

Inclusive Teacher Guide



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SED 5010

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Dr. Peterson

Speaker

Speaker

Physical Layout

Chalkboard

T.V. and V.C.R.

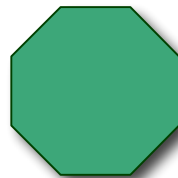
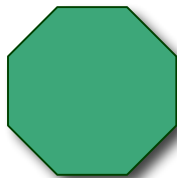
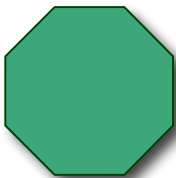
Garbage Can

Counter top with a sink and cabinets underneath
(I use this as my desk)

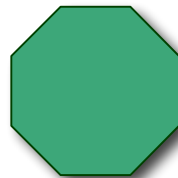
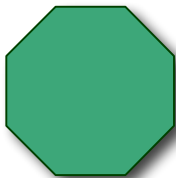
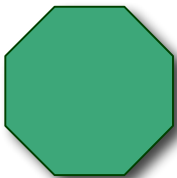
Bulletin Board

Cabinets with shelves

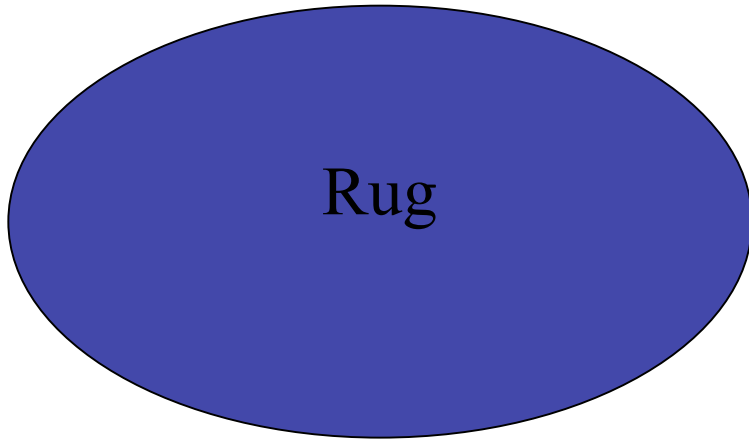
Six student workstations



Student tables with five students at each



BOOKSHELF



Rug

Door

Table with Plants

Garbage Can

Computer Station

Bulletin Board

I. Foundation
a.) Introduction

As a teacher I believe that all children have the potential to learn. I want to guide my students to a brighter future by creating an educational environment and helping them discover themselves. I want my students to be able to look up to me as a positive role model and as someone that will always be there to help them. After the children have left my class I want them to be able to look back and say that I made a difference in their lives. Special needs students are no exception to the rule. They require just as much, if not more, patience, genuine concern, guidance, and loyalty from a teacher as regular general education students. They deserve to be given all of that plus more everyday at school. Having said this, I feel that full inclusion should never be an option in schools, but rather a requirement. Unfortunately, this is not the case in today's education system. Although many schools are slowly moving towards full inclusion, just as many schools are a very long way from accomplishing this. However, this is not going to stop me from giving my best efforts to make my classroom inclusive for all students, regardless of level of ability, intelligence, or learning style. I plan to adjust my teaching strategies, make accommodations in my lessons, and go above and beyond what is expected of me in order to fit the needs of my students. Although I am not teaching yet I am looking forward to the challenge that lies before me. When I do graduate and start teaching in my own classroom I hope to teach kindergarten through third grade, but I won't be upset if I am placed in a higher-grade level. For the purpose of this assignment I will be addressing the needs of students in grades third, fourth, and fifth in an inclusive education classroom.

b.) Partnering with Parents

Communication is very important to running a classroom effectively and to make the best school year possible for students and their parents. I plan to keep the parents of my students updated and involved and much as I possibly can. In order to keep them involved with the student's homework, in class activities, and after school programs I plan to do a number of things. First of all, at the beginning of the school year I plan to send a letter home to the parents of all my students introducing myself. I feel that this is a great way to let parents know who you are and that you are excited to have their child in your class. It also communicates to them that I love what I do and am eager to start a new school year and journey with them and their child (see attached copy of letter to parents). I would also like to have a "meet the parents night" shortly after school starts. I know that this can be a very busy time for everyone; however, I feel that it is very important to get to know all of the parents on a personal level. At this time I plan to speak with all of the parents individually and try to get a feel for their cultural and educational background. My knowledge of these two areas is going to play a huge role in their child's educational future and I as the teacher must be very aware of them. Having a "meet the parents night" will give me an opportunity to find out a little about them and vice versa.

Secondly, I think that a monthly calendar is a great way to keep track of activities and projects. At the beginning of each month I plan to send home a calendar with the big projects we will be doing, any school events that will be taking place, hot lunch days etc... I will also include on the calendar any due dates for field trip money and

permission slips, field trips, due dates for supplies, in school parties, and things along that line. Parents can then plan ahead of time if they would like to participate in any of the activities. This will also hopefully encourage them want to participate in school activities. In addition to the monthly calendar, I also plan to send home a bi-weekly newsletter. This will reemphasize the important dates and act as a reminder for any deadlines. I will also ask for volunteers for any events or whatever the case may be in the newsletters. By doing this I am letting parents know that they are welcome in my classroom at any time. By sending a newsletter bi-weekly, I will have a chance to make any new announcements and add any information that may have been missed or overlooked. Under the “announcement” section I will include the children’s birthdays as well as awards, that have been won, etc.... I think it is important to let the parents know you care about their child and by acknowledging them I can communicate that message.

Another way that I plan to communicate with the parents as well as the students is by sending home a “Monday Folder.” This will give the parents the opportunity to see what their child is learning in school. This is also a great time for the students to talk with their parents and explain to them what they will be learning in school throughout the week. I think that by sending home the folders on Monday rather than Friday gives the students a chance to work on their homework throughout the week a little at a time, and finish up on the weekends if needed. It also gives them a chance to start thinking about the subject and gives them an opportunity to ask their parents or myself any questions during the week.

In order to keep the parents up to date on their child’s progress in the classroom I plan to not only send home the quarterly report cards, but progress notes as well. The progress notes will not only be sent home when the child does poorly, there will also be “success cards” sent home as well. I will also call the parents personally to tell them that their son or daughter did something exceptionally well that day. It is very important to speak with the parents on good terms throughout the year, so when I do have to call them for a problem they will handle it better and feel more comfortable speaking with me. Communication by E-mail is my final way to communicate with the parents. In the beginning of the year I will send home a questionnaire for the parents to fill out and return. Here there will be a space provided for an e-mail address. This will be an option for them if they feel they would like to communicate this way. I will also give them my e-mail address so they know they can contact me anytime they need to.

c.) Collaboration and support

As a general education teacher, I would expect that my school would provide the proper special education staff necessary to fulfill my students’ educational needs. The special education staff that I would like to have available to assist me would include the following: special education teachers, speech and language therapists/specialists, psychologists, counselors, social workers, interpreters, and paraprofessionals. In order to make the full inclusion process run smoothly, effectively and productively communication and teamwork between the special education staff and the general education teacher is vital. I hope to be very actively involved with the support at my school. Out of the entire staff though, I would probably work the special education teacher one on one more than some of the other members. I would like to meet with the special education teachers on a weekly basis to coordinate the special needs students IEP.

The two of us would work as a team to determine what is in the student's best interest and develop a program accordingly. I would also work with the speech and language therapists and sign language interpreters on a regular basis. I would like to have an interpreter in my class at all times if I have a HI or deaf student. The interpreter makes communication much easier between the students and the teacher and the student and his/her classmates. Having the interpreter is a wonderful advantage and I would expect my school to have one available when needed. Counselor and school psychologists are also a very important part of the support staff. They play a very critical role in assisting the general education teacher identify, control, and correct a number of problems, including ADHD and behavioral. I plan to work very closely with all of the support staff available to me to help my students get the best education they possible can.

Co-teaching is the one form of collaboration that I do favor more than some of the others. I have some very strong feelings towards this strategy and I think that this is a great system for a number of reasons. First of all, it gives two teachers (special education and general education) a great opportunity to work together and combine their thoughts, strategies, and techniques to come up with whatever works best for the child. Secondly, the students become comfortable with these two teachers because they see them day in and day out. It is not a new face everyday, which can be frightening at times for some students. Students really like to a routine to follow. Two people co-teaching is a perfect way to set a routine that students can depend on. Finally, students can have a lot more one on one, personal time with the teacher. This is very important in a child's education and by having more than one teacher; the attention can be more focused on student's individual needs. I don't know how many schools this is available in because I am not in the field yet, however, I do hope that it is an option when I begin teaching. I truly believe that students do benefit from strategies such as this.

II. Academic Instruction

a.) Inclusive instruction for students of diverse abilities

My approach to teaching is to make learning fun and enjoyable for my students in a relaxed and nonthreatening environment. I want them to learn a great deal of valuable information in my classroom that they will be able to take with them into the real world and apply it to everyday life. By doing this I hope to encourage higher-level thinking and encourage connection of what we learn in class beyond the classroom walls. I also plan to work with my students, provide support and assistance, and challenge them in their zone of proximal development. In order to achieve these goals I must engage my students in authentic, multilevel instruction in a number of ways. When putting together a lesson plan it is important to remember the four-step process to guide the development of multilevel teaching. The four steps are as follows:

1. Identify the learning goals for a unit that you can expect the highest-level students, while keeping in mind the lower level students.
2. Design lesson that allows high level students get the most out of the lesson, by actively participating, alone in or a group.
3. Develop average and lowest-level learning goals.
4. Consider individual students with special needs.

The following are outlines of three lessons, followed by a brief description that shows how the lessons are multilevel and will allow students with differencing academic, social-emotional, and sensory-physical abilities to participate and learn.

❖ Lesson One - The Ocean

1. Objectives – As a result of this lesson the students should be able to do the following:

- a. Tell how much of the earth's surface that the oceans cover, in percentage and square km, as well as defining how many cubic miles of seawater the oceans contain.
- b. What elements the ocean water consists of.
- c. The temperature of most ocean water in Celsius and Fahrenheit.
- d. Name all five of the oceans, spelling them all correctly.
- e. Label on a map where each one of them is found.
- f. Name the largest and deepest ocean, the smallest ocean, and their sizes.
- g. Explain at least four things that we depend on the ocean for.

2. Rationale/Michigan Science Benchmarks (Content Standards) –

- a. All students will be able to analyze how humans and the environment interact.
- b. All students will be able to measure and describe the things around us.
- c. All students will be able to describe the earth's surface.
- d. All students will describe the characteristics of water and demonstrate where water is found on the earth.
- e. All students will ask questions that help them learn about the world.
- f. All students will design and conduct investigation using appropriate methodology and technology.
- g. All students will learn from books and other sources of information.
- h. All students will communicate findings of investigations, using appropriate technology.

3. Materials Needed – We will be using the following materials in this lesson:

- a. Maps and globe
- b. Worksheets of the maps for them to label the oceans on.
- c. Thermometers
- d. Four containers for each group with four different water temperatures in them.
- e. Introduction Handout – Not graded
- f. Text books
- g. Review and Study guide sheet

4. Teacher Procedures/ Development – The students and I will do the following in class when we study this lesson on oceans:

- a. First I am going to explain to the students that this week we will be studying the ocean and it's components.
- b. I am then going to hand out to the students a worksheet to see how much they know about the oceans. The students will not be graded on this paper. After giving the students a few minutes to answer these few questions we will go

over it as a class to see what they have come up with. This exercise is used to motivate the students and get them interested in the new lesson. I will get them involved in a class discussion by asking them questions such as, “Who here has ever been to the ocean?” I will have the students share with the class their experiences in order to get them involved with the topic.

- c. The lesson will begin with me introducing the five oceans, writing down the names on the board, so the students can copy down the proper spelling, and pointing them out on a map. As a class we will come up with the five names. I will let students name the ones they know and I will fill in the rest. We will work as a team to come up with the correct answers.
- d. We will next look at the map and discuss what ocean we think is the largest and, second largest, smallest, etc...
- e. I will talk about the enormous sizes of the oceans and how much of the earth's surface they cover as well as the elements found in the water.
- f. I will then write down the order of the oceans from largest to smallest and their sizes in square miles and in relation to each other.
- g. The students are then going to work in groups to determine what they believe to be the average temperature of the ocean. They will be given four containers of water all at different temperatures and they will have to take each container's temperature and record it. From these figures the students will determine which temperature is most suitable for aquatic life. We will discuss the results as a class as well as the true temperature of the oceans in Fahrenheit and Celsius.
- h. After we discuss the results from this we will move on to what we depend on the ocean for. Referring back to the worksheet from the beginning of class the students will throw out some ideas from their papers. I will write them down on the board and we will discuss the significance of each one.
- i. At the end of the class the students will be given a handout with all the information learned in class for them to study from for the test.
- j. The test on the Ocean Unit will be given in one week. This way the students will have time to review and study, ask any questions in class, and review the day before in class.

***Teaching Strategies:

1. Lecture
2. Question and Answers. Having the children make educated guesses about which ocean is the largest, smallest, deepest, etc... Also, have the children make a guess about how much of the earth's surface the oceans cover and what the temperature of them might be.
3. Visual Aids. The children will look at a map as well as a globe to see the location of the oceans and their sizes.
4. Group discussion. The children will break into groups of about six and make a list of all the reasons they think we need the ocean to survive and why we depend on the ocean. Also while in groups, the children will work with four different temperatures of water, measuring the

temperatures, and determining what one they believe the fish, mammals, and plants could all survive in.

5. Adaptations – The adaptations that I made to meet the needs of the students on an individual basis are as follows

- a. Handout given before the lesson was started. This was a pre-test to see how much the students really knew about the oceans, but it is not graded. This will spark their interest in the topic and also gives them the opportunity to see what they will be learning about in the next five lessons. The students will also be given three other worksheets to do. These will not be graded, but rather act as an icebreaker for the lesson.
- b. The key terms are all written on the board so that the students are given a chance to not only hear the correct pronunciation of the words, but also see it spelt out on the blackboard. They are also given the chance to see the correct location of a map and globe.
- c. The students are then given the opportunity to work in groups on a small in class project that is fun and acts as an introduction to the unit.
- d. At the end of class the students are each given a review and study guide sheet with everything that was discussed in class emphasizing the key points. This will help them prepare properly for the test.
- e. Provide books on tape on the same topic at a lower grade level.
- f. The test will be adjusted for those students who have disabilities. First of all, the test will have a reduced number of items when appropriate. The student will be able to take the test in two class sessions when needed and they will also be able to re-take the test when appropriate.
- g. Adjusted grading for those who have disabilities. Grading will be based on effort, improvement, and achievement of identifies criteria rather than the number of answers right or wrong on the test.
- h. The amount of time will be adjusted for those who have disabilities. If they need additional time to complete a task, I will make sure the appropriate time is given.
- i. The workload and difficulty will be modified when needed.

6. Possible Extension of this Lesson – A possible activity that the children could do so that they could apply the information learned during this lesson would be the following:

- a. Have a guest speaker come into the class and talk to the children about the difference in appearance of the oceans from a personal point of view. Someone who has traveled around the world and has seen the oceans first hand. The speaker may be a scuba diver who has had experience in two or three of the oceans and talk about the differences in temperature at different levels as well as the aquatic life he/she saw up close. They could tell what it is like to visit the individual ocean and some of the pros and cons of each one. The speaker could also be a marine biologist or a coast guard rescue person.
- b. The children could take a field trip to the Detroit Zoo and concentrate especially on the marine section with the different ocean animals and fish. After returning from the field trip, each student could then write a paragraph on what they learned and what was their favorite part.

- c. The activity “Ocean in a Bottle.” Have the students make their own ocean in an old 2-liter bottle.

7. Evaluation of the Students – The students will be given a test at the end of the unit.

8. Addressing of the subject areas: - In all of these activities it is important to stress cooperative work among all of the students.

- a. Science – All of the areas are addressed in the above outline.
- b. Social Studies – As a group activity have the students research the history of the oceans. They would research some facts such as which ocean was discovered first, who it was discovered by, any historical events take place on the ocean, etc.. (For example a war or a ship sinking). The students can draw the oceans, pictures of the person(s) was discovered them, and of the events that took place. They can also make a time line to show the years between the discoveries of each. The children could also write a paper on what other facts they found from their research.
- c. Math – The children apply math skills when they do the activity measuring the temperatures of water. They are supplied with manipulative and work in groups. The children could also use rulers to measure the size of the oceans on map.
- d. Music – Have the students make up a jingle to help them remember the order of the oceans from largest to smallest. Allow them to practice this activity with a partner. They could also listen to songs on tape.
- e. Art – Have the students paint a white beach ball as if it were the world. Have them identify the oceans on the ball. Have the lower-ability students work with their classmates, have others help them, and have another student explain the steps one at a time.
- f. Language Arts – Have the students make up a story about their life as if they lived in the ocean. They can be as creative as possible. Allow them to draw pictures and work with a partner. Also provide book on tape and or read orally to the students. The teacher should also provide reading and writing workshops, guided reading, and read alouds.

❖ Lesson Two - Polar Bears

1. Objectives/Outcomes:

- a. Students will be able to explain what keeps polar bears warm in the Arctic.
- b. Students will to able to discuss and explain why camouflage is important to polar bears in their habitats.
- c. Students will be able to explain the adaptations that polar bears have to make for living in the Arctic.
- d. Students will be able to name some of the characteristics of polar bears, such as common name, scientific name, height, weight, fur color, diet, and life span.

2. Rationale/Michigan Content Standards:

- a. Explain characteristics and functions of observable body parts in a variety of animals.
- b. Develop an awareness of sensitivity to the natural world.

- c. Show how science concepts can be illustrated through creative expression such as language arts and the fine arts.
- d. Compare and contrast food, energy, and environmental needs of selected organisms.
- e. Describe the basic requirements for all living things to maintain their existence.

3. Materials Needed

Activity One

1. Colored toothpicks
2. One large piece of chart paper
3. A piece of white drawing paper for each students
4. A bear cutout for each student
5. Glue
6. Sponges
7. Paint

Activity Two

1. Little Polar Bear by Hans de Beer
2. Construction Paper
3. Sandwich Bags
4. Crisco
5. Bowl of water
6. Ice Cubes

4. Teacher Procedure/Development:

- a. To get the students ready for this lesson I will do two pre-activities. One of them will be Polar Bear Images. The children will look at a picture of a polar bear and write down in complete sentences what they can observe just from looking at the picture. This will get the students interested in the topic and in the mood to learn about polar bears. The second pre-activity is Polar Bear KWL Chart. Students will only do the first two questions on this sheet and will do the last questions as a post activity.
- b. Once the students have finished the two pre-activities we will discuss the worksheets as a class to see what they already know and what they want to learn. This will be a great introduction to this lesson.
- c. The next step will be to give the children some facts and information about the polar bears. I will ask the students the following questions and ask them to estimate or predict what the answer will be:
 1. What is the common name for a polar bear?
 2. What is the scientific name for a polar bear?
 3. How much do you think a polar bear weighs?
 4. How tall and/or long to you think a polar bear is?
 5. What color is a polar bears fur?
 6. What does a polar bear eat?
 7. How long do polar bears live for?
 8. Are there any other characteristics you can think of?
- d. I will follow their responses with the correct answer and write the information on the board. The students will fill in the correct information on their Polar Bear Fact Sheet.
- e. After the common facts have been discussed I will tell the children that we will be going on a field trip to the zoo at the end of the lesson for a field trip. The students will visit the Detroit Zoo's new addition, The Artic Zone. This is

awesome, brand new polar bear exhibit and the children will be able to see in person the life of a polar bear. It should be an amazing experience for them.

f. I will then explain to the children the activities that we will be doing in class today. They are as follows:

a. Activity One – Camouflage

*Scatter colored toothpicks in the grass near your school, and give the children a few minutes to pick up as many as possible. Graph the results and ask, “Why did you find fewer green toothpicks?”

*Tell the children they are going to make a polar bear painting. Provide each child with a piece of white drawing paper and a white bear cutout. Help children glue the cutout on the paper. Use only ONE drop of glue and then ask the children, “Is seeing the polar bear on white paper easy or hard?” Discuss the results.

*Distribute sponges and paint and have student’s sponge paint around the bear cutout to the edge of the paper. Let the painting dry and peel off the bear cutout. Ask, “Is seeing the polar bear on the colored paper easy or hard?” Discuss with students where polar bears live and why they are white. Children can then complete their paintings by adding a face with black crayon.

b. Activity Two – Polar Regions and the Blubber Glove

*Show the students the cover of the book Little Polar Bear and ask for predictions.

*Read the book reminding students to look for the different animals bear meets.

*When done reading, ask what other animals bear meets, could they survive in the arctic and why or why not, and how do you think polar bears survive in the icy waters? They can discuss the answers in groups of three or four.

*Write responses on paper.

*Explain that polar bears have a layer of fat called blubber that keeps them warm. Ask students what they wear to keep them warm.

*Explain the activity to the students, which is the following:

- I. Take two zip lock plastic bags and fill one with Crisco (about 1 cup). Use the other bag to place on top of the Crisco so the students are not touching the Crisco. Attempt to zip them together by placing the top one inside out.
- II. A bowl should be filled with water and ice, and the teacher should guide the students in putting the glove on and putting their hand in the water. Tell them to pretend they are polar bears ready to dive into the icy cold water.
- III. Students may touch the water with one hand before or after using the glove to compare the difference of having the glove on and not having it on.
- IV. Discuss the results.

g. At the end of the class the students will be given a review sheet with the polar bear facts that should not all be listed on their own sheets. At the end of the

lesson the students will be given a test on the common facts and required to write a paragraph about something new they learned at the zoo.

- h. As a post activity the students will complete the third question on the Polar Bear KWL chart. This answer will also help them prepare for their test. Another post activity the students will be assigned is to complete the questions on the worksheet Polar Bears and the Harsh Arctic Environment.

***Teaching Strategies

- a. Lecture
- b. Question and Answers
- c. Visual Aids
- d. Group discussion.

5. Adaptations: The adaptations that I made to meet the needs of the students on an individual basis are as follows:

- a. Handout given before the lesson was started. This was a pre-activity to see how much the students really knew about polar bears, but it is not graded. This will spark their interest in the topic and also gives them the opportunity to see what they will be learning about in the next few lessons. The students will also be given other worksheets to do. These will not be graded, but rather act as an icebreaker for the lesson.
- b. The key terms are all written on the board so that the students are given a chance to not only hear the correct pronunciation of the words, but also see it spelt out on the blackboard. They are also given the chance to write the information on their Fact Sheets.
- c. The students are then given the opportunity to work in groups on a small in class project that is fun and acts as an introduction to the unit.
- d. At the end of class the students are each given a review and study guide sheet with everything that was discussed in class emphasizing and highlighting the key points. This will help them remember information for the test.
- e. Have a parent come in and help with the activities.
- f. Provide books on tape on the same topic at a lower grade level.
- g. The test will be adjusted for those students who have disabilities. First of all, the test will have a reduced number of items when appropriate. The student will be able to take the test in two class sessions when needed and they will also be able to re-take the test when appropriate.
- h. Adjusted grading for those who have disabilities. Grading will be based on effort, improvement, and achievement of identifies criteria rather than the number of answers right or wrong on the test.
- i. The amount of time will be adjusted for those who have disabilities. If they need additional time to complete a task, I will make sure the appropriate time is given.
- j. The workload and difficulty will be modified when needed.

6. Possible Extensions of this lesson:

- a. Watch a movie on Polar Bears.
- b. Have a speaker come in and talk about the life of polar bears more in depth.

- c. More books by Hans de Beer such as, Little Polar and the Husky Pup and Little Polar Bear and the Brave Little Hare.
- d. Have parents come on field trip with the class.

7. Evaluation of the students: The students will be given a test on the information from the study guide, which was all discussed in class. The test will consist of true and false, fill in the blank, short answers, and multiple choice. The students will also be graded on the paragraph they write.

8. Addressing of the subject areas: - In all of these activities it is important to stress cooperative work among all of the students.

- a. Science – All of the areas are addressed in the above outline.
- b. Social Studies – As a group activity have the students research the history of the polar bears. They would research some facts such as where Polar Bears originally came from, where they were first discovered and by whom. They should research the different types of Polar Bears and how they have changed or evolved over time. The students can draw a picture of the different types of polar bears. The children could also write a paper on what other facts they found from their research.
- c. Math – The children apply math skills when they do the activity measuring the cup of Crisco for the blubber gloves. They can also measure the amount of water and ice put into the container. Also, allow the students to measure the temperature of the water to make sure that it is below a certain degree (cold enough for the purposes of this activity). They are supplied with manipulative and work in groups.
- d. Music – Have the students make up a song as a class about the life of a polar bear. The song should include the facts from the sheet done in class as well as what they found in their research. Allow them to practice this activity with a partner. They could also listen to songs on tape that are about polar bears.
- e. Art – Have the students paint a picture of a polar bear in the artic. Then have them paint a silly picture of a polar in a warmer climate, for example Florida or California. Have the students compare and contrast the two pictures and then discuss as a class why the Polar Bears could not live there. Have the lower-ability students work with their classmates, have others help them, and have another student explain the steps one at a time.
- f. Language Arts – Have the students make up a story about their life as if they were a Polar Bear. They should be as creative as possible. Allow them to draw pictures and work with a partner. Also provide book on tape and or read orally to the students. The teacher should also provide reading and writing workshops, guided reading, and read alouds.

❖ Lesson Three - Fish of the Ocean

1. Objectives – As a result of this lesson the students should be able to do the following:

- a. Name and at least ten different fish found in the ocean.
- b. Be able to correctly spell the names of the fish we have learned.

- c. Know some of differences in the fish that we have studied, such as, size, color, what they eat, where they are found, life span, reproduction abilities, what habitat they prefer, etc...
- d. Be able to make an ocean of their own. (Final project)

2. Rationale/Michigan Science Benchmarks (Content Standards) –

- a. Develop an awareness of and sensitivity to the natural world.
- b. Explain characteristics and functions of observable body parts in a variety of animals.
- c. Compare and contrast food, energy, and environmental needs of selected organisms.
- d. Explain how physical and behavioral characteristics of animals help them survive in their environment.
- e. Explain characteristics and functions of observable body parts in a variety of animals.

3. Materials Needed – We will be using the following materials in this lesson:

- a. Text book
- b. Construction paper
- c. Sequins
- d. Glitter
- e. Glue
- f. Markers
- g. Popsicle sticks
- h. Clay
- i. Beads
- j. Ruler
- k. Study guide and review sheet
- l. Pictures of the fish I tacked to the board

4. Teacher Procedure and Development –The students and I will do the following in class when we study this lesson on fish of the ocean:

- a. I will begin the class by getting the class involved in a discussion. To try to get them interested in the topic of fish I will ask them a few questions such as:
 - i. How many of you have a fish tank at home?
 - ii. Is it salt water or fresh water?
 - iii. What is your favorite kind of fish?
 - iv. Have you ever seen an unusual, pretty, different fish from the ocean?
- b. I will then write down the names of the fifteen different types of fish that we will be studying over the next week or so on the board in columns. There are the following fish:

- Forceps Butterfly	- Cow Fish
- Puffer Fish	- Moorish Idol
- Clown Triggerfish	- Stone Fish
- Blue Shark	- Great White Shark

- Southern Stingray
- Bony Fish
- Jawless Fish
- Lion Fish
- Parrot Fish
- Cartiliganous Fish
- Bat Fish

- c. I will then ask if any one knows anything about any of the fish I have written down. If so, I will write the information given under that fish.
- d. After the children have given all of the facts that they know about the fish, I will share with them some more information. I will discuss the color, size, what they eat, what ocean they are most commonly found in, life span, reproduction abilities, what habitat they prefer, etc.
- e. The students will then be broken down into groups of five. I will hold up a picture of each fish and have the children guess what fish it is based on the information I have given them about size and color. After they have made a decision and we have discussed why they made the choice they did, I will tack the picture of each of the fish on the board under the correct name.
- f. While still in groups each table will pick two of the fish that we have just learned about. As a group they will be responsible for making those two fish with the materials provided – construction paper, sequins, glitter, glue, makers, popsicle sticks, clay, beads, ruler, etc.
- g. Once through constructing their fish they will be tacked to the bulletin board where I have made an ocean scene.
- h. To end the lesson, as a class we will read the chapter in the text book on ocean fish.
- i. I will then explain to the students their final project, which is to make an ocean of their own. They will have three weeks to complete this project. This is to be fun for them. I want them to be very creative and enjoy themselves while doing it. There are no limitations as to what they can do, but it must be realistic and include at least the following:
 - Ocean life (Fish and Plants)
 - A source of pollution
- j. At the end of class I will hand out a review and study guide sheet with the fish facts on them. They students will be responsible for learning this information for the test.

***Teaching Strategies

- e. Lecture
- f. Question and Answers
- g. Visual Aids
- h. Group discussion.

5. Adaptations - The adaptations that I made to meet the needs of the students on an individual basis are as follows:

- a. The students are given a review and study guide sheet. This will help them understand the terms and concepts better when studying for the test. Some students can learn quicker from seeing the lesson on paper then from hearing it in lecture.

- b. The final project of making your own ocean is also an adaptation. This will give those students who did not do well on the test an opportunity to earn some extra points.
- c. Giving the students the opportunity to work in groups and construct fish gave them a chance to really be creative. They were able to use any or all of the materials provided to make the fish they were assigned. This was a laid back and relaxed exercise that gave the students a chance to have fun while learning.
- d. Provide books on tape on the same topic at a lower grade level.
- e. The test will be adjusted for those students who have disabilities. First of all, the test will have a reduced number of items when appropriate. The student will be able to take the test in two class sessions when needed and they will also be able to re-take the test when appropriate.
- f. Adjusted grading for those who have disabilities. Grading will be based on effort, improvement, and achievement of identifies criteria rather than the number of answers right or wrong on the test.
- g. The amount of time will be adjusted for those who have disabilities. If they need additional time to complete a task, I will make sure the appropriate time is given.
- h. The workload and difficulty will be modified when needed.

6. Possible Extensions of This Lesson - A possible activity that the children could do so that they could apply the information learned during this lesson would be the following:

- a. The students will be given the directions for an oral presentation. They will be given the opportunity to go to the library and research any fish found in the ocean, except ones discussed in class. They will find as much information as they can and be prepared to give a brief, one to two minute, oral presentation in front of the class in one week.
- b. Watching a movie on exploring the fish of the ocean.
- c. Field Trip to the wonderful aquarium in Chicago.
- d. Activity – Cup O’ Fish
- e. Activity – Ocean Diorama

7. Evaluation of the Students – The students will be given a test on the information from the study guide, which was all discussed in class. The test will consist of true and false, fill in the blank, short answers, and multiple choice. The students will also be graded on the final project.

8. Addressing of the subject areas: - In all of these activities it is important to stress cooperative work among all of the students.

- a. Science – All of the areas are addressed in the above outline.
- b. Social Studies – The students will learn about how many people survive off of fish because that is all they have to eat and how others make a living by catching and selling it. They will learn that fish are not just animals that swim in the ocean, that they actually serve a purpose in life.
- c. Math – The children can apply math skills when they do the activity measuring the different sizes of fish and making a graph. They are supplied with manipulative and work in groups.

- d. Music – Have the students make up a song as a class about the different kinds of fish they learned about. The song should help them remember how to spell the names of the fish and one or two of the characteristics. Allow them to practice this activity with a partner. They could also listen to songs on tape that are about polar bears.
- e. Art – The art project is described in the lesson plan above
- f. Language Arts – Have the students make up a story about their life as if they were a fish. They should be as creative as possible. They write about what kind of fish they are, what they would eat, where they would swim, and whom they would be friends with. Allow them to draw pictures and work with a partner. Also provide books on tape and or read orally to the students. The teacher should also provide reading and writing workshops, guided reading, and read alouds.

Description of how the above lessons are multi-level –

In the above lessons I have provided the students with differing abilities a number of ways to participate and have made additional adaptations for them as well. Some of the ways in which disabled students are able to participate are as follows:

- a. Use multi-ability tasks. For some students who cannot actually do the experiment, have them gather materials for the in class project instead.
- b. Read and record the results of experiments in a journal.
- c. By asking oral questions in the class discussion allows students who have a hard time writing to participate. I won't allow any student to become just a spectator in the classroom. I will provide plenty of opportunities for them to actively participate. If they can't answer the questions orally, they will be allowed to write or draw their responses. I will have the students participate in levels at levels in which they are capable.
- d. Having the students work in groups to stress a cooperative working atmosphere. Have other students help the disabled students and have the classmate act as a model. Group projects and discussions allows for the whole class to work together.
- e. Use of visual aides and manipulatives in the classroom.
- f. Provide books on tape as well as books on the same topic at a lower grade level.
- g. In the groups the children work in have the students with higher abilities investigate in greater depth. Also students with differing abilities will be paired or grouped together, so that each group will have a range of ability levels.

b.) Accommodations and adaptations for students with academic challenges

It seems to be that a teacher's job is never done. That is certainly true when we are continually dealing with one challenge after the other. One of the many challenges that a teacher will face is trying to understand and meet students' needs in the least intrusive and most inclusive environment possible. If we do not do this, we will never be successful at being a teacher. When making accommodations and adaptations to meet the needs of those students who are academically challenged we must take into consideration a number of things, which include the following:

- ❖ Size – It is important to adjust the number of assignments, the amount of work assigned at one time, and the number of items that the student is expected to learn at one time. It is important to remember not to overload your students with a large amount of work at one time. The key here is not the quantity of work given, but rather the quality of work that the student does. Excessive is not always better. For example, if you give the students 5 math worksheets for homework and they complete all of them but only get 50% of the answers correct versus 2 math worksheets for homework and 90% of the answers correct. Which is helping the student more? If you assign too much the students will only be concentrating on getting it done rather than doing it correctly.
- ❖ Time – Be sure to allow a realistic amount of time for the students to learn the material and complete the task successfully. The students are never going to learn if they are constantly being pressured and set up for failure.
- ❖ Level of Support – In a situation in which a student may require some additional help, teachers should always be willing to provide extra personal assistance for that student. For example, the student may need additional help from the special education department. Also, have the students work in groups, large or small, to draw from one another's strengths. Peer support as well as teacher support are both essential in helping students perform tasks they could not have done otherwise.
- ❖ Input/Instruction- The way in which the guidelines for an activity are explained to a particular student may be very confusing or hard to comprehend. It is important to remember to also have an alternate way to deliver the directions to your students. For example, some students may have a hard time understanding the task when directions are given verbally. However, when they are written out it becomes much clearer. Also, some students have a much easier time understanding what they need to do when a peer explains it to them in their own words. So, if a teacher knows that she has visual learners in his/her class they should have the written directions prepared ahead of time along with visual aides and examples.
- ❖ Difficulty – This is another area where you do not want to set the student up for failure. The level of difficulty needs to be modified appropriately for certain students. Be sure to make the task at an ability level that is suitable, this may include simplifying the problem and directions.
- ❖ Output/Task – Allow flexibility in the ways in which a student responds to instruction. For physically challenged students who may have a difficult time writing an essay answer to a question or a written response to a math problem, allow them to answer verbally.
- ❖ Participation – Determine the extent and amount of time in which the student must participate. The student should never be forced to do more than he/she physically can. In gym for example, have the student collect the balls rather than running up and down the court and playing. This way the student still feels involved in the game and important.
- ❖ Alternate – As a teacher there will be times when it is necessary to adjust the goals for particular students. This can be done very simply and without the

other students being aware. They will still be doing the same assignment and using the same material, they will just have modified expectations.

- ❖ Substitute Curriculum – This is the opposite of Alternate because you are now providing the student with a different assignment and different materials from the others. However, this will benefit the student because the work will be at their level of ability.

Once all of the above accommodations and adjustments are made, most of the students' academic needs should be able to be fulfilled. However, it is important for teachers to keep in mind that everybody learns in different ways and at different rates. Therefore, adaptations will need to be basically made on an individual basis.

Instruction materials is another areas in which adaptations should be made for students who are academically challenged. In order for this to be an effective strategy, the teacher must have a wide range of genuine resources. Variety is essential to accommodating students' needs. The supplies should be readily available and all set to use. I plan to adapt instructional materials in a variety of ways. For example, I will highlight and summarize key points in the text. This way I am guaranteed that the students have not missed any of the important information and they will know exactly what to study. I will also provide a study guide or outline emphasizing the areas in which they need to become familiar with before a test. Another area in which I will provide help is to supply supplementary materials for the students. These will help increase the students' knowledge on a particular topic and make them more comfortable with the material being discussed. For example, I will provide videos, books with photographs, literature, educational software programs, and websites. Finally, I will also provide the students with study skills and tools to help them achieve their goals. I plan to teach them how take notes efficiently and write only what is most important. During class discussions and lectures I will use an overhead projector, charts and graphs, and any visual aides to communicate a point.

III. Social Emotional

a.) Building community in the classroom

A community is a group of people living under the same laws with similarities by definition. In my opinion a class is the same thing. Building a sense of community in a classroom is extremely important to the success of your students. In my classroom I plan to place a great deal of emphasis on building community and will dedicate my time and energy to see that it is accomplished. It is my responsibility as a teacher to encourage the students to interact socially with each other and provide ways for them to accomplish that. Some of the ways in which I plan to promote community building are as follows:

- ❖ Give the students responsibilities as a team:
 - a. The rules for my classroom will not be simply made by me and blindly obeyed by my students. I will provide the basic expectations and the class will come up with the rest. This way, they will not feel as if they are being told what to do, but rather like they are setting their own rules. They children must agree as a class on the rules, which will encourage them to communicate and share their ideas in a positive way.
 - b. The class will have a classroom pet. I will take a vote in the beginning of the year on what type of animal the children would like. It will probably be a bird,

hamster, fish, rabbit, or something that is equally easy to take care of. Each weekend a different student will take the animal home, with parent's permission. On Monday, that student will also be responsible for cleaning the cage and providing a clean dish of water and food. They will also be given the freedom to choose the next student to bring home the pet, who will also assist in cleaning the cage. This will help the student's take on some responsibilities other than schoolwork while in the classroom and teach them to work together in taking care of the animal.

c. Students will be allowed to pick their own seats. In the beginning of the year I will allow the students to pick the table where they would like to sit. However, they will only be allowed to stay in that seat if their behavior is appropriate. If misbehaving occurs the students will be removed from their seat and reassigned by myself.

d. Each of the students in the class will have a class job/responsibility. The job will change over the course of the year so that each student will get the opportunity to try a new job.

e. As a class the students will make a "Yellow Pages Book" (This is the idea that your daughter shared with us and I loved it. I therefore, plan to use it in my classroom). In this book each child will make a page advertising at least one thing that they are good at doing. This can be anything from being good in math or science to being a good listener. The book is used to help students work with each other when they have a problem in a certain area. They will look in the "Yellow Pages" to see who can help them with the trouble they are having.

❖ Provide opportunities for group interaction:

a. Cooperative group work on in class projects. The assignments and projects that take place in the classroom will be done in groups as much as possible. This will allow the students to learn group skills, get to know each other better, and promote the development of social interaction skills.

b. I plan to have a picnic at the beginning of the year to give all of the students a chance to meet each other and make some new friends. A large majority of students have a hard time going to school because they are afraid of being alone. This will make the first day of school much less terrifying for most students because they will already know someone.

c. Students work in tables not in desks. I feel that tables create a much more welcoming and stress free feeling in the classroom. Children seem to be much more comfortable sitting in a group than by themselves. Also, having the students at tables makes the group projects much easier to plan and set up for.

d. Over the course of the year I plan to take the children on as many field trips as possible, depending on the budget. I feel that field trips are very important and allow the children to open up and be more relaxed in a less serious environment. They will be given the chance to pick a buddy for the day and work on pre and post field trip activities together. This also teaches the students how to behave in public.

e. Every Monday morning the students will gather on the rug for "Monday Morning Circle Time". The students will each share three things that they did over the weekend. This activity encourages students to interact with each other,

helps them become comfortable speaking in front of others, and promotes listening skills.

b.) Dealing with behavioral challenges

I firmly believe that it is my professional and moral responsibility to provide a safe, non-hostile, and educational environment for my students to learn in. I intend to build a sense of trust between my students and myself so they feel comfortable approaching me at any time. In order to keep control of my classroom I will have posted on a bulletin board in the front of the room a list of procedures/rules agreed upon by the students and myself. In the first week of class I will go over them with the children to make sure that they understand what is expected and acceptable behavior in my class. At this the children will help me make any changes to the current rules as well as add some of their own. This will make the rules feel less threatening and the children feel more comfortable with them. I will review the classroom rules / procedures with the children each morning until I can see that they know them by heart and understand exactly what they mean. The rules that I will propose and post are as follows:

1. When myself or another person is speaking please be quite.
2. Use good listening skills at all times.
3. Raise your hand to speak and wait to be called on.
4. At all times keep your hands and feet to yourself.
5. Be respectful and kind to others, their ideas, and their belongings.
6. Always clean up after yourself, including your desk.

Failure to follow these procedures will result in me taking some disciplinary action. I plan to strictly enforce these procedures in order to keep control of my classroom. I will not tolerate disrespectful and rude behavior toward anyone at any time. I want my students to have fun and enjoy themselves while in school, but at the same time they must work in a caring, calm, and respectful environment.

When a behavioral problem does arise in which I need to take actions, there are three ways in which I can approach it, 1. Punishment 2. Rewards and 3. Meeting the student's needs, providing behavioral support, and promoting growth and relationship. My plan of action would lean more towards number three. After speaking with an inclusive classroom teacher and observing in a multiage class that does not use a system of reward and punishment, I found that simply meeting the students' desires and providing support to them is much more efficient than reward and punishment.

Therefore, my plan of action would be as follows:

1. Recognize that a behavioral problem exists. Behavioral problems can include any of the following: underachieving, isolating, distracting, disruptive, and dangerous (359). These problems can involve not sitting still, talking out of turn, insulting others, acting belligerently, and withdrawing from the rest of the class.
2. Once a problem has been recognized and defined, I plan to take the control away from the child in a discreet and non-disruptive manner. I would simply pull the student aside and ask him/her to stop behaving in that manner. The problem will then be discussed in depth later. However, at the same time making the student aware that this type of behavior is unacceptable and will not be tolerated at any time. I would use a very straightforward approach as well as some features from reality therapy with the students. I want him/her to know what I expect and

make sure there are no misunderstandings. During this time I also want the student to know that I do care and I want to help him/her with what ever is bothering them.

3. During some point that same day I will spend some one on one time with the student. I would then speak with the student until I have discovered the problem, attended to it, and we are able to come up with an agreement and plan together about expected behavior. The student will then sign a behavior plan contract and be expected to live up to the rules. (See attached example of behavior contract)

4. The next school day, the plan will be implemented. I will observe to see if the student's behavior is improving and if they are following the contract.

5. The student and I will meet two days after the contract has been signed and discuss the problem. Is the behavior improving, getting worse, do we need to make some changes to the contract, etc... We will continue to meet every few days until the behavior is improved. Once the student has proved him/herself we will increase the length of time in between meetings to once week, then once a month, etc...

I feel that this plan should be quiet effective in eliminating the behavioral problems that may arise. In my opinion these techniques seem to have much greater benefits than rewards or punishment. Although I am not going to use rewards in my class on a regular basis, I am not completely against them. I will reward very sparingly and unexpectedly so that the students do not become dependant on them. I want them to behave appropriately for intrinsic reasons, not for extrinsic benefits. In addition, I really don't feel that punishment is the answer to solving a behavioral problem in the class for a number of reasons. First of all, punishment only eliminates the problem for a short period of time. In other words, it does not correct the problem, but rather it only delays it for a while. Secondly, students feel that you are picking on because you don't like them. It is very important to show your students that you do care about them and you are only trying to help them. By punishing a student you take away their sense of love and warmth towards others. From being punished time after time, they learn to trust no one and become very isolated in the world. Finally, punishment often leads to additional disruptive and violent behaviors. Now, not only are you dealing with the initial problem, but one or more additional problems.

In addition to my plan of action I also intend to use some of the following techniques in my classroom to help me prevent and deal with students' behavior problems. The techniques are as follows:

1. Give students attention and show concern and care.
2. Encourage cooperative learning and play groups.
3. Teach in fun and engaging ways.
4. Have students help make rules and structure learning activities in the classroom.
5. Have students help other students.
6. Stop until the student gets under control.

IV. Sensory-Physical

a.) Physical design of the classroom for diverse learners

-See the attached drawing of the physical layout of the classroom.

- Written description of the physical layout of my class is as follows:

When students and parents walk into my classroom I want them to be overwhelmed with a feeling of warmth. I plan to make my classroom very appealing to the eye. I will have tables rather than desks. I feel that by having the tables the children will be able to become comfortable with each other and with working in groups. It also promotes building a community in the class, which I feel is very important. The chalkboard and the T.V. and V.C.R. will be in the front of the room so that all of the students will be able to see it at all times. In the front I also have my desk and one of the bulletin boards that the students will help to decorate. On the right hand side of the room I have placed a cabinet for supplies and a bookshelf. The bookshelf will be long, but short. This will allow students with physical disabilities, in a wheel chair for example, to be able to reach all of the books on their own. On the left hand side is a large desktop area for the students to work on when the table space is not large enough. In the left back corner I have put a table with plants. I think this is a nice touch; it makes the environment feel a little more like home and more comfortable. The care of these plants will be up to the students. In addition to the plants, I will have animals as well. I will take a vote in the beginning of the year on what type of animal the children would like. It will probably be a bird, hamster, fish, rabbit, or something that is equally easy to take care of. This will help the students take on some responsibilities other than schoolwork while in the classroom. On the back wall I have put a computer station that will have three computers, all with Internet access, as well as another second bulletin board. This will be covered with examples of the students work related to the theme that month. The rug is located in the back center half of the room that will be used for story time, silent reading, group activities, or moments of silence at the end of the day to calm down. The carpet will also be a place for the entire class to share ideas with each other and express their feelings. I have also showed that there are four speakers, one in each corner, used for the FM microphone unit. One last item that I would like in my classroom is lamps. I would much rather have either natural light or incandescent light from a bulb than huge fluorescent lights. This is much more soothing and not so hard on the students eyes'. However, rather than have the lamps sit on tables, I will have them mounted to the walls. My overall plan is that this set up will allow well-organized traffic flow for all students.

b.) Accommodations for students with physical and sensory challenges

As a future teacher, I can only imagine the obstacles that I am going to have to face and overcome in my classroom. Some of the barriers I need to overcome will be the adaptations and accommodations that I will need to make for physical and sensory challenged students. The students will have a variety of disabilities ranging from hearing impairment, vision impairment, and physical impairments. Regardless of the disability, "The needs of the person must match the resources provided by an environment" and it is up to me to fulfill those needs (258). "If the needs are met they will prefer to stay in the setting" so I must make that my ultimate goal (258). In order to do so, I plan to make the following changes in my classroom.

I will first address accommodations for students with physical disabilities. One of the accommodations that I have made is the use of space. I do not want my classroom to be packed with a bunch of useless items. I want my students to have plenty of room to move around. One way of implementing this is by using a rug in my classroom. I believe that having a rug in your classroom is a great way to get down on the children's

level, makes them feel comfortable and relaxed. This is also a change of pace for the ADHD students who have a hard time sitting still at their desks for a long period of time. The rug allows the space to stretch out their legs and it allows them to move around and not be so restricted. Another adjustment that will be made for students with physical challenges is the bookshelf. The bookshelf will contain books appropriate for all number of cognitive and learning ability levels. The shelf will also be horizontal rather than vertical so the books will be at a level where all students can easily access them. This will be much easier for students in a wheel chair for example. An additional adaptation I will have is tables rather than desks. Desks are not always wheelchair accessible because the seats are sometimes attached. With tables however, the chair can be removed and there is plenty of space for a wheelchair. It is very important in a classroom to make the student feel comfortable and not out of place. The last thing that I want to do is make the disabled student feel you are making a special place for him/her to sit. This is the number one reason that I prefer to have tables. If a student is not comfortable and feels out of place, it then begins to affect his/her learning.

Next, I will discuss the accommodations that I have made in my classroom for the hearing impaired students. The first thing that I would like to have done is the installation of the FM microphone unit. The HI students wear a hearing aid while the teacher talks into the microphone and the rest of the class can hear from the overhead speakers. This is a benefit to not only the HI students, but the general education students as well. Sometimes, when the classroom gets to be loud, a number of students may not be able to hear the teacher's instructions. I feel that the microphone system is a wonderful step forward in technology and that they should be installed in every classroom, including regular general education. I will also have an interpreter in my class available to the HI students. This will prevent any language and communication barriers between the students and myself.

Now, I will address the accommodations and adaptations for the visually impaired students. In my classroom I plan to use visual aides as much as possible. For example, I will enlarge the print on as many things as I can on either a poster boards or a big piece of cardboard. I will also use the overhead projector with color transparencies. This will not only enlarge the print but will also be in block letters that are clear and easy to read. Another accommodation that I will make for the visually impaired students will be having books on tape available for them. Not only will I have the books for their book reports and books for pleasure, I will also have the chapters from the textbooks. The books on tape will have headphones and the HI students will be allowed to use them during a lecture to follow along or during free time. A final accommodation that I will have in my class will be the use of additional lighting. As I mentioned earlier, I plan to have lamps in my classroom for a couple of reasons. One is I simply prefer to have either natural light or incandescent light from a bulb than huge fluorescent lights and two this is much more soothing and not so hard on the student's eyes.

Assertive technology in my classroom will be a final accommodation that will assist disabled students in my classroom. The computer station in the back of my classroom is for all students to use. The computers can be used a resource as well as for educational games, free time, and research. They will be equipped with Internet access and will have enough seats at them for up to six students. This way some of the students who are more knowledgeable with computers can help those who are less experienced with them. The

students will be able to use a peer assisted learning technique when on the computers if needed. The computers will also be equipped with software to convert speech to text for those students who have difficulty writing. In addition, I will also have speech synthesizers, augmentative communication devices, and assistive learning devices. The low-tech assistive technology adaptations I will include in my classroom will be a rubber pad on the students table tops to prevent material from sliding off the desk and large pencils, crayons, and markers for students who have a hard time gripping.

All of the accommodations that I have just mentioned will not be limited to only those students who have disabilities. In fact, I feel that every single student will benefit from the additional learning tools being provided. Not only will they be allowed to use them, I will encourage it.

V. Specific Students Case Studies

- ❖ Student #1 – A student with academic challenges (LD, mental retardation, brain injury)

Laurie has severe cerebral palsy, is considered mentally retarded, and has periodic seizures. She uses a small wheelchair and pushes herself along with her feet slowly. She uses limited speech and communication skills. It's not clear to people how much she is able to understand. She loves being around other students, hearing stories, and has a terrific smile.

<u>Goals</u>	<u>Center Time</u>	<u>Physical Education</u>	<u>Writing/Reading Workshop</u>	<u>Group Activities</u>
Finds jobs/tasks she is good at with support and accommodations				
Increase ability to express herself orally				
Increased amount of mobility				
Increased amount of speech and communication skills				

My teaching strategies will help Laurie participate in classroom assignments and activities in a number of ways. First of all, Laurie would benefit from all nine of the academic adaptations that I mentioned earlier. Also, I will provide plenty of opportunities throughout the day for her to increase the amount of mobility and express herself orally. For example, Monday Morning Circle is a perfect opportunity for this. She will be given a chance to tell her classmates three things that she did over the weekend, without any interruptions. She will not be criticized or critiqued, so she will be able to say whatever she wants; however she wants. During this time the class is on the rug, therefore she will be on the floor with the rest of the class and not feel different from the others. Another way that she will be able to participate with the class is in numerous group activities. The students will do in class projects together and also have reading

buddies. During this time, because she cannot read, Laurie will be able to listen to another student read, and then make responses to the reading. This will make her very happy because she enjoys being with others, as well as increase her speech and communication skills in a non-hostile way. The students will also work with a partner at the writing/reading workshop. During the times when other students read their textbooks silently, Laurie will listen to books on tape. These books will be on the same topic, but on a much lower level and spoken at a much slower rate. This will give her the opportunity to learn about the same topic as the other students so during class discussions she will be able to give her opinion if she wants. Since we do not know how much she would actually comprehend her input will be limited. However, we don't want to exclude her from the rest of the class. I would also receive a great deal of help from my support staff. For a student that has a severe disability, such as Laurie, I would also work the special education department to create an IEP for her. I would also have a parapro in the class at all times to work with her on a one to one basis and assist her with her assignments and projects. I would also have her work with a speech therapists a few times week to strengthen her speech and communication skills. Overall, I think that Laurie would feel extremely comfortable in the class. She would not be excluded form the daily activities and would be able to sit at the tables and on the rug with the other students. She would be learning and having fun at the same time.

❖ Student #2 – A student with emotional and behavioral challenges

John is in the fourth grade. He is very distractible and hyperactive, constantly out of his seat and disturbing other students. Sometimes John seems out of control, particularly when he is asked to do things he does not want to do. Yesterday on the playground, he got into a fight with another student and punched him several times. He first started crying, but when another student came over to help him he started hitting and throwing things. You literally had to hold him down.

<u>Goals</u>	<u>Center Time</u>	<u>Physical Education</u>	<u>Writing/Reading Workshop</u>	<u>Group Activities</u>	<u>Math</u>	<u>Social Studies</u>
Completes an activity without disrupting the class						
Goes without making distractible comments/noises						
Does what he is told, when he is told, without acting out of control						
Increased amount of self control						
Stays seated for an increased amount of time						

My teaching strategies will help John participate in classroom assignments and activities in a number of ways. First of all, I would follow my plan of action under 'Dealing with Behavioral Challenges' in a situation such as Josh's. He obviously has some issues that need to be dealt with in a non-threatening manner. The key with Josh would be to stay calm not let him get the best of you. On order to do that and to help him accomplish the above goals I would apply the following teaching techniques/adaptations:

1. Adjust the size of the assignment so that is broken into short parts. If it is too long he may become frustrated and bored. This will cause him to then start distracting the rest of the class.
2. Substitute the curriculum with an assignment that he will find personally enjoyable. If he is interested in the work then he won't mind doing what he is told. He will also be able to complete the task without getting out of his seat.
3. Modify the level of difficulty so that he does not become frustrated and start making noises.
4. Give him a choice of assignments to pick from so that he feels as if he is in control and like he's not being told what to do.

By doing all of the above, Josh will be able to participate in all of the activities in class. He will be able to work on the group projects, participate in the reading/writing workshop, center time, gym, etc... A benefit of Josh working with a group of students is that hopefully he will look up to them and therefore, model their behaviors. By him observing other students control themselves and act in a civilized manner he can learn that what he is doing is not the norm. I will also use the help of the support staff to work with Josh. The counselor will probably provide me with the most assistance in a situation such as this. Josh will be able to talk with him/her on a one on one basis. Together they can discuss the problem, find the cause, and agree upon a solution. I will also use the help of the school psychologist when necessary. He/she will be able to test the student for disabilities such as ADHD. I believe that if as a teacher, I can help Josh learn from his mistakes and teach him the correct way to behave by simply making accommodations, he can be a very successful student.

❖ Student #3 – A student with a sensory or physical disability

Navaz's family is originally from India; no English is spoken in her home. Navaz is seven years old and has a moderate hearing loss that requires her to use a hearing aid to understand speech. Even with the hearing aid, she must look directly at a person to understand what the person is saying. She is in second grade and receives help from the speech teacher twice a week. She reads well and enjoys school, even though she has some trouble making friends.

<u>Goals</u>	<u>Center Time</u>	<u>Physical Education</u>	<u>Writing/Reading Workshop</u>	<u>Group Activities</u>	<u>Math</u>	<u>Social Studies</u>
Increased interaction with other students in group activities						
Reads books to increase English vocabulary						
Increase ability to express herself with other students						
Less dependant on lip reading skills						
Increased motivation to work on speech						

My teaching strategies and accommodations will help Navaz participate in classroom assignments and activities in a number of ways. First of all, I will make sure that she is sitting in the front of the room, where she will be able to see my lips. This will guarantee me that she will be able to understand what I am saying. I will also have in my classroom a microphone unit for HI. She will use this along with her hearing aid to increase her sound perception. Since Navaz has trouble making friends, I will engage her, as well as the rest of the class in group activities on a daily basis. This will encourage her to interact with her peers more and also increase her speech. By working in a group she will almost be required to talk because she will have to communicate with the other students in order to get the work done. However, I will only call for her to participate as much as she possibly can without going over or forcing her. She will also work at the reading station, which will be stocked with a variety of books. She will be able to read them at her own speed and at while she is doing something she likes, she will also be increasing her English vocabulary. By providing her with the above accommodations, Navaz should have no trouble fitting and being successful in my classroom.

August 1, 2003

Dear Parents,

Welcome back from the summer break and to my 3rd grade classroom!! My name is Mrs. Kelley Spangler and I will be your child's teacher for the 2002-2003 school year. Although the summer was wonderful, I am very excited to be back at school and am looking forward to meeting each and every one of you. I would like to take a few minutes to tell you a little bit about myself and my goals for this year.

This is my fourth year teaching third grade at Star of the Sea Elementary. While I put myself through school, I worked at a day care center in St. Clair Shores. I graduated from Wayne State University with a Bachelor's degree in Social Studies and am currently working on my Masters degree. I have been married for three years and I have a one and a half year old daughter. In my spare time I enjoy roller blading, bike riding, and camping. I love being outside in nice weather and I enjoy working on outdoor projects.

Having your child in my classroom is very important to me. As a teacher and role model, it is my goal to help your child love to learn in an environment, which is full of opportunity. I have created a warm and welcoming atmosphere in my classroom that is inviting your child to learn by opening the doors to the future. I plan to do everything I can to motivate your child to become involved in school and to be successful this school year. All I ask of you is to also become involved with the school and your child's education as much as you can. I understand that at times it may be difficult between work and family life, but please, don't forget, your child's future starts here.

I plan to keep you up to date on everything that is going on in the classroom. Every Friday your child will bring home a "Friday Folder" which will contain all of the assignments that are due the following Friday. It will also contain any messages from me to you regarding activities that will be coming up in the classroom. I plan to keep the classroom exciting as well as educational by having activity days that will take place in the room or outside depending on the weather. In the "Friday Folders" I will notify you of this two weeks in advance, as well as asking for volunteers.

I am looking forward to this year and am very happy to have your child in my class. I would like to thank you for taking the time to get to know me. If you ever have any questions or need to discuss anything, please feel free to call me. I can be reached at the following: School (810)-123-4567 / Home-(810) 123-4567 / [Email-Kspangler13@aol.com](mailto:Kspangler13@aol.com).



Sincerely,

Mrs. Kelley Spangler

Appendix

Hittie, Mishael Marie and Peterson, J. Michael. (2003). *Inclusive Teaching: Creating Effective Schools For All Learners*. USA: Pearson Education, Inc.

McCarney, Stephen B. (1993). *The Pre-Referral Intervention Manual – Revised and Updated Second Edition*. USA: Hawthorne Educational Services, Inc.

Inclusion – Teaching Strategies [on-line]
http://www.uni.edu/coe/inclusion/strategies/types_adaptations.html