 hours in one week the student will get a reward, such as being the first to go to lunch, or whatever reasonable reward the student may request. After reading the students are very squirmy so at this time is when Mr. Zaggy, the physical therapist comes in the classroom for 20 minutes two times a week for some quick exercise. This usually calms down the students making them cooperative during the last hour of the school day.



In our class science is taught through hands-on activities. The activities deal with concepts that allow the students to experiment and inquiry about problems. This gets the students thinking and makes connections rather than memorizing facts. For example, if the students are learning about electricity they will do a project that allows them to experiment with electricity so they understand the concept rather than reading it from a textbook. Authentic learning is having students study a forest on the school ground and write about the kinds of animals they see and what it would be like to live in a forest. The students could also collect leaves from a nature walk and research to see what kinds of trees are in their neighborhood.



At anytime there is a project the students are to share their final product to the class. This will allow the students to take pride in their work and to help their communication skills.



To demonstrate students learning we will keep a portfolio for each student. These are collections of students' work that demonstrate growth and learning. Every semester parents will be invited to a conference within the classroom and given a chance to review their child's portfolio. The conference will be student-led which allows the student to show and explain their work to their parents. This will give the student a sense of responsibility and a chance to take great pride in their work. Research has also shown that

the attendance for conferences has increased from 20% to 90% with student-led conferences rather than the traditional parent teacher conferences.

## **Content**

Students will practice their spelling words by reading and spelling them out loud after picking them from the game board.

Low- will use 20 spelling words at a kindergarten level

Middle- will use 20 spelling words at 2<sup>nd</sup> grade level

High- will use 20 spelling words at 4<sup>th</sup> grade level

## **Objectives**

Students will read and pronounce their spelling words correctly. They will also be able to spell their words correctly. Students will evaluate each other's performance during the game.

### **Standards**

Michigan Standards: 1.4 Employ multiple strategies to decode words as they construct meaning including, the use of phonemic awareness, letter-sound associations, picture cues, context clues and other word recognition aids. 3.1 Integrate listening, viewing, speaking skill for multiple purposes and varied context. 3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and construct meaning.

## **Materials Needed**

Current Spelling Unit – List of Words

Game board

Spelling word index cards

Die

Score sheet

Paper and pencil.

## **Introduction**

Teacher will go over the spelling words with the students for practice. The teacher will then explain to the students that they will be playing a game with one another to practice reading and spelling their spelling words.

## **Development (a picture of the game board is included)**

1. Students will be put into pairs.
2. Teacher will explain the directions to the students.
3. Teacher will pass out supplies to each pair of students.
4. Students will be given time to play game.
5. Teacher will have discussion with class about the game once they have finished playing.

## **Practice**

Guided Practice: Teacher will go over spelling words with the class before they begin playing the game.

Independent Practice: Students will have to read and spell the word correctly on their

own during the game.

### **Accommodations/Adaptations**

Differentiated Instruction –

Low- Students who are not capable of reading will be allowed to have assistance from their partner. Their partner will be allowed to say the word and then the student can spell the word from looking at the card. Students with physical disabilities will have the proper assistance.

Middle- Students will correctly say and spell the words.

High- Students who are more advanced will be asked to spell the word without looking at the index card with the spelling words and they can also assist other students in the class.

This game can also be adapted to grade level by increasing/ decreasing the level of word difficulty by changing the index cards from each slot. In addition, the words can be changed to develop the student's vocabulary in other subjects such as science, social studies and etc.

### **Check for Understanding**

Assessment/Feedback – Students will be asked to keep score during the game. Teacher will collect a copy of the scores at the end of the game. Teacher will also be walking around the class during the game assessing the students while they are playing.

### **Closure**

Teacher will bring the class together for a discussion. She will ask the students if they liked the game. Teacher will also ask students to explain what they liked and disliked about the game.

### **Evaluation**

Students will be evaluated on participation. Teacher will collect the scores to know how much the students have learned. As teacher is walking around, she will be taking notes on student's performances to know what they understand and what they still need practice in.

### **Teacher Reflection**

## **Content**

The students will learn how to write a friendly letter to Mrs. Fetzter. (Mrs. Fetzter was the class's paraprofessional who retired in February) using the correct format.

Low- write a one paragraph letter using the correct format  
Middle- write a three paragraph letter using the correct format  
High- write a five paragraph letter using the correct format

## **Objectives/ Standards**

### **Benchmark ELA.2.LE.1**

Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions and letters.

### **Benchmark ELA.3.LE.1**

Integrate listening, speaking, viewing, reading and writing skills for multiple purposes and in varied contexts.

### **Benchmark ELA.8.LE.1**

Identify and use the mechanics that enhance and clarify understanding.

### **Benchmark ELA.10.LE.2**

Demonstrate their developing literacy by using text to enhance their daily lives.

- Students will be able to learn how to communicate by writing a letter.
- Students will learn how to use the appropriate format of a letter.
- Students will use correct grammar and punctuation.

## **Materials Needed**

Journal  
Fancy paper  
Pencil/Pens  
Envelope  
Textbook- Writers Express  
Stamps/ Stickers  
Dictionary

## **Introduction**

Ask the class: How many of you miss Mrs. Fetzter? What are some ways that technology could let us communicate to her? (Some students may suggest phone, email, or other ways.) How do you think you could communicate to her about 100 years ago? (Someone might suggest visiting her or writing to her.) Today we are going to act like it

was 100 years ago and communicate to her by writing a letter.

### **Development**

1. Start by discussing what the students might want to say to Mrs. Fetzer. Write this on the board.
2. Students can jot their ideas in their notebook.
3. After the class has talked about some ideas to write about have the students start their first draft. Have the students look in their Writers Express textbook on page 116 for an example of a friendly letter. Each letter requires a heading, salutation, a body asking her some questions about her and telling a little about the student, end with a closing and then the student's signature after the closing. If the student's have finished their letters and then remembered something they forgot to say they can add a P.S. (postscript) beneath their signature. Although adding a postscript is not a required step.
4. Have the students write the note in their journals.
5. After they are done, go around and proof read the note with them making sure there are no grammar errors. Enlighten the students to use a dictionary to look up spelling and word meaning if needed. This will help students infer meaning independently.
6. Hand out some fancy paper on which the students can make their final copy of their letter.
7. After everyone is done, as a class have each student fill out an envelope. An example is in the textbook on page 119.
8. Then pass out the stamps and put in school mailbox. (In this case, the class is going to use stickers as stamps and the teacher is going to drop the letters off at Mrs. Fetzer's house.)

### **Practice**

Guided Practice- Guided practice will take place when we discuss as a class what they want to write in the letter.

Independent Practice- The independent practice will take place when the class is writing the letter to Mrs. Fetzer.

### **Accommodations/Adaptations**

Low- An accommodation that could be made is typing the letter on the computer for anyone who has hard time writing. Another could be writing the letter one-on-one with the student who is struggling with what to write. The use of a dictionary was also an accommodation given to everyone.

Middle- May need help starting the letter such as topics or with format, which is in the text on page 119.

Higher- Students can add more detail or even add a section with questions which Mrs. Fetzer can answer when she writes back.

**Check for Understanding**

Assessment/Feedback- Checking for understanding mainly comes from the teacher reading the letter to Mrs. Fetzer and making sure they used correct punctuation and grammar.

**Closure**

Inform the students that we will give our return address, which will be the school's address so Mrs. Fetzer can write back.

**Evaluation**

I will know the students learned by their letters. If the students used the correct format and did the five parts that I asked for then I will assume they understood the concept, since that is the whole point of this lesson

**Teacher Reflection**

Not Available.

Dear Families,

On Monday, March 23 I am planning on doing a Friendship Salad activity with your child which involves bringing in one piece of fruit per child. If you could have your child bring in a piece of fruit that day I would greatly appreciate it. It can be something simple, like apples or oranges, or something different, like papaya or mango. Also, if your child is allergic to any fruit please let me know.

Thank you,

Miss Frontiera

Dear Families,

I am looking for anyone who is willing to volunteer about an hour and an half of their time to help out with our Friendship Salad. I plan on starting the activity at 9:00 on March 23. Please send the bottom of this paper back if you are interested.

Have a great day,

Miss. Frontiera

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Yes, I am interested in volunteering on March 23 in order to help out with the Friendship Salad activity.

X \_\_\_\_\_

## **Content**

The concept of the Friendship Salad is for the students to understand that friendships consist of all different qualities and to build to build a community in the classroom.

Low- draw picture of fruit

Middle- draw picture of fruit and write the qualities of the fruit

High- draw a detailed picture of the fruit and write a descriptive paper about the fruit and describe how it is different from other fruit

## **Objectives/ Standards**

### **Benchmark ELA.1.LE.5**

Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.

### **Benchmark ELA.3.LE.8**

Respond to the ideas or feelings generated by texts and listen to the responses of others.

### **Benchmark ELA.9.LE.1**

Explore and reflect on universal themes and substantive issues from oral. Visual and written texts.

### **Benchmark SCI.IV.3.E.1**

Classify common objects and substances according to observable attributes/properties.

### **Benchmark MTH.II.3.E.3**

Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), area, perimeter, capacity, time, temperature and money.

## **Materials Needed**

Fruit brought in my students

Letter to parents asking for fruit to be brought in

Letter asking for parents volunteers

Plain yogurt

Whipped cream

Utensils

Bowls

Paper

Pencils

Scale to weigh fruit

Manipulatives to measure fruit

## **Introduction**

Brainstorm with the class on what friendship means to them by writing characteristics on the board. Have students also give qualities of what they look for in a friend such as loyal, honest, fun and etc.

## **Development**

1. Have the students sit in a circle with their fruit
2. Go around and have everyone go around and tell what they brought, and have them put their fruit in the middle of the circle
3. After everyone has put their fruit in the middle, start asking for suggestions on how to sort the fruits.
4. When the group starts running out of ideas, have them take a piece of fruit (doesn't have to be the one they brought with them), and have the students measure and weigh their fruit.
5. Then have them draw a picture of their fruit, and write about what it looks like, how long it is (using the manipulatives that they measured it with as their units), and how much it weighs (again, manipulatives will be their units).
6. Have all the children bring the fruit back to the middle of the circle, and share their pictures and writing.
7. While the children are sharing their pictures and findings, have the parent volunteers start to collect the fruits, and have them washed and cut up all the fruit and put it all into a bowl. Mix in the whipped cream or plain yogurt, and serve to your class for a wonderful snack made possible by very good friends!

## **Practice**

Guided Practice- Guided practice will take place most of the time during the lesson. For example, when the class is brainstorming together, suggesting qualities to sort the fruit, and when sharing their writing and drawings. Also the class will get assistance with measuring and weighing their fruit.

Independent Practice- The independent practice will take place when the class is writing about their fruit and drawing it according to the measures and weight of the fruit.

## **Accommodations/Adaptations**

Differentiated Instruction- Since this lesson is mostly guided I don't think too many students will need a lot of accommodations.

Low- Although, for those who have a hard time staying on task I may have a one-to one peer assistant. Also, I would have my paraprofessional or parent volunteers keep a good eye on these students making sure they are keeping up with the rest of the class.

Middle- Another accommodation would be to use advance organizers such as stating the idea to be learned before starting the lesson and motivating students to learn by showing the relevance of the activity. These are easy verbal accommodations that can help some

students a great deal.

High- Allow the higher functioning students more responsibility by having them have control of the weighing of the fruit, since most students will have problems in this area. Also, when these students draw a picture of their fruit require they include more detail.

### **Check for Understanding**

Assessment/Feedback- Checking for understanding mainly comes from participation. If the students participate within the class brainstorming and discussions afterwards I will assume the students understand the qualities of friendships. Also, the writing and draws will be reinforcement that they understood the concept.

### **Closure**

Before the students eat the fruit salad the teacher will ask the students to look at the salad and see if they can find the fruit they brought into class. Inform the students that this is a Friendship Salad because it has a fruit from each of the students. Also, tell them that friendships involve all different qualities that they discussed just like the fruit.

### **Evaluation**

I will know the students learned by their drawings and writings. If the students wrote about the qualities the fruit possessed and then drew a picture that went along with the writing then I will assume they understood that fruit has different qualities so do friendships.

### **Teacher Reflection**

Not Available.

## Case Study

Kim is in second grade and is emotionally impaired. If you were to meet Kim, you would just assume that she was a very shy first grader who doesn't do very well with new people. When it comes to Kim's academic skills, there are a few deficits. However, when it comes to Kim's social skills, Kim has a very difficult time handling himself as well as presenting himself.

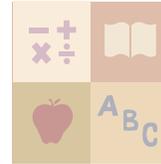


Kim attends a public school in a large district in Michigan. The district houses twelve elementary schools and many of the schools have specific housing regulations. The school that Kim happens to be in isn't the school that house emotionally impaired students. Kim is in a school that has two resource rooms. The one room, the one that Kim is in, is made up of sixteen students. The impairments range from learning disabilities to cognitive impairments to ADHD to Down's syndrome to autism spectrum disorder to emotionally impaired. Out of all sixteen students, Kim is the only one that is not included more than seventy-five percent of the time. The only classes that Daniel attends outside of the resource room are art, gym, music and recess. Kim even sometimes eats lunch in the resource room because she refuses to eat with the other students and has a difficult time with all of the social interaction with other students.



Kim comes from a family of three. She has a mother and a father although they are not her biological parents being that she was adopted at age 2. Kim's

father works full time and her mother works part time at the local hospital. Kim's parents help as much as possible to get Kim to socialize and become more open with her family and friends.



Kim is well off in academics. Her favorite subject is math and she works at her best in this subject. She is also very skillful in the area of drawing because she uses so much color and detail. Looking at her drawings her peers can get a lot of information on how she is feeling.

Kim's struggles in the area of social skills. She would rather play by herself than with her peers. Quite often, she has a hard time looking someone in the eyes and if you remind her to look at you she often becomes frustrated and will shut down. Knowing this the teachers usually schedule small group work (collaborative pairing) in order for Kim to become comfortable working with other peers.

What Kim likes to have at all time is one on one attention whether it is from her parents or teachers. So the team teachers try to schedule specialists such as the P.T or social work or anyone who can work with Kim in order to satisfy her needs.



Kim loves to draw, watch the Cosby Show, and play solitaire on the computer. Kim loves baseball because she refuses to play on a recreational team, in which her peers play.

Many approaches are taken in the development of Kim's social and academic career. In order to accommodate Kim, her team teacher's designs ideas that one another can try to make Kim approach these activities more openly and positively. The goal is to get Kim to fully participate, regardless if she wants to or not. If Kim doesn't want to do something she won't. Since Kim's moods change periodically, the teacher's made a happy face, okay face and sad face card. Whenever Kim feels her mood changing she can just change her card so the teachers knows how she is feeling. This seems to work well with Kim because it allows her to express her feelings. Also, Kim has the opportunity to leave the room and go outside in the hallway if she becomes upset in order for her to cool down. Kim knows she can't advantage of this situation and the team teachers discretely keep a good eye on her in the hallway.



Another strategy to get Kim to share her feelings with others is to allow her to draw a picture while the others have to write a story and pass it around to her peers. This allows Kim to share with the class, but in an indiscrete way. In the friendship Salad lesson, Kim only had to draw her piece of fruit instead of writing about it. Also, in the Pen Pal lesson, Kim drew Mrs. Fetzler a picture instead of writing her a letter.

The team teachers give feedback to Kim, which she loves to read. Since Kim vocabulary is very extensive the notes are usually geared toward her and are to give Kim an extra push to do her best work. Since Kim's vocabulary is quite good she will have no

accommodations when she plays the Pick, Read and Spell game in class. She will be given spelling words at 3<sup>rd</sup> grade level since she has a great vocabulary.



Kim's parents are a big support to Kim academically. To make sure Kim doesn't fall behind, the teachers and Kim's parents meet once a month to make sure Kim is doing her best work at all times. Kim's parents work one-on-one with Kim on her home and they are always pushing her to join extracurricular activities.

Overall Kim has made improvements over the last semester. As teachers we plan to keep up on Kim's success and plan for much, much more!