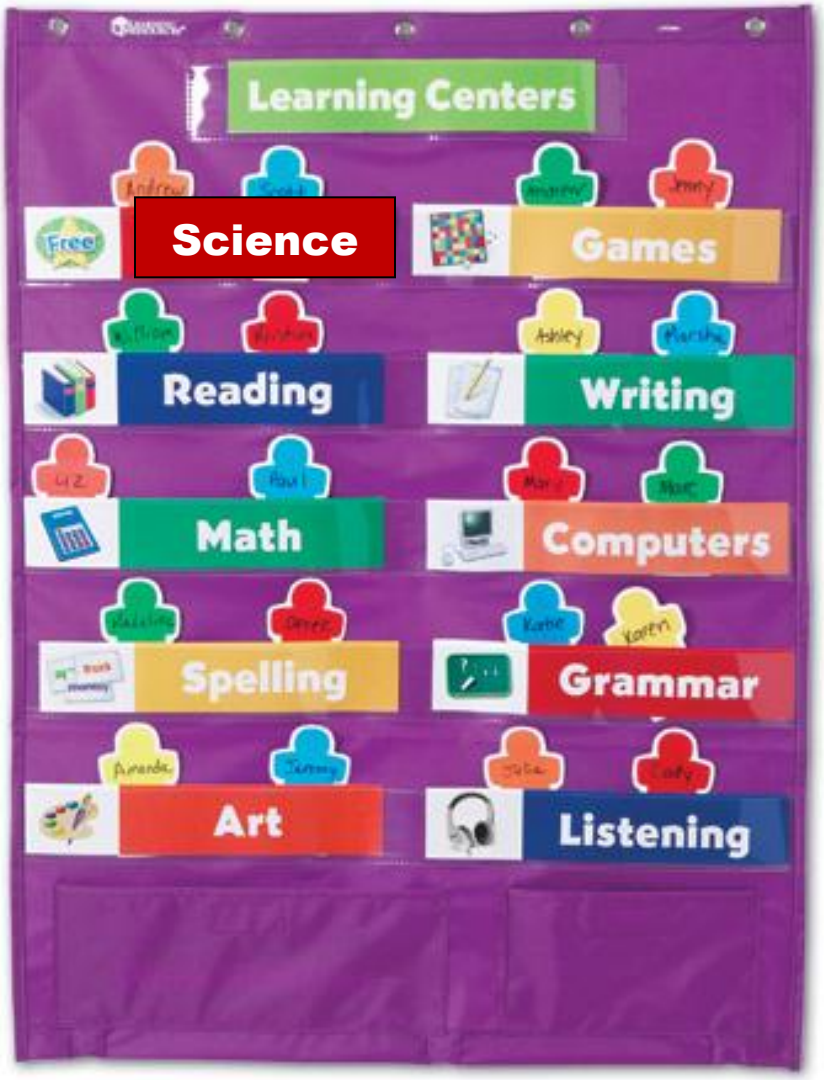
# Recommendations of Strategies and Accommodations



# Lesson Planning Framework

*heck each portion of lesson observed.*

| *Instructional Strategies* | ✓ = *Observed* | *Instructional Delivery* |
|---|---|---|
| **Opening: Students engaged in the day's lesson by:** | | **Check all that Apply:** |
| ☐ | ☐ Anticipation Guide<br>☐ K-W-L Chart<br>☐ Semantic Mapping<br>☐ Pre-Reading Map<br>☐ Mental Imagery<br>☐ Other (Specify):_____<br>☐ No Opening Strategy Observed<br><br>☐ Essential Question was visible and discussed<br><br>☐ Standard and/or element was visible and its value beyond the classroom discussed | ☐ Assessment<br>☐ Class Discussion<br>☐ Co-Teaching<br>☐ Alternative<br>☐ Parallel<br>☐ Station<br><br>☐ Independent Work<br>☐ Lab<br>☐ Lecture<br>☐ Manipulative<br>☐ Modeling/Demonstration<br>☐ Reading Aloud<br>☐ Reading Silently<br>☐ Role Playing<br>☐ Small Group Instruction<br>☐ Student Modeling<br>☐ Teacher at Desk<br>☐ Teacher Conferencing<br>☐ Teacher Monitoring<br>☐ Technology Used<br>☐ Whole Group Instruction<br>☐ Worksheet<br>☐ Writing to Learn<br>☐ Other(Specify):<br>_____<br>_____ |
| **Work Period: Explore and Explain** | | |
| ☐ | *Instruction and Modeling*<br>Evidence of students acquiring knowledge and skills through:<br>☐ Cornell Notes<br>☐ Read and Say Something<br>☐ Reader's Theater<br>☐ Concept Maps<br>☐ Graphic Organizers<br>☐ Comparison Organizers<br>☐ Other (Specify):_____<br>☐ No Instruction observed<br>☐ No Modeling observed | |
| ☐ | *Guided Practice*<br>Evidence of student understanding with teacher practice through:<br>☐ Thumbs Up, Thumbs Down<br>☐ One-Sentence Summaries<br>☐ Think-Pair-Share<br>☐ Three-Minute Pause<br>☐ Parking Lot Chart<br>☐ Other (Specify):_____<br>☐ No Guided Practice Observed | |
| **Apply: Independent Practice** | | **Comments:** |
| ☐ | Observed student practice with limited teacher guidance:<br>☐ R.A.F.T. Activity<br>☐ Performance/Learning Task<br>☐ Dialogue Journals<br>☐ Free-Write Entries<br>☐ Debate<br>☐ Reciprocal Teaching<br>☐ Flexible Grouping<br>☐ Other (Specify):_____<br>☐ No Independent Practice Observed | |
| **Reflection: Closure** | | |
| ☐ | Observed student summarization of essential learning:<br>☐ Revisit Parking Lot Chart<br>☐ 3-2-1 Processing<br>☐ Headlines<br>☐ Revisit K-W-L Chart<br>☐ Answer Essential Question<br>☐ Other (Specify):_____<br>☐ No Closing Observed | |

## Lesson Planning Framework Strategies

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| **3-2-1 Processing** – Writing activity where students write: 3 key terms from what they have just learned, 2 ideas they would like to learn more about, and 1 concept or skill they think they have mastered. | **Anticipation Guide** - An anticipation guide is a comprehension strategy that is used before a lesson to activate students' prior knowledge and build curiosity about a new topic. Students listen to or read several statements about key concepts presented in the lesson; they're often structured as a series of statements with which the students can choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for the lesson. | **Comparison Organizer** – A graphic organizer that can assist students in gathering information and comparing objects or concepts. |
| **Concept Maps** - A concept map is a diagram showing the relationships among concepts. They are graphical tools for organizing and representing knowledge. | **Cornell Notes** - The Cornell method provides a systematic format for condensing and organizing notes. The student divides the paper into two columns: the note-taking column (usually on the right) is twice the size of the key word column (on the left). The student should leave five to seven lines, or about two inches (5 cm), at the bottom of the page in order to write a brief summary. | **Debate** - Debating is a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition. The procedure is bound by rules that vary based on location and participants. The process is adjudicated and a winner is declared. |
| **Dialogue Journals** - These journals are a written dialogue between the journal "owner" and a "selected partner." The partner responds to what has been written in the journal, and then returns the journal to the "owner." | **Free-Write Entries** – Free-writing is a timed activity to stimulate the flow of ideas and words. Students are given a topic and must write everything they can think of about the topic. The rules are that students must not stop writing, even if they "run out of things to say," and they may not do any editing or criticism during the writing. After the time is up, student can read the writing aloud or pull out ideas or phrases and have a discussion with a partner. | **G.R.A.S.P.S. Model** – Model for the creation of a performance task. The acronym stands for: Goals of the task, role(s) of the participants, audience, situation, real-world products or performances, and standards' alignment. |
| **K-W-L Chart** - Teachers activate students' prior knowledge by asking them what they already **K**now; then students (collaborating as a classroom unit or within small groups) set goals specifying what they **W**ant to learn; and after reading students discuss what they have **L**earned. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals. | **Graphic Organizers** – Visual frameworks to help the learner make connections between concepts. Some forms of graphic organizers are used before learning and help remind the learner of what they already know about a subject. Other graphic organizers are designed to be used during learning to act as cues to what to look for in the structure of the resources or information. Still other graphic organizers are used during review activities and help to remind students of the number and variety of components they should be remembering. | **Headlines** – Students are given a list of terms from the day's lesson and asked to generate a headline for the list that demonstrates understanding of the main idea. |

# Lesson Planning Framework Strategies

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| **Mental Imagery** – Students create mental images by stimulating their thinking using their senses such as the sounds, smells, tastes, and visual details when they are learning new knowledge. | **One-Sentence Summaries** – Students are asked to write a single summary sentence that answers the "who, what, where, when, why, how" questions about the topic. | **Parking Lot Chart** – The teacher creates a poster labeled "Parking Lot." Any unanswered questions during the course of the lesson can be posted on the parking lot chart. These questions can then be reviewed at the beginning of the following class meeting |
| **Pre-Reading Map** – Serves as an anticipation guide for reading. Prior to reading, students skim the text and make graphical predictions about the text. | **R.A.F.T. Activity** – Acronym that stands for Role, Audience, Format, and Topic. The RAFT Strategy is a writing technique that offers students a creative way to demonstrate understanding. Students take on an unusual point of view while writing for a specific audience. | **Read and Say Something** - Read-and-Say Something works very well when students are working with difficult reading materials. Students work together as they read. Students read the assignment silently first. This may be done paragraph by paragraph, or page by page. After students have finished the assigned reading they turn to their partner and say something which relates to the reading. They react to ideas, description, images, and sections that were confusing. Students conclude by writing down questions they would like to have answered by the entire class. |
| **Reader's Theater** – Students adapt some of their reading to present to other students in the form of a play. These productions can be simple or elaborate and include posters, programs, sets, and costumes. | **Think-Pair-Share -** Think-Pair-Share is a cooperative discussion strategy. It gets its name from the three stages of student action. 1) Think. The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments just to THINK about the question. 2) Pair. Students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. | **Three Minute Pause** - The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. |
| **Thumbs Up, Thumbs Down** – Assessment strategy in which the teacher should ask the class a question (based on the subject / topic being studied at the time). The children should indicate their answer by either putting their thumb up or down. | | |

# Glossary of Teaching Strategies

**A-B-C Summarize**: Review in which each student in a class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Abstracting**: A thinking skill that involves summarizing and converting real-world events or ideas into models.

**Accelerated or individualized math:** Having students work at different levels individually in one classroom, progressing by passing formative assessments for each unit and moving at own pace.

**Acting out a story:** Having students act out a part of a story; using physical movement to demonstrate and improve comprehension of the story; can be used on a smaller scale with puppets, etc. but includes physical movement of some sort.

**Adjusted speech:** Teacher changes speech patterns to increase student comprehension; includes facing the students, paraphrasing often, clearly indicating most important ideas, limiting asides, etc.

**Analogies:** A thinking skill demonstrated when a student can give examples similar to, but not identical to a target example. For example, the Internet is analogous to the post office (because in both, multimedia information is delivered to specific addresses).

**Before, During, and After:** A metacognitive approach to reading that guides students to explore text Before reading to activate prior knowledge, monitor comprehension During reading, and summarize the reading After reading.

**Blogs:** Blogs, also known as weblogs, are online journals that can be used by the teacher as a means of sharing thoughts, assignments, or resources; or blogs can be created by students for the purpose of reflection, intergroup communication, or to fulfill particular assignments.

**Books on tape:** Using books on tape to enhance reading development in some way, having students use the tapes to go over the story after partner reading.

**Capitalization/Organization/Punctuation/Spelling** (COPS): Acronym is useful to help students remember which aspects of their writing they should check when editing.

**Categorization:** Thinking skill that allows students to sort objects or concepts into categories according to a variety of criteria.

**Chunking and questioning aloud**: Reading a story aloud to a group of students and stopping after certain blocks of text to ask specific comprehension questions of the story and key features of the text.

**Collecting anonymous student-generated questions:** During or at end of a lesson, have students write questions that they may have on a card. Collect the cards and answer the questions without identifying a student. Students may be more willing to ask questions anonymously instead of in front of their peers.

**Combine kinesthetic and phonemic awareness:** Associating different movements with phonemes in order to anchor sounds during practice drills in order to build phonemic awareness and remembering of sounds.

**Cooperative learning**: Team-based learning approaches where students work together to complete a task.

**Cross-disciplinary teaching on themes:** Teaching similar vocabulary and themes in different classes (ex: Doing a reading on wolves in reading class while doing a unit on wolves in biology class).

**Curriculum based math probes:** Having students solve 2-3 sheets of problems in a set amount of time assessing the same skill. Teacher counts the number of correctly written responses, finds the median correct responses per minute and then determines whether the student is at frustration, instructional, or mastery level.

**Curriculum based oral reading probe:** Having students read aloud three reading passages for 1 minute. Teacher marks the place where the student stops and then asks comprehension questions and continues to give probes until students reach frustration level as defined by reading rate and median score.

**Daily re-looping of previously learned material:** Always bringing in previously learned material to build on each day so that students have a base knowledge and to consistently reinforce the learned structures.

**Decodable text:** Using readings that contain only words the students can decode and build upon. Decoding is the ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences; also, the act of deciphering a new word by sounding it out.

**Directly teach vocabulary through short time segments:** Teach vocabulary directly through listening, speaking, reading, and writing each used in short blocks of time; students exposed to vocabulary in different ways and movement of activities.

**Ecological approach:** Strategy that addresses all aspects of a child's life, including classroom, family, neighborhood, and community, in teaching the child useful life and educational skills.

**Explicit timing:** Timing math seatwork in 30-minute trials that are used to help students become more automatic in math facts and more proficient in solving problems. Teacher compares correct problem per minute rate. Used to recycle materials and concepts.

**Explicit teaching of text structure:** Teaching the parts of different types of text and ensuring students understand the text structure before reading. This would include basics such as text in English is read from left to right, and also more sophisticated structures such as the structure of a fairy tale.

**Explicit vocabulary building through random recurrent assessments:** Using brief assessments to help students build basic subject-specific vocabulary and also gauge student retention of subject-specific vocabulary.

**Fluency building:** Helping students build fluency in frequently occurring words through short assessments and exercises that give increased exposure to high-frequency words.

**Graphic organizers**: Visual displays to organize information into things like trees, flowcharts, webs, etc.; helps students to consolidate information into a meaningful whole and they are used to improve comprehension of stories, organization of writing, and understanding of difficult concepts in word problems.

**Hands-on, active participation:** Designing activities so that students are actively involved in the project or experiment. Hands-on participation is as important as verbal participation in the activity.

**Individual conferencing:** Listening to a student read, talking about a book, reading every other paragraph, one-on-one during independent reading time; time to bond with a student; opportunity to record informal assessments about a student's progress in reading

**Journal of the senses:** Having students write down in an informal way (possibly even a form to fill in) what they imagine the characters in a story would see, smell, hear, taste, and feel at a certain point in the story.

**K-W-L:** Know, want to know, learned. A form of self-monitoring where students are taught to list what they already know about a subject, what they want to know, and later what they have learned.

**Literature circles/book club/small group guided discussion:** Students discuss portions of books in a small group. Sometimes roles are assigned for group interaction. Students at varying levels are able to share different points about the book.

**Mnemonics:** Association techniques used to help students remember some aspect of reading. Ex: Associating a list of irregular verbs with each of the letters in a familiar name.

**Model-lead-test strategy instruction (MLT):** Three-stage process for teaching students to independently use learning strategies: 1) teacher models correct use of strategy; 2) teacher leads students to practice correct use; 3) teacher assesses students' independent use of it. Once students attain a score of 80% correct on two consecutive tests, instruction on the strategy ceases.

**Modeling/teacher demonstration:** Teacher demonstrates how to do a lab or experiment before having the students try it independently.

**Monitoring of progress through group and individual achievement awareness charts:** Using charts to build awareness and motivation of progress for students. The emphasis is on progress so even students working at different levels can chart significant gains.

**Native language support/instruction:** Instruction providing auditory or written content input to students in their native language.

**Oral sharing on a related topic:** Students share their written or prepared responses with the class so that students can share their answers to prompts with the class, but have had time to prepare them.

**Paraphrasing:** Working on specific skills to orally retell or summarize what happened in a story.

**Partner reading:** Having students work together in pairs to read a text to each other and discover the main ideas of the story.

**Peer tutoring:** Having students work in pairs with one student tutoring the other student on a particular concept.

**Picture word:** Replacing key vocabulary words of a text with pictures and then adding the words back in; also bringing in visuals of key vocabulary words in a text.

**Pictures to demonstrate steps:** Using a series of pictures to demonstrate the steps in a project or experiment so that students get a visual image of what they need to do.

**Prediction:** Having students predict what is going to happen in a story based on a title, headline, illustration, or initial sentence/paragraph.

**Pre-reading strategies:** Giving overview of unit, previewing main ideas, connecting subject to the background knowledge of the students, etc.

**Pre-teach vocabulary:** Teaching key vocabulary words prior to working with the lesson or unit.

**Pre-teaching the organization of the text/unit organizers:** Pointing out and getting students to discover the different parts of the text that can be used in learning: captions, headings, etc. Also familiarizing the students with the layout of the text, glossary, etc., beforehand.

**Problem solving instruction**: Explicit instruction in the steps to solving a mathematical or science problem including understanding the question, identifying relevant and irrelevant information, choosing a plan to solve the problem, solving it, and checking answers.

**Reciprocal peer tutoring (RPT) to improve math achievement:** A strategy whereby students pair, choose a team goal to work toward, tutor each other on math problems, and then individually work a sheet of drill problems. Students get points for correct problems and work toward a goal.

**Recurrent, random vocabulary assessment**: Recycling vocabulary words that have been discussed in class and randomly choosing words from this list to have random assessments on so as to reinforce the already "learned" vocabulary words.

**Reference skills:** Teaching students how to use reference items, dictionary, glossary, etc. for a certain type of text (like science).

**Reinforcing math skills through games:** Using games to follow-up a lesson in order to reinforce learned skills and use the skills in another context.

**Relate reading to student's experiences:** Having students talk about connections in the reading to their own experiences; sharing in a large group or small group setting; using group experiences to better understand reading.

**Repeated readings:** Having students read passages orally three times in a row and each time try to achieve a faster speed and fewer errors. If comprehension is being targeted, students answer some different comprehension questions after each reading or retell the story.

**Response cards:** Having students write brief answers to teacher questions on cards; teacher asks a question and all students hold up cards. Teacher can scan answers of all students for understanding. Cards just have "yes" or "no" on them and can be prepared by the teacher.

**Response journal:** Students record in a journal what they learned that day or strategies they learned or questions they have. Students can share their ideas in the class, with partners, and with the teacher.

**Retelling:** Students verbally rehearse important story information by retelling a story to a partner, using an outline. The outline guides them to pick out important ideas and back them up with supporting information.

**Simplified text:** Using science texts that have simplified language for EL students.

**Student developed glossary**: Students keep track of key content and concept words and define them in a log or series of worksheets that they keep as a reference with their text.

**Students generate word problems:** Have students create word problems for a specific math skill. Through the construction of a problem the students learn what to look for when solving word problems they are assigned.

**Summarize lesson:** Have a summarizing activity as to what was learned in each lesson (Ex: have students summarize in their journals what was learned each day).

**Tactile, concrete experiences in math:** Using three dimensional objects in math instruction such as geometrical shapes, coins, or blocks used to form various geometrical shapes.

**Tactile vocabulary development steps:** Using three-dimensional or tactile objects to help in developing students' abilities to write words and letters. Ex: Writing letters in sand or tracing wood block letters.

**Teaching pre-reading, during-reading, and post- reading strategies:** Teaching students reading strategies that they can use on their own when reading a text; practicing these strategies in class as a group or in small groups.

**Teaching Greek and Latin prefixes and suffixes:** Teaching prefixes and suffixes since students will encounter them often, especially with science content vocabulary.

**Teaching main idea:** Teaching students how to pick out the main idea of a paragraph or reading and explain why it is the main idea. Done as a class or in small groups to build consensus of what the main idea is.

**Think-alouds**: Using explicit explanations of the steps of problem solving through teacher modeling metacognitive thought. Ex: Reading a story aloud and stopping at points to think aloud about reading strategies/processes or, in math, demonstrating the thought process used in problem solving.

**Use of diagrams to teach cause and effect:** Using diagrams (ex: fishbone diagrams) to demonstrate the relationship of cause and effect.

**Use short segments to teach vocabulary:** Teaching specific science vocabulary for a short period before a lesson through listening, seeing, reading, and writing.

**Using visuals:** Bringing two or three dimensional visuals into the classroom to enhance teacher instruction in the content area.
**Visualization**: Having the students draw a scene of a story, the plot, etc. to demonstrate student comprehension of the story or to organize ideas; may encourage students who have strong artistic talent, but emerging reading skills.

**Venn Diagram:** Use of a Venn diagram (interconnected circles) to demonstrate how different subjects or topics overlap and how they are unique.

# Differentiated Instructional Strategies
# Grouped by Multiple Intelligences

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| **Verbal/Linguistic**<br>Prepare a report<br>Write a play or essay<br>Create a poem or recitation<br>Listen to an audiotape on…<br>Interview<br>Label a diagram<br>Give directions for….. | **Bodily Kinesthetic**<br>Create a role play<br>Construct a model<br>Develop a mime<br>Create a table for…<br>Manipulate materials<br>Work through a simulation<br>Create actions for |
| **Musical/Rhythmic**<br>Compose a rap song<br>Create a jingle to teach others<br>Listen to musical selections<br>Write a poem<br>Select music or poems for a purpose | **Interpersonal**<br>Work with partner/group<br>Discuss and come to conclusions<br>Solve a problem together<br>Survey or interview others<br>Dialogue about a topic<br>Use cooperative groups |
| **Naturalist**<br>Discover or experiment<br>Categorize materials or ideas<br>Look for ideas from nature<br>Adapt materials to a new look<br>Connect ideas to nature<br>Examine materials to make generalizations | **Logical/Mathematical**<br>Create a pattern<br>Describe a sequence or process<br>Develop a rationale<br>Analyze a situation<br>Critically assess….<br>Classify, rank, or compare…<br>Interpret evidence… |

| Visual/Spatial | Intrapersonal |
|---|---|
| Draw a picture<br>Create a mural or display<br>Illustrate an event<br>Make a diagram<br>Create a cartoon<br>Paint or design poster<br>Design a graphic<br>Use color to… | Think about and plan<br>Write in a journal<br>Review or visualize a way to do something<br>Make a connection with past information or experiences<br>Metacognitive moments |

# Division of Exceptional Students
# Accommodations and Strategies

| **Instructional Accommodations and Strategies** | | **Behavior Accommodations** | |
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| Extended exam time and a quiet testing location. | Visual, auditory, and tactile demonstrations incorporated into instruction. | Avoid confrontation and power struggles. | Remain calm and be aware of your body language when addressing the student. |
| Concise course and lecture outlines. | Books on tape. | Provide a positive and encouraging classroom environment. | Develop consistent behavior expectations. |
| Alternative evaluation methods (e.g., portfolio, oral or video presentations). | Providing projects or detailed instructions on audiotapes or print copies. | Apply established consequences immediately, fairly and consistently. | Acknowledge and reinforce acceptable behavior. |
| Reinforcing directions verbally. | Breaking large amounts of information or instructions into smaller segments a severe discrepancy between achievement and intellectual abilities. | Establish cues as reminders for inappropriate behavior. | Allow child to escape assignment if necessary. |
| Use simple, short, uncomplicated sentences to ensure maximum | Repeat instructions or directions frequently and ask the student if further | Redirect to avoid situations that may increase anxiety levels. | Include School Nurse and Social Worker in IEP process. |

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| understanding. | clarification is necessary. | | |
| Keep distractions and transitions to a minimum. | Teach specific skills whenever necessary. | Provide and teach opportunities for the student to use self control/self monitoring | Decrease distractions with, for example, flexible seating. |
| Provide an encouraging, supportive learning environment that will capitalize on student success and self esteem. | Be PATIENT, assist with coping strategies. | Frequent breaks<br>Freedom to use bathroom or drinking fountain as needed<br>Reduced assignments | Utilize alternative grading scale, flexible time limits, and alternative assignments when absent frequently. |
| Establish rules and routines and remain consistent. | | Safe Place<br>Include School Nurse and Social Worker in IEP process | |