Successful Classroom Strategies

2020-2021

Collected from the Special Educators of the Irvington Public Schools

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Inclusion in the Irvington Public Schools

Special Education Services

I. Introduction

The Individuals with Disabilities Education Act (IDEA) mandates that students found to be eligible for special education be provided with the supports and services needed to enable them to access the curriculum, to the maximum extent possible within the general education classroom. Educating children with disabilities with non-disabled peers was a principal objective of Congress in passing IDEA's predecessor in 1975. This federal law entitles every eligible child with a disability to an appropriate education in the least restrictive environment (LRE) with the term "restrictive" used as a measure of the child's opportunity to be educated with non-disabled peers. Congress added placement rules allowing removal from regular classrooms to "special classes or separate schooling" only when education could not be achieved satisfactorily in general education classrooms with the use of supplementary supports and services.

There is an array of supports which can be used to support the inclusion of students in general education classrooms; there is no one way which meets the needs of all students. However, it is clear from research that to create the most effective learning environment possible for each student, some form of collaboration between general and special education must occur. This is referred to as the Collaborative Continuum (Friedman-Narr, Murawski, & Spencer, 2007). The administration of the Irvington School District, both general and special education, expect ALL teaching staff to maximize their collaboration to ensure effective education for all students with disabilities.

Answers to common questions and responses to misconceptions about the benefits of inclusive education.

--"Is there any research on the benefits of inclusive education?"

Social, Communication, and Behavioral gains:

- Increased social interactions with classmates
- Enhanced communication skills
- Greater incidence of friendships
- Higher self-esteem scores
- Less disruptive and maladaptive behavior

Estell et al. (2008); Lee, Yoo and Bak (2003); Owen- De Schreyver et al (2008); Hunt et al (2003); Fisher & Meyer, (2002); Carter and Maxwell, 1998; Park, 1998; Hundert et al (1998); Rea et al (2002)

--"Inclusion is good for social goals, but not for *academics*!"

Research indicates that students with disabilities educated in inclusive settings:

- Had higher levels of engagement in learning
- Earned higher grades
- Earned higher scores on standardized tests
- Improved math and reading performance
- Better attitudes towards school
- Lower rates of school dropout

Rea et al. (2002); Waldon & Mcleskey, (1998)

--"What about students with severe disabilities?"

Studies show that in inclusive education, these students…

- Had greater access to general education curricula and to academic activities.
- Made significant developmental and academic gains
- Were more actively engaged in activities
- Received higher scores on social competence

Hunt et al. (1994); Bagg-Rizzo (1999); Fisher & Meyer, (2002)

II. Basics

Inclusive Services provide a vehicle for general and special educators with diverse expertise to collaborate to generate creative solutions to support students with disabilities in general education classrooms. Special education inclusion teachers are linked to specific students with IEPs. They are responsible for knowing their students' learning profile, goals, supports, and needed accommodations. They spend time strategically in and out of the classroom to assist the general education classroom teacher and the student in a variety of ways to meet the objective of ensuring active involvement in core curriculum instruction and classroom activities.

In order to successfully provide Inclusive Services to students with disabilities, Irvington educators (general and special education teachers, child study team members, related services professionals and building administrators) must embrace a culture of collaboration between special and general education. By the same token, all teachers and school staff must take ownership and responsibility for all Irvington students, including those with disabilities and learning

differences. In the absence of this culture, Inclusive Services, such as co-teaching, integrated related services, etc., will not be successful which hinders the possibility of students with disabilities realizing their potential.

Inclusive Services

- May be provided on behalf of a student with disabilities or a group of students with disabilities
- May be provided by a related services provider, a teacher of students with disabilities or a child study team member to the general education teacher and/or the teacher aide
- Specified in each student's IEP, including frequency and duration
    - N.J.A.C. 6A:14-4.6(e)

"There are two ways of meeting difficulties: you alter the difficulties or you alter the way you meet them"

- Phyllis Bottome

Problem Solving

Effective collaboration means more than just having a comfortable relationship with colleagues; it means sharing information and ideas to come up with better approaches to teaching students. Inclusion teachers are encouraged to work with the classroom teachers whom they are supporting to share ideas for accommodations, brainstorm, problem solve and develop intervention plans/strategies around any identified issues. Then, the special education teacher works with the classroom teacher to implement and review the plan.

The steps to collaborative problem solving:

- 1. Ask, *"What is the problem?"* i.e., define the problem by determining the discrepancy between what is expected (benchmarks) and what is occurring.
- 2. Ask, *"Why is this taking place?" i.e., a*nalyze the problem using data to determine why the discrepancy is occurring.
- 3. Ask, *"What are we going to do about it?" i.e., e*stablish a student performance goal, develop an intervention plan (strategies) to address the goal, and delineate how the student's progress will be monitored.
- 4. Ask, *"Is it working?"* i.e., use progress monitoring data to evaluate the effectiveness of the intervention plan.

Problem Solving: Inclusion teachers identify challenges, set goals, problem solve interventions with colleagues and assess progress. The chart below is a tool for documenting student progress.

Individual Student Progress

Challenge Area: (when & how problem observed)	**Establish baseline**	**What outcome is desired for the student?**	**Problem Solving Discussion/Intervention to be Implemented**	**Measurement/Data Collection (how often)**	**Additional Comments**
9/13-9/27: Student observed to be consistently missing writing utensil and homework	As of 9/27, student had homework and writing utensil only two out of last 14 days	Student will bring homework and writing utensil every day	Discuss expectations with class with lots of examples; 2) Set up "BE PREPARED PROJECT" with "Homework Buddies" (teachers identify pairs); Buddies will be responsible for helping each other remember assignments, directions, etc. 3) Teachers make themselves accessible to answer questions if needed.	Weekly basis As of 10/1: student bringing writing utensil and homework in 3 out of 5 times per week	Send letter to parents re: creation of Homework Buddies and teacher contact information if any questions; Consider reward system for pairs to move to 100% preparation (writing utensil and homework)

Classroom Organization and Support

Autism Ambassador
Become an Autism Ambassador:
Sign up at www.autismnj.org to become an Autism Ambassador. The organization will send you autism bookmarks, autism awareness stickers, booklets for students on autism, and temporary autism awareness tattoos to distribute to students during Autism Awareness month for free. (Andrea Rochman)

Organizing Student Materials
Use a teacher bin. As the consulting teacher, you are responsible for different students in a variety of grades and we travel to their class. I find it easier for the general education teacher and me to have a bin/ folder. In the bin, the teacher will place an assignment with which a student needs help, or did not complete, or that needs to be reviewed, etc. This procedure keeps things organized and I know to look in the bin/folder when I walk into the classroom. Sometimes I will leave extra work in the bin if there is something I would like to review with a student when we have extra time. (Michael Beardsley)

Helping students organize themselves
For students who are disorganized and switch classes it is helpful to provide them with a list of materials they need. I taped a list of the materials that are needed for the morning on the student's desk. The student is able to use the list as a check off system in the morning. This is a visual reminder for the student and helps them stay organized. The student brings all of the necessary supplies to class and eliminates having to go back to the classroom to get items that they forgot. (Concetta O'Brien)

Checking for Understanding
For struggling students, it is beneficial to check in with them often. Every time directions are given I would walk over and check to see if the student understood the directions. The student will explain the directions and tell me what they need to do. This eliminates any confusion and allows the student to start the assignment correctly. (Concetta O'Brien)

Scheduling Time
Disruptive behavior generally occurs during unstructured times. The best defense is to schedule well and over plan.

Color Code
Color code by subject-if you have a red folder for math, use a red cover for the math textbook, a red box for the students' compass and calculator, even red pens if it helps.

Support Strategies

- Break assignments into segments of shorter tasks
- Give alternative assignments rather than long written assignments,
- Provide a model of the end product
- Provide written and verbal direction with visuals if possible
- Break long assignments into small sequential steps, monitoring each step.
- Check that all homework assignments are written correctly in some kind of an agenda/homework book
- Number and sequence steps in a task.
- Provide outlines, study guides, copies of powerpoint presentations
- Explain learning expectations to the student before beginning a lesson

- Allow for the student to use tape recorders, computers, calculators and dictation to obtain and retain tic

Use the following tips to help disorganized students become organized and learn how to manage their responsibilities.

- Set up and Stick to a Routine. ...
- Clean Out the Clutter. ...
- Monitor All Schoolwork. ...
- Enlist Help From Parents. ...
- Create a Checklist. ...
- Use Memory Aids. ...
- Use the Buddy System. ...
- Label and Color Code Everything.

New Student Orientation

When I get a new student from another school, there are certain steps that I take to allow them to transition smoothly.

The steps consist of:

1. Introduce myself and show the student where my office is.
2. Give the student an interest survey to get to know him/her and build from their strengths;
3. Provide time for the student to ask me questions to get to know me better;
4. Explain to the student what I am here to do and how to reach me if necessary;
5. Speak to the student about the materials, expectations, and rules for each academic subject;
6. Use the student's material to organize them by labeling all notebooks and folders; ask the student to bring in additional materials if needed;
7. Show the student where to put loose papers and where he/she should write their homework down;
8. Call the parents at the end of the first or second week to check on their child's progress. I introduce myself to the parent and answer any questions or concerns they may have;
9. Meet with the student's teachers to provide them with some background knowledge about this student.

(Concetta O'Brien)

Communication

Cooperation

An attitude that makes it possible to work with one another

These same components are essential to integration and inclusion. Successful integration/inclusion does not happen by chance. It requires a well-thought-out plan with capable people applying themselves to the task.

- Rosario Margarita A. Aligada

Homework

Four Square Homework

In a Microsoft Word (or Google Docs) document, divide the paper up into Four Squares. In each square is a different Math-type problem. Square 1 (top left corner) - PARCC-style Cumulative Review Problem; Square 2 & 3 (top right corner & bottom left corner) - Problems related to daily lesson; Square 4 (bottom right corner) - PARCC released item aligned to today's standard/objective. (Maria Vasquez)

Completing Homework

The classroom teacher noted, in frustration, that the students were not turning in their homework. After looking at the homework together, it was determined that the amount of homework could be reduced and made simpler so that the students could complete the assignment at home without help. Many of the students' parents don't speak English, so they have difficulty helping their children with their assignments. (Kirsten Smith)

My student was not handing in homework as well as he had at the beginning of the school year, so now I do a weekly sheet that gets sent home on Fridays for his parent to sign. It includes homework assignments, classwork assignments, behavior, and grades for each subject that week. It's a weekly progress report. He is more motivated to make more of an effort because he knows that his parent will see how he did academically and behaviorally for the entire week. (Zenobia Saunderson)

Directions for Getting Started Promptly

Tell your students the following: *"*As soon as you get home, take a step—no matter how small—toward doing the assignment. A small step might be setting up your book on the table turned to the right page and putting a heading on your paper. Doing this helps you cross the "threshold" to doing your homework. This SMALL STEP will make it easier for you to get started on our assignment." (Faith Stewart)

Color Coordinating Materials:

Coordinate the colors of textbook covers, notebooks, class schedules, and divider tabs (in a 3-ring binder) to match in color for each individual subject. Explain to the students that this will help them find all the materials needed for each subject more quickly.

Make sure that you:

1. Have the students write their name on the front of each folder
2. Label each folder by subject name (using a file folder label)

Mnemonic for Copying Homework:

Tell the students to remember the mnemonic:
PAIN, which stands for:

- Page
- The action you must take
- Item Numbers

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Homework Hub: http://www.scholastic.com/kids/homework/

First Gov. for Kids: http://kids.usa.gov/

Flashcard Exchange: http://www.flashcardexchange.com/

Quiz Hub: http://quizhub.com/quiz/quizhub.cfm

Brain Pop: http://www.brainpop.com/

Behavior Strategies

Sensory Bottles
Fill a water bottle with half corn syrup and water. Sensory Bottles can be filled with glitter or any type of beads. These bottles work great for autistic children or children exhibiting aggressive behavior.

NEW:

Emotional Intelligence Pedagogy: The inclusion of emotionally sensitive practices in the learning experience and classroom management plan.
Recognizing that there are only two pure emotions: love and fear have allowed me to navigate with students by making them feel secure in the classroom. An example is a student that is being defiant and being threatened with exclusion from the classroom. Instead of supporting my co-teachers dismissal of the student, I become an ally to the student by letting them know (sitting parallel and speaking low) the situation is not a big deal, what the options are and how they can be in control (security).

Breathing Technique
Students are encouraged to take a deep breath, hold it for 5 seconds then slowly release. This is repeated at least three times and done when my students feel anxious, mad, or upset. This technique has helped students calm down and focus on the lesson. (Patricia Eden Hughey)

Utilize Class Dojo
ClassDojo is a communication app for the classroom. It connects teachers, parents, and students who use it, allowing them to share photos, videos, and messages throughout the school day. ClassDojo facilitates teamwork among stakeholders. It allows those who are not in the classroom to share in the classroom experience and bring to life big ideas both in the classrooms and in the homes. (Andrea Rochman)

Late to Class
One classroom strategy that I found useful this year was the late sign in sheet. When students were late to class, they not only had to get a late pass, but they had to sign the sheet. The strategy was used as a visual for the students who consistently came in late. Students could then chart their data and reflect on the ways that their tardiness could be affecting their academic performance. Students were also able to see how their lateness was a disruption to the learning environment. (Jamie Hastings)

Communicating Needs – 1-2-3 Strategy
A student raises one finger if s/he needs help. A student raises two fingers if s/he needs to sharpen the pencil. A student raises three fingers if s/he needs to use the bathroom. Using this strategy reduces the number of interruptions to the lesson. (Yan Shen)

Engine Running Too Fast, Too Slow, Just Right Chart
The Engine Running Too Fast, Too Slow, Just Right chart is left out on the student's desk. Instead of bringing attention to students' behaviors, the teacher can just walk by students' desks and point on the chart to show them how they are doing and to indicate that they need to improve. (Andrea Rochman)

Lunch Learners
Young students that have a difficult time sitting during lunch would benefit from using an interactive placemat. Students can count, recite alphabets, and color on the mat. The placemat helps to help the students learn while keeping them engaged until lunch is served. We use this in my class, and it seems to work well. Students should not wait more than ten minutes in order for a strategy to work. It has been tried to trust me. (Kirsten Smith)

Pocket Chart

I use a pocket chart labeled with superstar, very good, good, slow down, and stop. Students name are on index cards, and I move their names up and down the chart based on the behavior. It works best for me because the minute I walk over to the chart, the class falls silent. We don't have to interrupt the lesson to dialogue about behaviors. Students are aware that if their names get moved, there are consequences and rewards depending on where they fall. (Zenobia Saunderson)

Taking Photos

I will take pictures and announce that I am taking pictures of the class because they are working so nicely and the behaviors are appropriate. They love their pictures taken, and I pull that picture out at times if they need to be reminded. So I use them as an example of good behavior, and that motivates them to be caught being good. (Zenobia Saunderson)

Busy Feet

For those learners who are constantly moving their feet, tier or wrap a large thick elastic band that is sturdy or a pair of panty hose around the front legs of the chair. The child can move their feet silently without disturbing the class. This also keeps their feet busy. (JoAnn Lepard)

Stages of Behavior Escalation (Colvin & Sugai, 1989)

Behavior Escalation Stage	Description	Area(s) of Focus	Intervention Tips
Calm	➢ The student is relatively calm and cooperative	➢ Focus on maintaining a clear, consistent, productive environment and building rapport with the student	➢ Establish 3-5 behavioral expectations ➢ Give student feedback using the 4 to 1 ratio (4 positives for every 1 corrective/ negative) ➢ Teach replacements for interfering behaviors ➢ Precorrect problem situations
Trigger	➢ Student experiences unresolved conflicts that trigger behavior to escalate ➢ May displace anger on "safe target" (aide, teacher, parent)	➢ Focus on prevention and redirecting the student's behavior	➢ Remove/adjust the trigger (if appropriate) ➢ Use behavioral momentum to shape behavior and reinforce small efforts ➢ Remind student of rewards (if used) ➢ Remind student to use replacement skills
Agitation	➢ Student is increasingly unfocused/upset ➢ May exhibit avoidance ➢ May challenge adult authority	➢ Focus on reducing student anxiety and increasing predictability in the student's environment	➢ Use non-confrontational non-verbal behavior ➢ Break down directions into smaller steps ➢ Use "start," instead of "stop" directions ➢ Offer choices (for how to complete a task) ➢ Use "Speak and Retreat" prompting ➢ Set clear, reasonable, and enforceable limits
Acceleration	➢ With conflict unresolved, conflict becomes a student's sole focus ➢ May become noncompliant ➢ May be beginning to lose rational thought	➢ Focus on maintaining a safe environment for yourself, the student in crisis and any observers	➢ Use short phrases and allow processing time ➢ Maintain calmness and detachment ➢ Use active listening, reflection and restatement to clarify student's concerns and show you understand his feeling
Peak	➢ The student is out of control and may have temporarily lost the ability to think rationally ➢ Exhibits severe behavior (scream, SIBs, aggression)	➢ Focus on maintaining a safe environment for self, a student in crisis and observers	➢ Isolate student by removing the audience ➢ Call for help/staff witness if needed ➢ Don't threaten consequences now; discuss when the student is more rational
De-Escalation	➢ Having vented, the severity of student's behavior subsides ➢ Drop in the energy level of the student after a crisis	➢ Focus on removing excess attention, helping the student regain composure and demonstrating cooperation with neutral requests	➢ Allow Cool-Down time ➢ Make sure the student has regained control before proceeding; look for less tense appearance, normal breathing, and willingness to comply with small request
Recovery	➢ Students may feel shame, sorrow, fear, or regret ➢ May not be able to verbalize feelings/ details of outburst	➢ Focus on debriefing/ problem solving then transitioning student back to academics	➢ Debrief *before* discussing consequences ➢ Problem solve and develop a plan with the student for better future behavior ➢ Follow through with consequences set earlier

NEW:

Called response time is used to adapt students' behavior: 15 to 20 minutes of free time is placed on the board. Students must complete assignments and behave based on classroom rules and procedures within a certain time frame. If a student does not behave within that timeframe, a minute is taken off of the designated response time. With this approach, the student's become accountable for their behavior in a group setting. Also, it helps with focusing on academics for a huge part of the 84-minute block schedule designated at the high school.

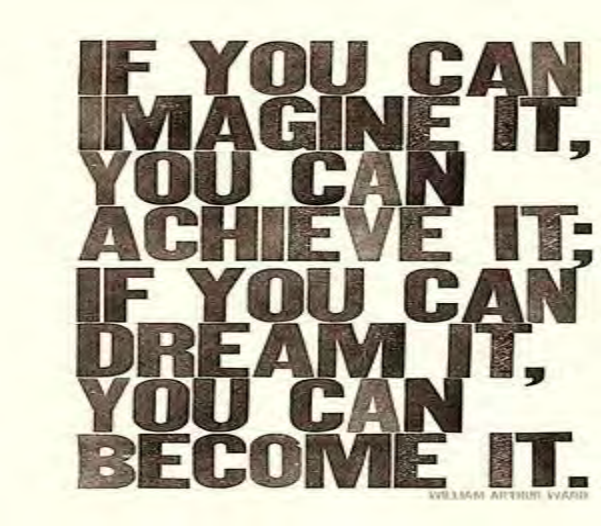
Social/Emotional Skills

Clarifying Morning Expectations

In fourth grade, we have just begun to use the following strategy to assist with entering the class routine and getting ready to begin the morning activities. As soon as the students are brought up from downstairs and upon entering the room, they stop at the Smartboard, pop the balloon with their name on it and read the morning message (which reminds them of the directions for unpacking and getting ready to start the morning activities. We set the timer for 10 minutes. If they have done everything on the board said as well as sitting quietly starting their DO NOW, they get a sticker. Students have the choice of cashing in their stickers when they have 10 for the smallest prize choice or holding onto them until they have 15 or 20 stickers for prizes at the next level. (Carol Schiffman)

Message on the Smart board

Good Morning Boys and Girls. We hope you all had a great weekend. Today is Monday, February 6, 2016.
We are going to have a FABULOUS day today!!!!
First: Touch only your balloon below, one time, to sign in.
Next: Empty your backpacks, spit out anything that should not be in your mouth, and take off all jackets, sweaters and/or sweatshirts.
Then: Put all of your unneeded belongings in the coat closet. Finally: Go to your desks quietly and start your DO NOW. As always, thank you very much. The Management.



Social/Emotional Skills

Class meetings
Student-centered classroom meetings are preferred over teacher-led announcement sessions. That is essentially what many classroom meetings are. The agenda should be student created, student-led, and student resolved (within guidelines).

Students create an agenda template of 1-3 issues to be covered in the class meeting. The teacher can allocate time limits for each topic. Class meeting times will vary depending upon the class period setup. If it is homeroom, you can dedicate more time than if you have 42 minutes or 84-minute block with your students. (Naiobe Sharrock)

Confidential Pockets – Building Relationships
Teachers can enhance the trust levels of their students by creating confidential pockets around their classrooms.
Use large 8x10 envelopes, and post in various busy places in the classroom. The reason that several areas are used is so that other students can not automatically determine if they see their peer by a certain area that they are making a confidential drop. Also, placing them near other stations allows for the cover of a student making a drop. They could be in that area for an activity.

When a teacher reads the confidential notes, s/he can use discretion to make the next move. The specific situation may not have to be addressed, but the teacher may just need to be more socially aware of his or her students. Teachers may have to make a general address to their students, about ethics, manners, compassion, tolerance, inclusion, etc. Other serious situations may have to be referred to an administrator, guidance counselor, or child study team member or other building-level resources. (Naiobe Sharrock)

Cooperative Learning
When students have difficulty working together in a cooperative group, teachers may want to teach the social skills necessary for effective group functioning. The following strategy can be used to do so:
Construct a T-chart where each social skill is considered from two perspectives: (1) what it looks like and (2) what it sounds like. Social skills can include paying undivided attention, encouraging one another or critiquing ideas, etc.
The group's data manager can use a tally sheet to record each time any student in the group practices the social skill. Results can be graphed and presented to the class. Other groups can then provide feedback to the presenting group following the cooperative activity. Students should understand that the observer cannot talk while collecting data. Therefore, it may be beneficial to make your most talkative student in each group the observer. (Sundra Murray)

Taking Turns
I've found that the best way to help young children with taking turns is to model the process/role play or become the mediator between the two students. The teachers in the room can have all the children sitting together in a circle and role-play playing. Then have a student or someone come up and take a toy from them. Ask students how that would make them feel. Then ask students to come up with a solution. Then model how to take turns.

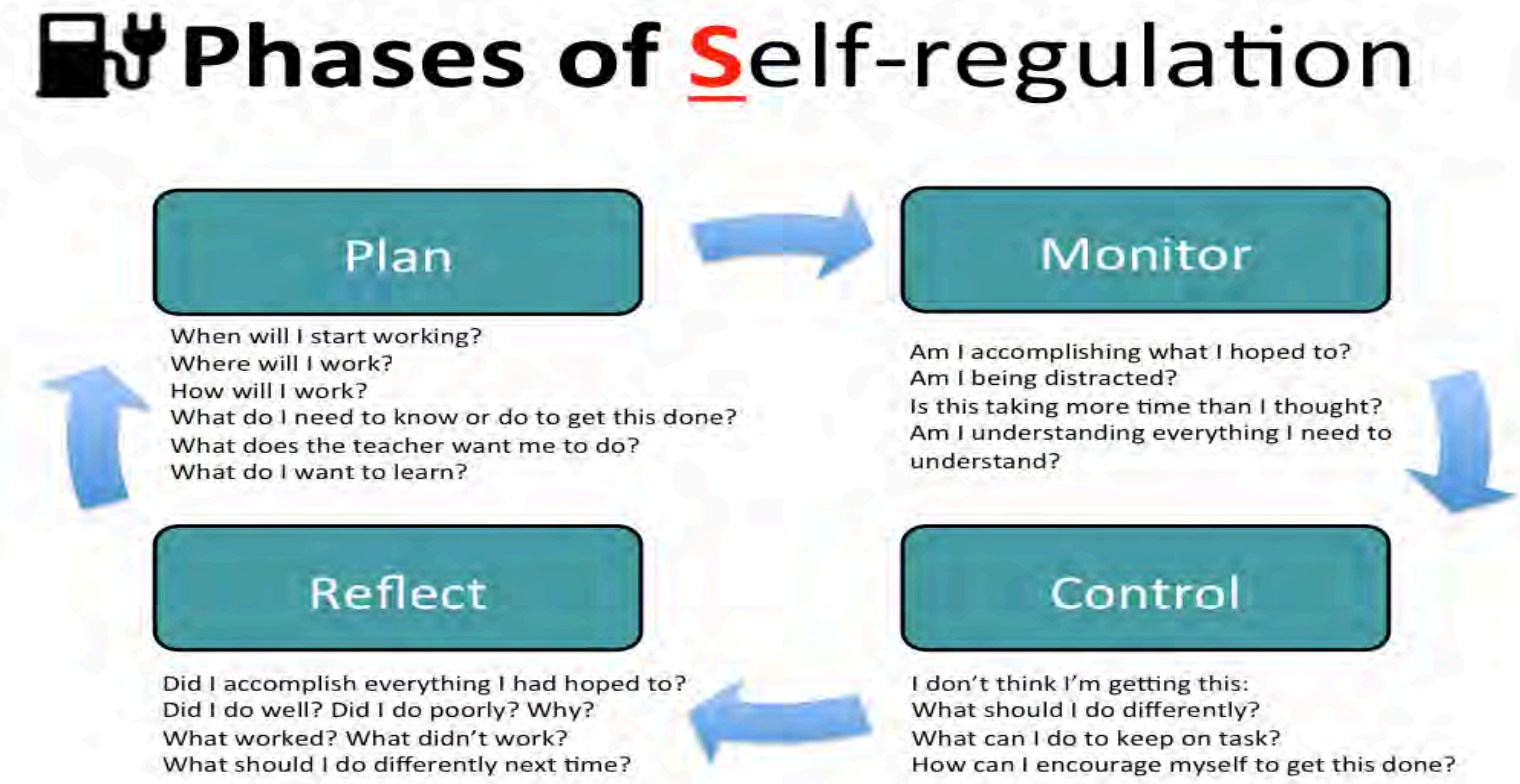
Another way is to mediate between the two students. I've seen teachers just say share and walk away. They don't understand what that means. So I walk over. I say, "Brandon, I see that you really like playing with the truck. However, you've been playing with it for a while. Now it's time to give Luis a turn. Hand it to Luis. I will set the timer. And in five minutes, you will get it back." Then I set the timer again when Brandon gets the truck.

By role-playing, modeling, and mediating I've found that the students get along a lot better and there is less fighting.
(Michael Conte)

Taking Turns
To help young students learn how to take turns and interact with others, create a center or activity chart. Using heavy or laminated card stock post a computer image of the center on the board using Velcro tabs. Make three columns on the board for three student rotations throughout the class. Pictures can be taken of each student in the class or you can just write their name on heavy paper to post on the board. After explaining the center to the students, choose a specific number of students to work in the center. Velcro the students' pictures that you have chosen onto the board. Allowing the students to see their picture and name (optional) on the board, enables them to identify where they should be in the class. After about fifteen minutes, rotate to the next row of students until all the students have had an opportunity to visit the labs for that day (teacher discretion can be used about center rotation, it may not be possible for students to visit all labs in on the day). (Kirsten Smith)

Opening a window
When working with students who are easily distracted one strategy is to show them how to create a "window". Leave the current problem that the student is working on open so the student can see it, but block the rest of the paper. This prevents the student from getting confused, overwhelmed or losing track of where he/she is. It also allows the teacher to get an accurate understanding of whether the student knows the skill. (Michael Beardsley)

"To the world, you may be one person, but to one person you may be the world." - Heather Cortez



Supporting English Language Learners (ELLs)

Tips on teaching ELLs from educators and researchers who specialize in the education of ELLs:

- ELLs need to speak English in the classroom so they can find an identity in their new language and learn to follow complex lines of thought. Unless they can do this, reading comprehension will be difficult for them.
- ELLs need to practice speaking and listening in the classroom just an any students with weak verbal skills
- Focus on supporting students to work in small groups or pairs more frequently (see example below)
- Try using "sentence starters" and having students talk to each other in pairs to support the use of structured academic conversations. (see example below)
- Role-playing and debating are good ways to support ELLs in learning and using academic language, i.e., the words used in classrooms as opposed to on the playground or in the cafeteria

(*Education Week, Spotlight on ELLs in the Classroom*)

Supporting student to work in small groups or pairs (rather than using whole-class instruction all the time). This provides more opportunities for ELLs to practice their oral language skills.

Example: On a recent morning, the 3rd graders in Ms. Rodriguez's class broke into three groups for reading activities. In one group, children timed themselves with digital clocks on how many words they could read aloud in one minute from a vocabulary list. In another cluster, children took turns dictating sentences to their classmates. In the last group, the teacher helped students write summaries of the day's story.

Try using "sentence starters"

You can support the use of structured academic conversations by using "sentence starters" and having students talk to each other in pairs.

Example:

1. Dictate sentence starters, such as those below, to the students. (Note: You can develop your own starters that relate to curriculum, such as creating sentences which help students review a unit.) Have them think about how they would finish the sentence.

2. Once this has been done, put the students into groups of two and allow them time to discuss their sentences with one another.

Note: You may want to write your own incomplete sentences using grammatical structures which have recently been taught in class.

SENTENCES:

1. I wish I could .....
2. I would like to .....
3. I would hate to.....
4. In the future, I would like to see .....
5. If I could do anything in the world and not fail, I would.....
6. I am happy that.....
7. The best thing I have ever done is.....
8. If I could change one thing about myself, I would change .....

Just for Teachers

Teaching English as a Foreign or Second Language and Teaching English as A Foreign Language to Large, Multi-Level Classes are two PDF downloads developed by the Peace Corps, which has some of the best professional development resources for teaching ELL students. **(http://eric.ed.gov)**

English Raven (http://www.englishraven.com/) created by teachers, is a favorite site for printouts. Not only are the materials particularly engaging, but you'll find excellent ideas about how to use them. Most of the resources are free, but by donating (the amount is self-determined), you can access even more.

National Clearinghouse for English Language Acquisition & Language Instruction Programs:
http://www.ncela.gwu.edu

www.**everythingesl**.**net**
Includes content-based lesson plans, activities, recommendations on classroom materials, and discussion boards for working with minority students.

For Students
The U.S.A. Learns (http://usalearns.org/) is a Web site to help users learn English. It is very accessible to all but the very youngest ESSs. It's free to use and is appropriate for both beginning and intermediate ELLs. To save their work and evaluate their progress, students must register on the site. Teachers can also create their own "virtual classroom."

Starfall (http://www.starfall.com/) is a well-established primary school site that is without rival when it comes to providing accessible literacy activities for beginning ELLs. Although a vendor maintains it, there are lots of free tools and activities.

Into the Book (http://reading.ecb.org/student/index.html) is an incredible resource designed to help students learn reading strategies, including visualization, prediction, and summarization. The site has been under construction for several years, but now all of its exercises are fully developed. Users are led through learning each reading strategy with interactive exercises.

Voice Thread (Http://voicethread.com/) allows you and your student to upload or grab pictures from the Web, and create an audio narrative to go along with them. Also, audio comments can be left by visitors—a great way to raise student interest and engagement.

(Many of the above resources suggested by Larry Ferlazzo who taught English and social studies to ELLs and included students at Luther Burbank High School in Sacramento, California. His book, Organizing to Learn: The Art of Teaching English Language Learners will be published soon by Linworth Publishing)

Engagement Strategies

Kagan Structure – Rally Coach ***http://www.kaganonline.com***
This Kagan strategy can be used in the following way for Math. However, it can be modified and used for any subject area. In this strategy, partners take turns, one solving a problem while the other coaches. The pair of students will get a piece of paper that is folded in half. There should be about six math problems on the page. One side is labeled A, and the other side is labeled B. It is beneficial to model and practice how to coach and praise before using this strategy. Teachers can provide examples of praises on the board and some key questions that students can ask when they need to coach their partners.

- Partner A solves the first problem.
- Partner B watches and listen, checks, coaches if necessary, and praises.
- Partner B solves the next partners.
- Partner A watches and listens, checks, coaches if necessary and praises.
- Partners repeat, taking turns solving successive problems.

This strategy can be used with worksheet problems, oral problems provided by the teacher, and with manipulatives. (Concetta O'Brien)

Kagan Structure – FAN-N-PICK ***http://www.kaganonline.com***
The Kagan Structure - FAN-N-PICK is a fun way to engage students (I use it for spelling and new vocabulary). Student 1: Fans the cards, Student 2: Picks and reads, Student 3: Answers Student 4: Tutors or praises. (Anne McNally)

Kagan Structure – Stand Up, Hand Up, Pair Up ***http://www.kaganonline.com***
This is Kagan strategy allows students to get up and move around while reviewing a certain skill. I have used this strategy in math to review multiplication facts or to identify fractions. The students each have a card with a problem on the front and the answer on the back. The students put their hand up and walk around to find a partner who also has their hand up. They pair up and solve each other's card. The students will give each other positive praise (Good Job, Awesome) and then switch cards. They will put their hand back up and walk to find another partner who has their hand up and repeat the steps. (Concetta O'Brien)

Motivating Students
When students are on the verge of giving up, we have a motto. We like to say to them "Keep going!"
When students appear to be reaching their threshold, such as increased frustration because they are getting answers wrong or have to change something they already did, I respond to them by saying, "I don't expect 100%, but I do expect 100% effort." This gives them the boost they need to keep going and not give up. It helps build resilience when working through difficult tasks. (Jennifer White)

Engaging Classrooms
Motivated students are less likely to disrupt, they earn higher grades and feel more confident about learning. Students who are engaged are willing to accept challenges, retain information longer and are likely to become lifelong learners.

Engage from day 1
Setting the tone for the school year:

- Get to know students: Make a seating chart know everyone's name by the end of the day. Students should know each other by the end of the week.
- Share selective information about yourself. (letters, pictures, etc.)
- Invite students to introduce themselves through letters, hobbies favorite class.
- Give students a subject-specific survey or pretest to reveal their knowledge or attitudes. This allows you to help students set goals and/or build through a conversation piece.

Reading engagement

- Create low-risk engagement opportunities like journals, editorials, and have students state and back up their opinion on a topic. What is the most important word of the discussion today, and explain why.
- Begin with student interest, then branch out to abstract on new learning.
- Make it impossible for students to fake read. Allow choices when possible.
- Read aloud even to high school students

Use Pre-reading strategies to prepare to read

- Give students an anticipation guide before reading.
- Provide a set of generalizations related to the theme for a section.
- The students can decide what they agree on and what they disagree on. Mark their choices with highlighters. Make connections with questions and predictions. Use the main idea and supporting evidence.

Post Reading Strategies

- Have students circle the most important word in a section (chapter. page, paragraph, etc.) and have them write or explain why they chose that word, using examples for the text.
- Have students discuss and defend their choices.

Room for Reflection

- Progress assessment can be used before conferences, at the end of a marking period, at the end of the semester. To ask a student, “How is it going? Is the class harder or easier? Which concepts are easy for you? Which ones are harder? Why?” (Antonia Lee)

Four Corners

This strategy permits the scholars to respond to questions by moving around the classroom. Often students that are permitted to get up and move around during classroom lessons demonstrate increased engagement.

Designate certain areas of the room as a choice: a -b – c-d. The four corners of the classroom are fine. As a class, when scholars are responding to multiple choice questioning, they reveal their answers by moving to the spot in the classroom that represents their letter choice. (Regina Reilly)

Involving Students to Help with Attention

One third grade student has great difficulty focusing for long periods of time, especially during whole class instruction. The general education teacher struggled because the student was frequently off task. The consulting teacher suggested that the teacher allow the student to participate in teaching the lesson by doing things like writing the page number on the board, passing out papers or assisting a peer. (Kirsten Smith)

Songs and Music

Draw a picture of a child on the board, drawing arrows to the head, body, knees, and toes. Open up with the song "Head, Shoulders, Knees, and Toes". List the parts of a friendly letter on the board. Then, using the drawing label the parts of a friendly letter to the parts of the body. (JoAnn Lepard)

Hand Out Questions in Advance

Pre-plan a few questions that you want to ask, write them on slips, and hand each student one question at the beginning of class. Once it’s time to ask the question, reach out first to the kids who had the question, then to the rest of the class. Try dividing the class into the groups whose members had the same question so that they have a chance to chat first before sharing out.

Estimation Line-Ups

Ask kids a question that has a numerical response based on a sliding scale. Place a number line around your classroom walls. Students stand under their number/answer preparing to share why. Fold the line in half so the students who most strongly disagreed with each other now chat before sharing out to the whole class.

Thumbs up/thumbs down

Use this strategy to encourage students to listen to other students in class. Students must learn to evaluate both the solutions and the explanations of other students in the class.

Call a friend
If a student is having trouble explaining themselves, another student can help by putting their hands looking like a phone to their ear and the student having trouble answering the question can call on them for assistance. (Andrea Rochman)

Talking Chips
This is a strategy to help and encourage students to participate or ask questions in class. First, discuss this with the student so he/she understands the goal. Then, you give a student a cup with 3 chips. The goal is for the student to get rid of the three chips in that period. The student should participate or ask a question at least three times in that class.

If the student used all of their chips, then you praise the student at the end of the period. If the student did not use their chips, then encourage the student to try to use all the chips in the next period.
As the year goes on you can increase the number of chips or eventually get rid of them when the student participates on their own. If the student has different teachers, then each teacher needs to have a cup with three chips. Put the cup in the same place every day and the student will get the cup each time he/she walks into the class and place it on their desk. (Concetta O'Brien)

White Boards
Ask all students to write answers to questions on white boards to quickly assess the proficiency of each student.

Show and Tell
Every chance you get, you can show or demonstrate to students exactly what they are expected to do on a project, paper etc. For example, show the students the outcome of a project before they do it. Present a model side-by-side with a criteria chart or rubric. Guide students through each step of the process with the model in hand of the finished project. (Antonia Lee)

NEW:

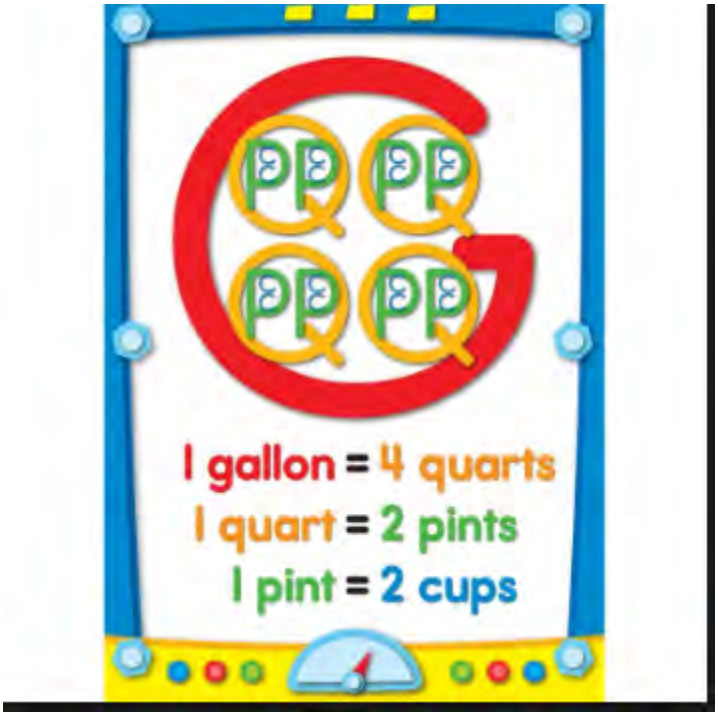
Let the students know what will happen next: I use this strategy to help the students know what is going to happen next during whole and small group instruction. For example, "After you finish your breakfast, it is time for whole group meeting" or "In five minutes it will be time to clean up and start a small group lesson." This strategy has been helpful for some students because it keeps track of how much time is left. So in the example above "In five minutes it is time to clean up and start a small group lesson. "I would set the timer for five minutes. Some students need reminders as the time is winding down to 2 minutes, 1 minute, etc. For students who have trouble understanding the concept of time or numbers, a visual picture chart is helpful because the student can see what comes next. Letting the students know what will happen next is a good strategy and has been helpful with time management of
lessons.

Math Strategies

Tic Tac Math

This is an activity I used during small group/center time. Students complete this like they are playing a tic tac toe game. One student is the X and the other is O. Each grid contains a math problem based on the topic or skill. The top row are the easier problems, the middle row consists of average problems, and the last row are challenging problems. This allow students to choose the 3 problems that are best for them to complete. This activity can be differentiated to meet your students' needs so they are successful within the classroom. (Concetta O'Brien)

Gallon Man *(Miriam Abadir)*



Snowball - Closure Strategy
Students write down 1 math problem learned in the lesson on a piece of scrap paper and wad it up. Given a signal, they throw the paper snowball in the air so it lands on the floor/desk. Then each student picks up a nearby response and solves the problem. Teacher has students write their names on the problem and use it as an exit ticket.

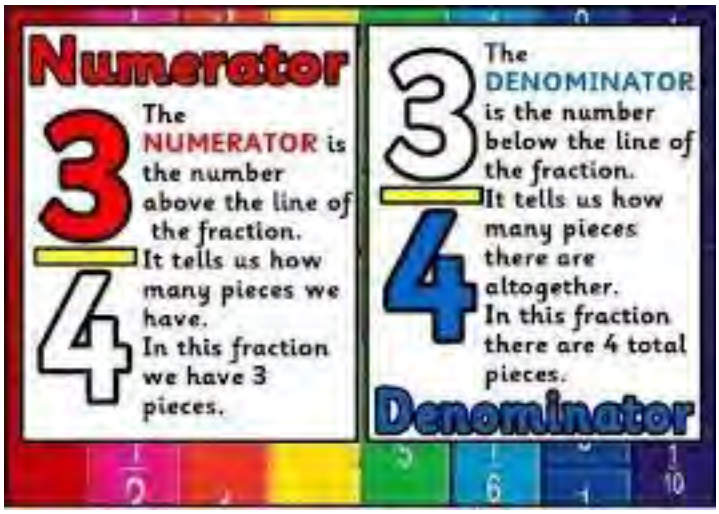
Explicit Modeling mathematics concepts/skills

Teacher role:
1. Describe and model math skill/concept
2. Describe steps in performing the math skill
3. Break math concept/skill into parts
4. Engage students in learning through pace, questioning, and through checking for student understanding.

Implement:

Make sure students have the prerequisite skills to perform the skill.
Provide visual, auditory, kinesthetic and tactile means for learning. Cue students by varying intonation, circle, point and highlight important information.

Example:
When associating the written fraction to the fraction pieces and their respective values, color code the numerator and denominator in ways that represent the meaning of the fraction pieces they use. Cue students to the color-coding and what each color represents.



Think aloud or say aloud when modeling.
Model a concept/skill at least 3 times before scaffolding instruction.
Frequently interact with students to check their understanding.

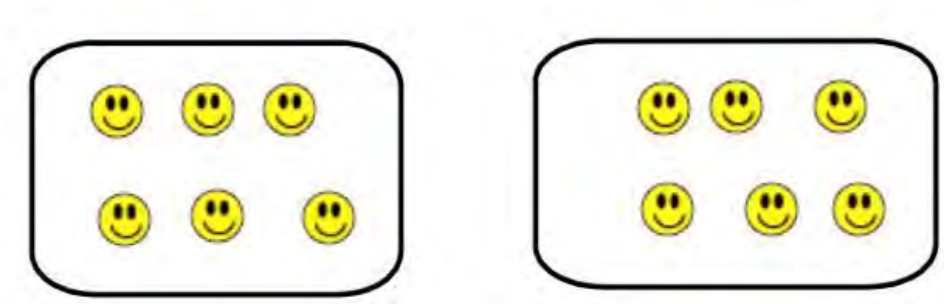
(Vijaya Tanikella)

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. (Vijaya Tanikella)

Interleave Worked Solution Strategy
During Whole Class instruction:
1. Start off with a discussion around an already solved problem, pointing out critical features of the problem solution.
2. After discussion, have students pair off in small groups or work individually to solve ***one*** similar problem on their own.
3. Go back to studying the example. One student can present their solution and have others attempt to explain it.
4. After studying the solved example, students are given another similar problem to try on their own. (Jean Belony)

Division
÷ Division
We can look at it two ways.

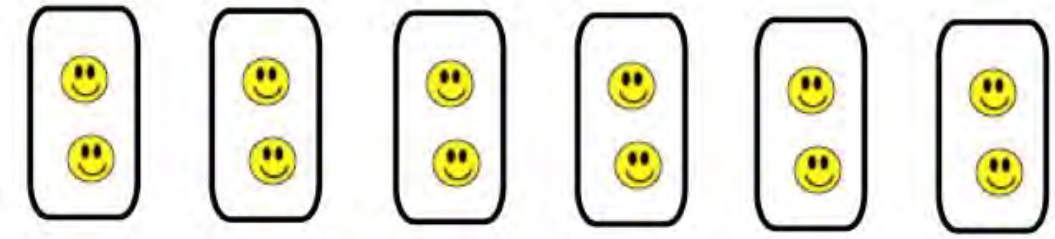
12	÷	2	=	6
total		groups		in each group



You are the dealer. Put in one chip at a time into each group until you have 12 altogether.

_____

12 ÷ 2 = 6
total in each group groups

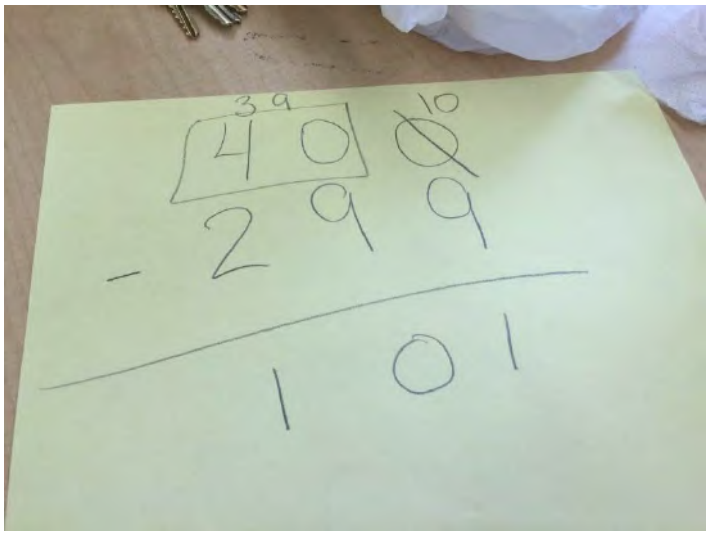


You are the dealer. Put in one chip at a time into each group until you have 12 altogether.

(Subuola Tayo-Balogun)

Subtract across zeroes

400 -299 = Regroup 400 to 39 and the last zero becomes a 10 and subtract normally. (Lystrea Crooks)



Differentiated Instruction In Four Ways

Content:

1. Involves the district/state Educational Standards, concepts and mastery. I

firmly believe that every student in an inclusion class is at a different level of Blooms. Therefore, by differentiating, it allows a teacher to better deliver a lesson and promote learning in a manner that reaches each
ability level. For example: Math vocabulary must be taught for students to be able to match the vocabulary with its definition during a lesson. In addition, the students are able to differentiate facts from opinion.

Process:

2. Delivers the content to each learners' style, whether visual, auditory, kinesthetic and using words. Example: the visual learners can use physical books, the audio learner can use books on tape, the kinesthetic learner can complete an interactive assignment with a similar group of students or use a chromebook to do so online.

Product:

3. Refers to students' creativity that demonstrates the concept/content's mastery; this could be achieved via different activities. The key is for the student to show mastery of an educational concept. The outcome could be
in the form of reading and write a report, the student could create a graphic organizer, the auditory student can give a verbal report or take a test orally. The kinesthetic student can produce and illustrate a story.

Learning Environment:

3. Psychologically, I try my best to use classroom management techniques that support a safe, supportive, and conducive learning environment .

New:
Interactive Notebook:
The strategy that was used this year was an interactive notebook for math. This strategy has been used in Science classes but using it for math provides the students with a notebook to refer to. I taught my students how to use the notebook as a resource during an assessment. The notebook contains different graphic organizers and notes to help the students remember the steps to divide or multiply. There are many examples for each topic area. The notebook would also contain the metric and customary charts that students would refer to in order to complete conversions in measurement. This is a great tool for visual learners to use for extra support.

Math Word Problems: Think Pair Share (Kagan Structure) ***http://www.kaganonline.com***
Think: Students think independently about the question that has been posed, forming ideas of their own. For math this can be used for word problems after they have boxed the key words in the word problem to help identify what the question is asking.
Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
Share: Student pairs share their ideas with a larger group, (such as their group of four where they are sitting or the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner.
(Mariam Abadir)

4 C.U.B.E.S – Problem Solving
a. C - Circle all numbers
b. U - Underline the question
c. B - Box key vocabulary words
d. E - Eliminate extra information
e. S - Solve and explain your work
(Andrea Rochman)

Addition Strategies

(Mariam Abadir)

Geometry
At the beginning of the school year, high school students can cut out all geometric shapes, add formulas, and place shapes in their folders (this can be an activity done during the first week of school). The students will be able to compare their cut-out shapes with shapes from their math problems to see how to look for the diameter, radius, length, width, etc. of specific shapes. Students sometimes do not know where to properly look on the shape to retrieve the correct numbers to solve the problem which can result in them getting the problems incorrect (i.e. the correct formula was applied but incorrect numbers were used because students could not remember the correct locations). (LaTasha McMillan)

Integers (Positive vs. Negative)
Some inclusion students do not know how to keep the sign with the integer, for example, 2-3 = -1 and not 1. Students might get this problem incorrect because they could not remember the sign in front of a numbers stays with that number. A strategy that students can use to remember that signs go with numbers is as follows:
Circle both the number and the sign in front of the number prior to working on the problem. For example, in the problem: 3 + 2x – 7z = the 3 will be circled alone, next the +2x will be circled alone, and finally the -7z will be circled alone. Using this strategy will remind students that the sign goes with the number before solving it. (LaTasha McMillan)

Definition Anchor Chart Wall
Make a Definition Anchor Chart Wall, starting in the month of September, with short explanations to algebraic and geometric vocabulary. As the students are taught a new definition term, it can be updated on the chart. For example: Inverse of Trigonometric Ratios = 2nd then TAN/COS/SIN; Complementary Angle = 90 degrees; Supplementary Angle = 180 degrees; Triangle = 180 degrees; Circle = 360 degrees; τ= 3.14; etc. (LaTasha McMillan)

Gallery Walk
A classroom strategy that I found very helpful and effective this year is Gallery Walk. Gallery Walk is a discussion technique that gets students out of their chairs and into a mode of active engagement. The advantage of the method is its flexibility and the variety of benefits for students and instructor. During a Gallery Walk, students can explore multiple texts or images that are placed around the room. I often use this strategy as a way to have students share their work with peers, examine multiple mathematical practices, or respond to

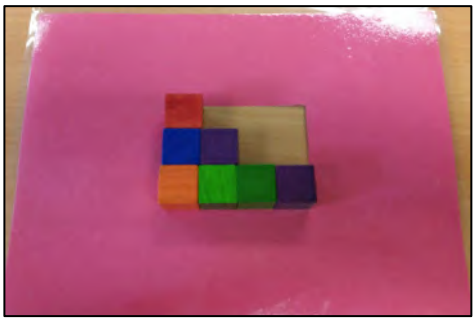
a collection of type I, type II and type III questions. Because this strategy requires students to physically move around the room, it can be especially engaging for kinesthetic learners. (Jean Belony)

Modeling Fact Families
Step 1: Give each child a part-part whole mat, with 4 red cubes and 3 blue cubes
Step 2: Write the number sentence of 4+3=7 and 3+4=7. Have a student model the addition strategy with the cubes for the class.
Step 3: Continue with the subtraction sentence of 7-4=3 and 7-3=4
Step 4; Show that only three numbers 3, 4 and 7 were used in all the number sentences. Remind students that this is a fact family. (Subuola Tayo-Balogun)

Area of a Shape: Using one inch cubes and laminated paper cut-outs
Use one inch cubes and cut out areas of a paper and laminate it. Students use the one inch cubes to figure out the area of the cut out space. This can be used in numerous ways.

- ***Making Predictions***: Have students predict how many cubes it will take to cover the area of the cut out or fill it partially and ask the students how many more will it take to fill the area (as pictured).

- ***Comparing:*** It can be used for comparing quantities (more or less). Cut out multiple papers of different sizes. Have students determine which space will hold more blocks, which will hold less, etc.

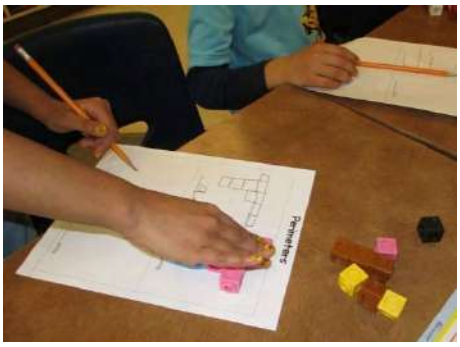


(Michael Conte)

Math Cubes to Introduce Area
To introduce students to area, use connecting math cubes or building blocks. Ask students to create closed shapes. Help students understand the notion of "square units" as they calculate the total number of blocks, or area of their shapes. LEGO bricks also work well.

Tip: You can store math block manipulatives in plastic sandwich bags that contain 36 units. Students can grab a baggie, and you can save lots of time counting out blocks for math.

Resource: http://www.scholastic.com/teachers/top-teaching/2012/12/10-hands-strategies-teaching-area-and-perimeter

- 

(Faith Stewart)

Subtracting Across Zero with Regrouping

Teach students how to subtract with regrouping when working with the number zero.

1. Ask students how they would subtract the following:

$$\begin{array}{r} 300 \\ -\ 152 \\ \hline \end{array}$$

2. Direct students to look at the number in the 100s and 10s place (30).
3. Have students Square it off

$$\begin{array}{r} \boxed{3}\boxed{0}\ 0 \\ -\ 152 \\ \hline \end{array}$$

4. Ask what is one less than that number (29)
5. Have students write the number above the squared off pair

$$\begin{array}{r} 29 \\ \boxed{3}\boxed{0}\ 0 \\ -\ 152 \\ \hline \end{array}$$

6. Have students add the one borrowed from 30 to the 0 in the ones place

$$\begin{array}{r} 29 \\ \boxed{3}\boxed{0}\ 10 \\ -\ 152 \\ \hline \end{array}$$

7. Now students are ready to subtract.

(Lystrea Crooks)

Puppet Counting Math

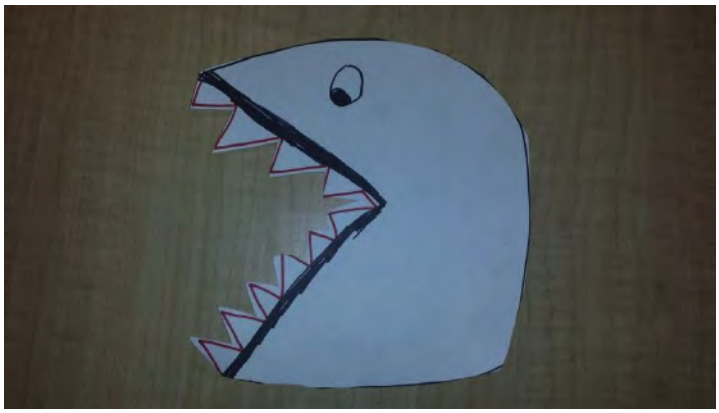
When teaching preschoolers how to count, use materials that they are familiar with such as crayons, blocks and puppets. Attach a puppet to a pointer. As students identify numbers on a number line, use the pointer as they call out the numbers. Use of puppets makes counting fun and creates a memorable teaching moment.

(Gena Harris)

Go Fish
When teaching number recognition, place magnetic numbers in a sand box or a bucket of water. Using a fishing pole with a magnet on the end, invite the students to go fishing for numbers. This approach allows the students to stay engaged, while addressing fine motor skills. (Gena Harris)

Comparing Numbers: Greater Than, Less Than
So we have moved away from the hungry alligator to shark math when teaching greater than and less than. Regardless of the animal you choose, use of visuals that are familiar to students is a great way to help students remember which symbol to use.

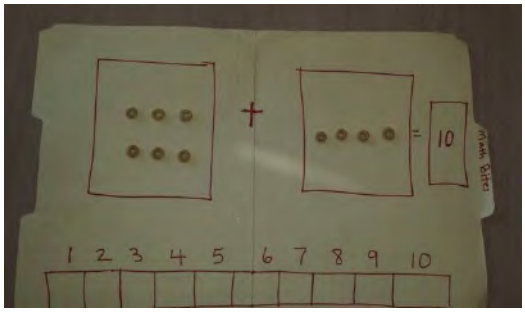
1. Draw a shark with greater than sign mouth to make it easier for students to identify the bigger number.
2. Display two numbers on your SMART Board. Model placing the shark's open mouth to the larger number. This shows that the number the shark is eating is larger. You may want to add that the shark enjoys eating large numbers so his mouth is facing the larger number and turns his back on smaller numbers.

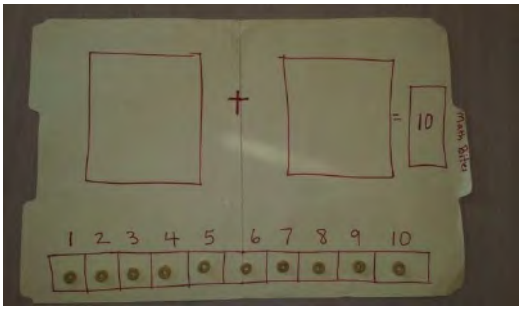


(Zenobia Saunderson)

Math Bites Number 10
Engage students during math center time to teach the number 10. After you have modeled various ways to make the number 10, distribute edible manipulatives so they can create their own number sentences.

1. Provide each student with a folder and 10 edible manipulatives.
2. Direct students to show you multiple number sentences that add up to the number 10.
3. Have them check each other's work.
4. When they have been given the stamp of approval, invite them to eat their math manipulatives!



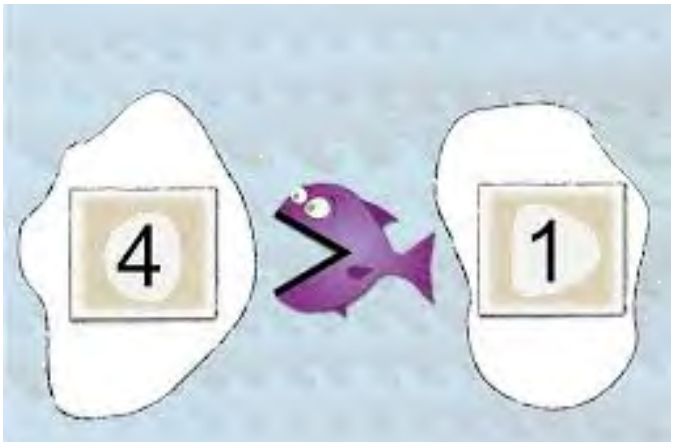


(Zenobia Saunderson)

Comparing Numbers: Fish Tail Math, Greater Than Less Than
For younger students, it is important to help students make connections or meaning from what they know in real life, or from their school experiences.

When teaching students how to compare numbers with the signs <, >, or =, have students think of the signs as images of a fish. Explain that when the fish is opening her mouth wide, they are eating the larger number. Model and explain that the tail of the fish will always point to the direction of the smaller number. When two numbers are alike, explain that an '=' sign is used.

An exception to this rule is when solving fractions; with fractions the larger the denominator, the smaller the fraction.



(Tayo Balogun)

Math Game
This game can be used in a small or large group. Explain to the students they will hear a math fact 3x2 and a plus or minus a number. Example: 3x2+7=___. The first student to raise their hand and solve the problem correctly will win a sticker. This is a good warm up before a lesson begins. (JoAnn Lepard)

Puzzle Piece Counting Chart
This strategy is used for student in grades K-2. This idea is to cut parts of the counting chart (1-100) similar to puzzle pieces. Then, the student's job is to put the chart back together using their background knowledge of numbers. It also tests student's knowledge of numbers. A second activity is to give student a piece of the counting chart, but with missing numbers. The students need to use background knowledge and the given numbers to help fill in the numbers that are missing. (Michael Beardsley)

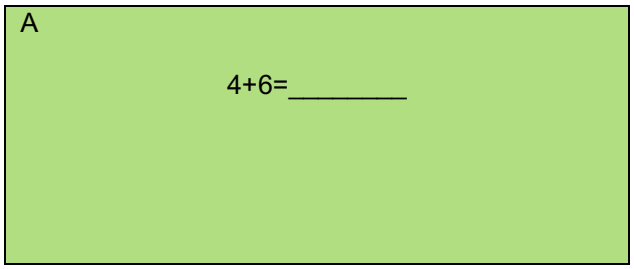
Converting Fractions to Decimals
You should always have the same number of digits behind the decimal point to match the amount of zeros you have.
6/10 Count the zeros. If you have 1 zero, move the decimal once to the left, i.e., 6/10 = .6
6/100 Count the zeros. If you have 2 zeros, move the decimal two places to the left, i.e., 6/100 = .06
6/1000 Count the zeros. If you have 3 zeros, move the decimal three places to the left, i.e., 6/1000 = .006
The students in one class were struggling with this concept so I modeled this strategy for them.

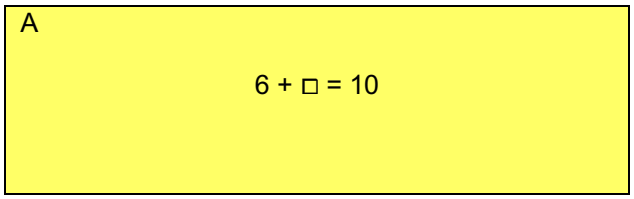
The students got it immediately and the teacher was very appreciative. (Zenobia Saunderson)

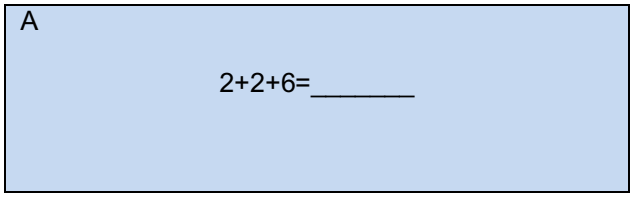
Mnemonic for Long Division
Does McDonalds Serve Burgers? -- divide, multiply, subtract, bring down. (Mariam Tobia)

Simplifying Fractions
This strategy is to use prime factorization when simplifying fractions. My 5th graders had trouble simplifying fractions. For example, some students would write the answer to 4/7 X 7/8 as 28/56 but then would have trouble simplifying it. A strategy my co-teacher and I brainstormed was finding the prime numbers to help canceling. Many students understand the basic prime numbers so we had them break down each number to its prime number for example: 4/7 X 7/8 becomes 2x2x7 and 7x2x2x2 in the denominator. Now students can cancel the 7, 2, 2 from the numerator and denominator. They will be left with ½ and that is in its simplest form. (Michael Beardsley).

Math Differentiation
The teacher posts problems throughout the room on different levels. The teacher gives each group a color. The groups solve the problems that have the same color. As students solve the problems they put their answers on grid paper. This activity helps all students. The teacher must make sure that they have activities for each level in the class. Examples are below. (Kirsten Smith)







Example of Completed Grid Paper

A **10**	**B** **11**
C **3**	**D** **$4.00**
E **12+5**	**F** **3**
G **6**	**H** **8**
I **7-3**	**J** **12**

Shape Treasure Hunt--Recognizing Shapes
An effective way of teaching preschoolers how to recognize their shapes is by engaging them in a Shape Treasure Hunt game. Hold up a picture of an enlarged shape and ask the children to search for items around the classroom that have the same shape. Bu playing the Shape Treasure Hunt, the teacher can incorporate counting and color recognition into the activity, too. (Gena Harris)

Identifying and Reading Large Numbers Correctly
Using a deck of cards (remove the picture cards and tens) and a place value chart, three students will take four cards. The students will place the cards from the highest number to the lowest number on the place value chart. For example: If John has a 2, 5, 6, and 9, he will put the 9 in the thousands, the 6 in the hundreds, the 5 in the tens and the 2 in the ones spot. John will then read the number he has made, "nine thousand, six hundred and fifty-two." If John reads the number correctly and has the highest number in the group, he wins. They can continue to play until the teacher calls time. (Elementary, JoAnn Lepard)

NEW:

CUBES This is a strategy used when solving word problems in math.

C-circle the numbers
U underlines the question
B Box the key words
E evaluate-what steps should I take?
S- solve and check

NEW:

FRACTION STRATEGIES

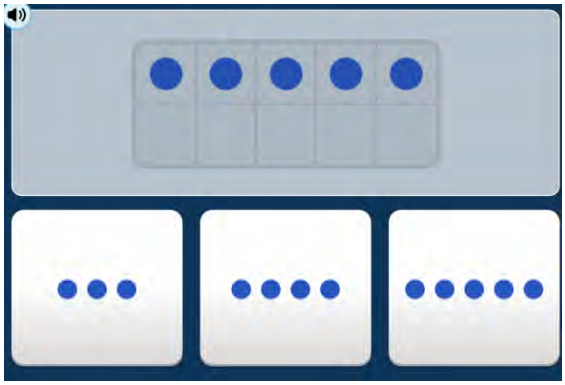
Fractions represent parts of a whole. When a whole is broken up into equal parts, a fraction shows how many equal parts you have.

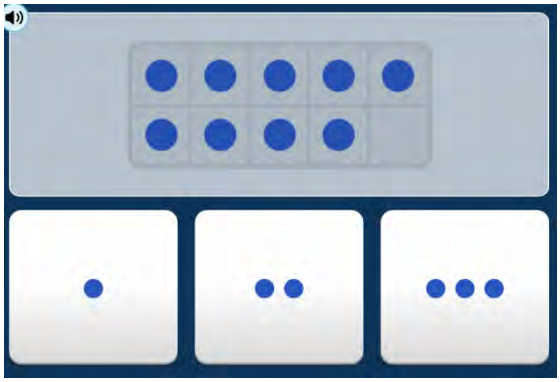
FOR EXAMPLE

I can break 1 whole into 8 equal parts. Each equal part will represent 1/8-- the number 1 on the top is called the numerator, while the number 8 at the bottom is called the denominator.
The denominator tells me how many equal parts a whole is being divided into, while the numerator tells me how many parts are being looked at.
I can add and subtract my numerators. My denominator remains the same.
Addition is the opposite of subtraction and subtraction is the opposite of addition.
We used cubes and fraction bars to practice our learnt strategy.

NEW:
IReady Intervention

I find the areas of weakness from the iReady math program and created worksheets to address those areas for the students. You can find a worksheet attached. Students get to practice the iRead questions and their scores improved.





NEW:

Vocabulary Development:
(1) Pre-teach vocabulary by using representations, both pictorial and concrete, to emphasize the meaning of math vocabulary. Pretest students' knowledge of glossary terms in their math textbook and teach vocabulary that is unknown or incorrect.
(2) Mnemonic Techniques help students remember word meanings. Use mnemonic instruction to help students improve their memory of new information.

Given proper opportunities and interventions, today's students will be tomorrow's productive members of the community and the world.

Literacy Strategies

Timed Pair Share

In this strategy, the students are given a topic to think about and discuss. Then the teacher sets a timer for the students (the length depends on the prompt being discussed). One student talks for the specified time and the other student listens. Then, they switch roles. This can be used for any skill from vocabulary to an anticipatory set to brainstorming a writing task. If a student is struggling, they are able to listen to what their partner says in order to get some ideas or even just repeat what their peer has said.

Strategy – Problem Solving

Often times, students with learning disabilities have difficulties and trouble following multiple steps to complete a problem. There are several strategies that can be used to help them.

There are several strategies I use to help students with problem solving:

1. Read the problem for understanding (**reread** as necessary)
2. **Paraphrase** the problem
3. **Identify** key information (**may underline it**)
4. Ask themselves “what is the question, what am I looking for?”
5. **Visualize**-the elements of the problem
6. Formulate a plan to solve problem by using both verbal and visual information
7. **Estimate** the answer
8. **Compute** and **check** the answer

NEW:

Strategies to teaching text structure:

*Use and create non-linguistic representations.
For example, during reading the teacher models the drawing of a series of pictures to represent a sequence described in the passage.
*Ask focusing questions as a means of scaffolding the use of strategies or assisting students in the think aloud process. For example, teacher asks a student which signal word might be best to show a particular relationship ideas in a text structure.

Sentence Formation
In sentence expansion, students begin with "kernal sentence” composed of a subject and verb, for example "Pam ran." They then add elements to expand the sentence to tell more about the who, what, why, when and where. In sentence combining methods, students begin with several short sentences and learn how to combine them into longer more complex sentences. (Karen Rich)

Finger Spelling
Students tap out each sound they hear using their fingers. Then students tap out each corresponding letter(s). For multisyllabic words, use the same approach, but broken apart into each syllable. (Heather Federico)

STAR Technique
STAR Technique is a mnemonic strategy for teaching vocabulary. S-Select, T-Teach, A-Activate/Analyze and Apply, R- Revisit. First the teacher must select the words most relevant for instruction. Words chosen should be useful and that students are likely to use often. Teaching should be done before, during, and after reading. Second, the teacher will provide a definition, examples, and encourage students to use the words in sentences. In the third step, activate students work on understanding the word. Example: Students can work in pairs to locate words in reading and discuss the author's use of the words. In the last step the students can review word meaning through games and activities, create semantic maps, practice applying words in new contexts, and make associations with other related words. (Sundra Murray)

Orton Gillingham Approach to Decoding
Teacher has a card pack of index cards with single letters drawn on the front. Students are asked to say the sound the letter makes. we stop saying the letters name so they get used to hearing the sound. Then once through the entire pack, I make three piles. Vowels in the middle, beginning sounds on one end, and ending sounds on the other. Students then blend the three sounds together. Sometime they make nonsense words, other times real words. I try to make it fun and have them race each other to say if it's a real word or not. (Lauren Greenfield)

COPS and Red Word Drill (Orton Gillingham Strategies)
After the students write sentences, paragraphs, and essays they should follow the COPS Strategy. Check For: Capital Letters, Organization, Punctuation, Spelling. 2. For words that are not spelled the way they sound. Go to YouTube Type as follows: ORTON GILLINGHAM Red Word Drill Make sure it is by Miranda Lambourne **The YouTube video will model the Red Word Drill. (Faith Stewart)

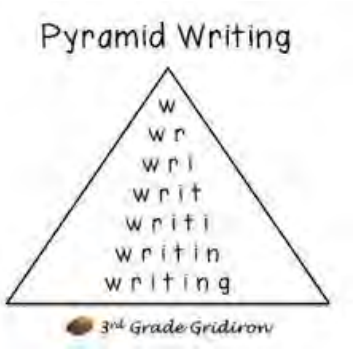
Decoding Tables
I created a decoding table which students use to break vocabulary into syllables and write them within the table. They learn CVC, CVVC. etc. spelling patterns for decoding syllable- by- syllable; this also helps with spelling. The table is an array of rows and columns, labeled with specific word and syllables by number. (Shonna Days)

Snowball Strategy – Closure
Students write down 1 thing they learned in the lesson on a piece of scrap paper and wad it up. Given a signal, they throw the paper snowball in the air so that it lands on the desk or floor. Each student picks up a nearby response and reads it aloud to review the lesson.

Spelling - Rainbow Write
Write each word in pencil, then trace over each word three times in different color crayon. (Anne McNally)

Spelling - Pyramid Writing
Pyramid write spelling words. Create a word pyramid. Using the word, 'writing,' the pyramid would look like the following:
w
wr
wri
writ
writi
writin
writing

Make sure the student says each letter as they write them down. After the student completes the pyramid, read or chant each line, e.g., w, take a breath w, r, take a breath w, r, i etc. (Anne McNally)



Spelling - Color Coding
Consonants are written in black marker. Use a different color marker for each vowel following the consonant. (Anne McNally)

Spelling - Scrambled Words
Hotdog fold a piece of paper three times lengthwise (making 3 long rectangular columns). Write words in first column, then write them again with the letters all mixed up in the second column. Students write the unscrambled words in the third column. (Anne McNally)

Letter Sounds/Blends
For struggling readers in ELA, a teacher can work with a small group and teach letter sounds in isolation. S/he can then use blending drills to model decoding. The blending drill can be turned into a game where student have to find the letters we blend to make real words or nonsense words. A teacher can ask students to indicate with a 'Thumbs Up' that the word is real. Another student in the group can use the word in a sentence. The teacher can ask students to indicate with a 'Thumbs Down' if the word is a nonsense word. (Lauren Greenfield)

Visual & Auditory Strategies (Leaners w/ Dyslexia or Struggling Readers)
VISUAL TEACHING STRATEGIES:

a. USE COLOR WHEN POSSIBLE- HIGHLIGHTING VOWELS, SPELLING PATTERNS, CATEGORIES, KEY WORDS AND PHRASES
b. USE SYMBOLS ON WORKSHEETS FOR YOUNGER STUDENTS, SCISSORS FOR CUTTING, CIRCLES WITH FILLED IN DOT, PICTURE OF CRAYONS WHEN NEEDED
c. USE NUMBERS OR COLORS TO IDENTIFY WORK GROUPS
d. REVIEW KEY WORDS FOR REFERENCE BEFORE AN ASSIGNMENT
e. USE TO IDENTIFY DIFFERENT PARTS OF SPEECH
f. ENLARGE TEXT AND USED DOUBLE SPACING
g. WRITE ON ALTERNATE LINES TO AVOID VISUAL CLUTTER

AUDITORY TEACHING STRATEGIES:

a. STUDENTS SHOULD BE SEATED CLOSE TO THE TEACHER AND MAKE SURE THEY ARE MAKING EYE-CONTACT
b. CONSCIOUSLY USE THE STUDENTS NAME WHICH HELPS WHEN GETTING THEM TO FOCUS OR CONCENTRATE
c. MAKE SURE THE STUDENT ALWAYS GETS "THINK-TIME" MAKE THE JUDGEMENT ACCORDING TO WHAT YOU KNOW ABOUT THE STUDENT

(Karen Rich)

Handwriting
I learned this strategy from an occupational therapist. It can be used for Pre-K levels and higher.

The student holds a marble or other small object in his/her hand while writing. This does a number of things. It corrects and reinforces the three finger grasp on a pencil. It keeps the student's hand straight. Over time, it will also help to improve handwriting. (Michael Conte)

Sight Words Cup Towers
Sight words are very important to learn how to read because they usually cannot be sounded out. In order to learn this skill, I like to incorporate many games which the students find fun and engaging. In grades K-2, the students are constantly asking me to play "Sight Words Cup Towers" with a partner or a small group.

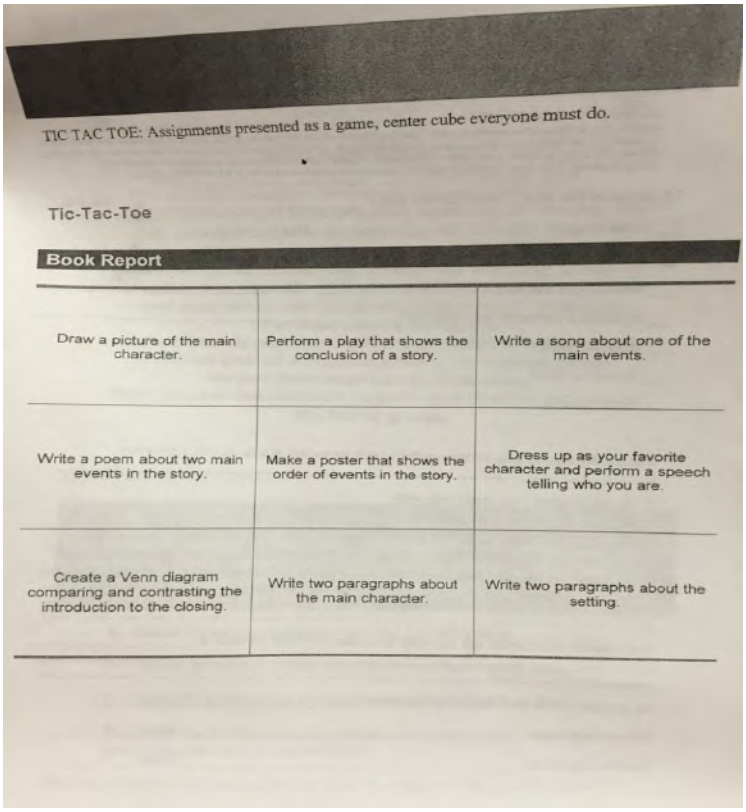
Here are the steps:
Write the sight words your students should know or you want them to know on solo cups. Ask the students to read the sight words on the cups one at a time. If a student reads the word correctly, give them that cup. Once you have gone through all the sight words, allow the students to build and create towers using the cups they have collected. (Heather Federico)

Word Family Houses
The strategy that I used this year that really seemed to work well was making word family houses with struggling readers. It was very noticeable that some students were not able to read words in the same word family although they should be able to recognize the ending. To help them with this, we wrote lists of words from different word families and then created giant construction paper houses for the *"families"* to live in.

Each day, we went over reading the different words from each word family. We did not add another family until they were able to read all the words from the previous one. This can even be stretched into creating a *"Word Family Community"* bulletin board and using a sky background with black strips for the street. The houses can be placed along the street and it can be decorated with trees, clouds, etc. Students can write sentences using the new words they learned on the green leaves of the trees. (Barbara Neuhart)

Blending words
While blending sounds to read new words, the students have learned to finger spell. This multi-sensory approach really works! (Anne McNally)

Tic Tac Toe Book Report
This strategy can be used to provide choices to high school, middle school and older elementary school students when presenting details for a book report. Students will enjoy a quick game of tic-tac-toe. (Deirdre Oglesby)



TIC TAC TOE: Assignments presented as a game, center cube everyone must do.

Tic-Tac-Toe

Book Report

Draw a picture of the main character.	Perform a play that shows the conclusion of a story.	Write a song about one of the main events.
Write a poem about two main events in the story.	Make a poster that shows the order of events in the story.	Dress up as your favorite character and perform a speech telling who you are.
Create a Venn diagram comparing and contrasting the introduction to the closing.	Write two paragraphs about the main character.	Write two paragraphs about the setting.

NEW:

"Seek and Destroy."

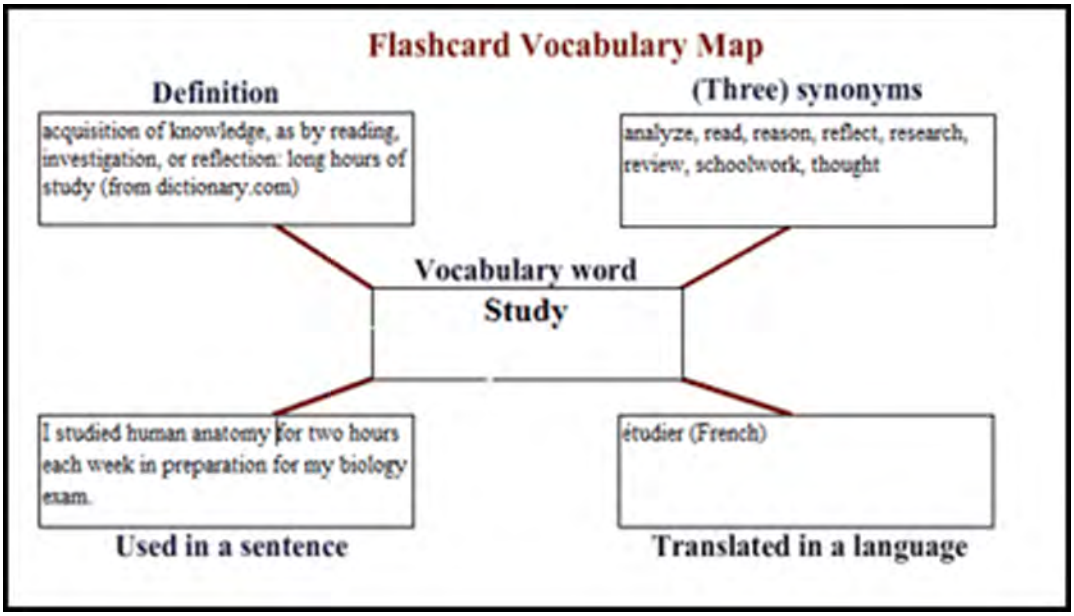
It is a test-taking strategy that incorporates the student's short term memory while they are navigating a Quizlet study guide and Quizlet modified tests. I believe that you have to pay for this feature but it is not that expensive.

Students are given a Quizlet study guide that has the term, definition, and a graphic representation. We spend about a day or two reviewing the study guide and then students are given the option to either take the Quizlet modified test with or without the study guide. Students with I.E.P.s that contain a study guide modification are always given the study guide unless they demonstrate mastery (which I determine through a series of pre-test). The study guide can be manipulated to include pictures or not. Therefore the instructor can [over time] slowly ween the student off the dependence on pictures to complete the test.

Flashcard Vocabulary Map

One strategy for more fully understanding a vocabulary word is to map out its usage. This exercise will help students remember, use and understand a vocabulary word:

As an exercise, have students define the word, find synonyms and antonyms, use it in a sentence, and even translate it into another language that they are familiar with. Another strategy is to have them capture or draw their own images of the word, or their interpretations of it. (Faith Stewart)



The Frayer Model

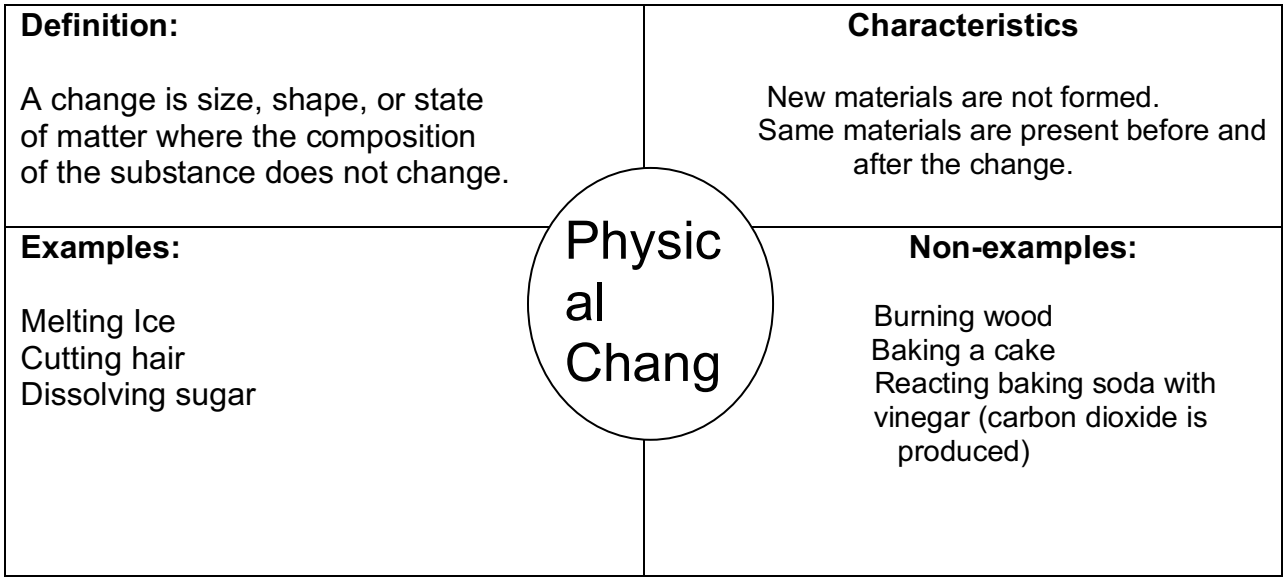
The Frayer Model is a strategy that uses a graphic organizer for vocabulary building in helping students to understand key content words and concepts. This technique requires students to complete a chart with four sections, which can hold BOX #1- definition, BOX #2 -some characteristics/facts or illustrations, BOX #3- examples and BOX #4-non-examples of the word/concept. In the middle is the word or concept.

1. Select Key Vocabulary
2. Pre-select key vocabulary words and make copies of graphic organizer.
3. Provide Graphic Organizer
4. Provide copies of the Frayer Model graphic organizer to students and explain the process.
5. Model the Process
6. Show the Frayer graphic organizer to the class and explain each of the sections.
7. Use a common vocabulary word to demonstrate the various components of the form.
8. Model the type and quality of desired answers when giving this example.
9. Assign Student Groups
10. Divide the class into student pairs. Assign each pair one of the key concepts and have them complete the four-square organizer for this concept. Or, assign each student one word to work on alone.
11. Share Ideas
12. Ask students or student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.
13. Create Study Helps
14. Make copies of each Frayer graphic organizer so every student has a copy of all key concepts to use for review. OR display completed Frayer graphic organizers on a “Vocabulary Wall” for student reference.
15. Optional Extension
16. Extend or deepen students’ thinking by asking students to:

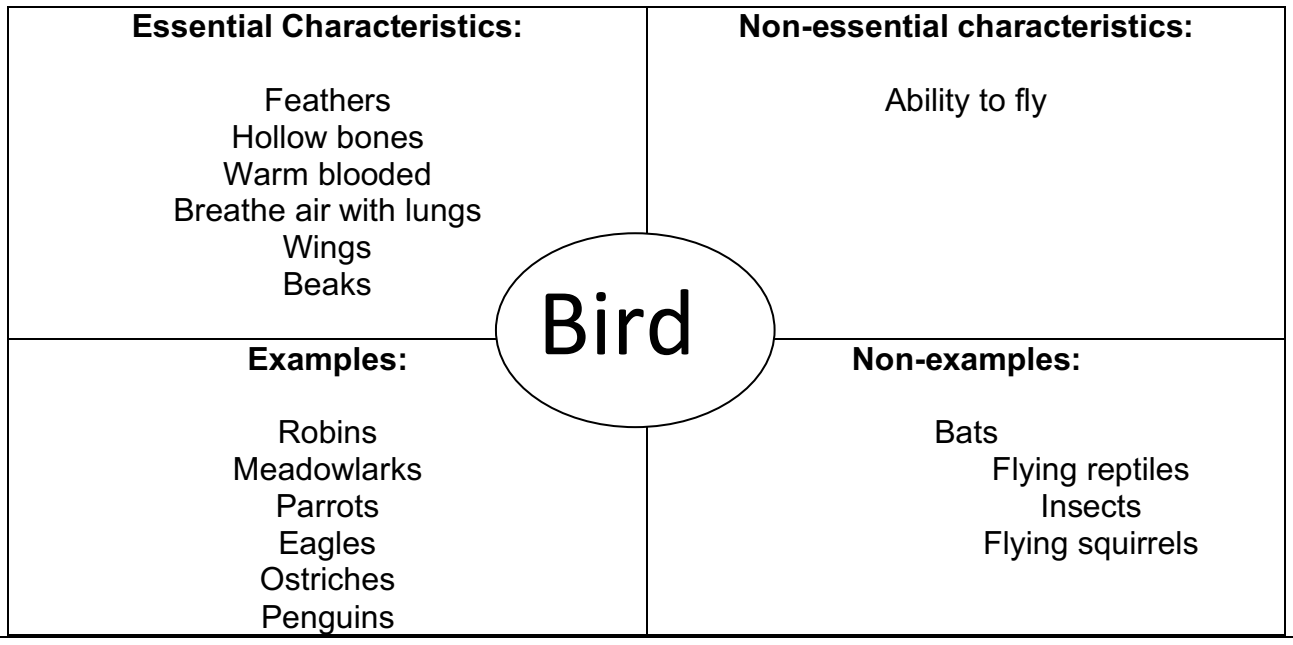
a. Describe the rationale for examples and non-examples
b. Asking students to use the Frayer Model as a note taking strategy during reading.
c. Asking students to change the titles of the boxes to include concept development categories.

This instructional strategy promotes critical thinking and helps students to identify and understand unfamiliar vocabulary. The Frayer Model can be used with the entire class, small groups, or for individual work. The Frayer Model draws on a student's prior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples.

Frayer Model Example #1



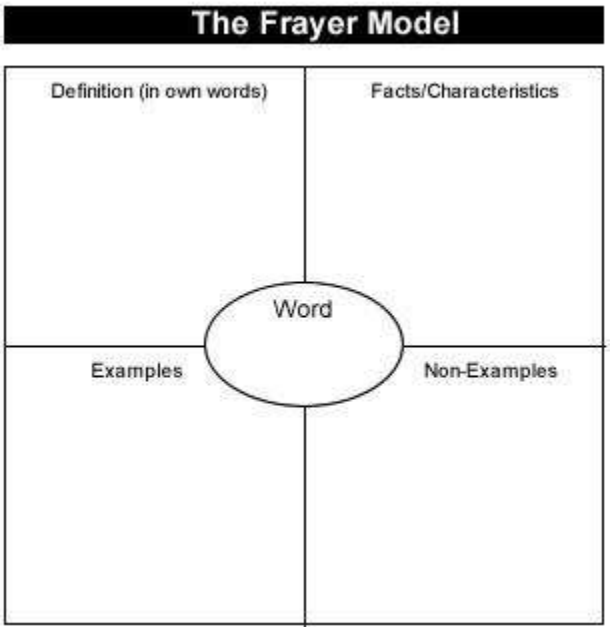
Frayer Model Example #2



Frayer Model Example #3

Essential Characteristics:	**Non-essential characteristics:**
- contains water *- has a shore* *- is surrounded by land except at areas where it meets another body of water* *- larger than a pond*	*-may contain water plants and fish* *- likely contains fresh water* *- may provide an area for recreational activity* *- may provide a habitat for wildlife* *- may be formed by glaciers* *- may be an expanded part of a river* *- may be formed by a dam*
Examples: *____ Ontario* *____ Simcoe* *____ Temagami* *Ramsey ____* *____ Victoria* *Loch Ness* *Lac Champlain* *(replace _____ with the unknown word)*	**Non-examples:** *-pond* *- puddle* *- swimming pools* *- Elliot Lake (town)* *- Georgian Bay* *- Pacific Ocean* *- St. Lawrence River*

?



Frayer Model Template

(Paula Yancey Dykes)

Chunking is an instructional strategy that can be used across the disciplines. It is an effective strategy to support comprehension by breaking or chunking text into smaller parts. Depending on the level of your students, you can chunk material into short phrases, sentences, or paragraphs.

1. Preparation
   Chunking can be used with challenging texts of any length. A paragraph can be chunked into phrases and sentences while a reading of several pages can be chunked into paragraphs or sections. You can write down your chunk on a graphic organizer or just in the margin of your paper.

2. Review reading strategies
   As you read, remember to…
   - Circle words that are unfamiliar.
   - Use context clues to help define.
   - Look up the meaning of unknown words.
   - Write synonyms for these new words in the text.
   - Underline important places and people and identify.
   - Read aloud.
   - Read multiple times.

3. Step three: Chunk the text
   "Chunking the text" simply means breaking the text down into smaller parts. Sometimes teachers chunk the text in advance for you. Other times, teachers ask students to chunk the text.

4. Paraphrase meaning
   You should rewrite "chunks" in your own words. By the end of this activity, you should have a paraphrased version of the original text.

5. Assessment and sharing
   The paraphrased text can be used to evaluate your understanding and reading ability. You can compare your chunks of the text with other students to see what they got out of it. If they have something different, ask them to talk more about it so you can learn more. This step often leads to interesting discussion about interpretation – how people can often find different meaning in the same words?

This strategy will help you determine importance of what you read and be a great tool to study with!

<u>Chunking</u>

Keywords from Text	**Main Idea**	**Paraphrase (in your own words)**

Online Resource: https://www.facinghistory.org/, http://www.gamehouse.com http://www.spelloutloud.com http://www.ontrackreading.com/phonics-program/4-syllable-word-lists , https://www.matific.com

(Delores Abernathy)

Close Reading with Evidence Clips

Common Core calls upon students to read and analyze complex text. Close reading with evidence clips, supports students in meeting the demands of the Common Core. Students use the evidence clips to find evidence in the text during whole group, small group or independent practice. Each clip has a skill printed on each side and is color coded.

Instructional suggestions:

- Teacher introduces the evidence clips during direct instruction and modeling. The teacher should scaffold the introduction of various clips depending on student proficiency levels
- Teachers should use small chunks of text at a time (see resource on chunking)
- We recommend teachers begin with the Main Idea clip
- As students become more proficient they can switch from using the clips to using highlighters to focus on the skills
- The skills could also then be generalized to post its and highlighters.

(Lystrea Crooks)

Jumping into Words with Hula Hoops

Engage students in learning through movement. Students in grades K – 3 will enjoy jumping into words with hoola hoops. You can vary this activity to tackle sight words, vocabulary words, or align it to one of your Kagan Strategies. To build phonics and sight word recognition, have students jump in and out of hula hoops sounding out initial, middle and ending sounds of a word.

1. Set 3 hula hoops on the floor next to each other.
2. Have a student stand in front of each hoop.
3. Using any word of the week (e.g. Vocabulary sight words - cat, pig) each student will jump into the hoop identifying the sound. First student will sound out the initial sound. Second student will sound out the middle. Last student the final sound.
4. When all students have completed all sounds, they together will say the word.

(JoAnn Lepard)

mat

bat

cat

Words to Own

Gone are the days when students are given a list of terms to remember and recall on a weekly vocabulary test. Common Core calls upon students to uncover the meaning of new terms during reading using context clues and word origin. When working with students to uncover the meaning of new words, make their interaction with the words meaningful and long lasting. As students encounter new words, have them write them on an index card. Depending on the levels of your students, have them "pocket" one or more words and use it throughout the day and/or week. For homework, or as a Do Now, have students' journal on their use of the word. You may also invite students to share out so that others can choose to pocket the word as well. As a result of students using the word in their daily interactions, they are more likely to recall the word when encountered in other disciplines and/or readings. This strategy can also be used to help students with sight words. (JoAnn Lepard)

Contextual Redefinition

The contextual redefinition strategy is designed to teach contextual analysis by helping students make educated guesses about the meaning of specific terms. This strategy actively engages students in the process of deliberation while facilitating a deeper understanding of the term within the context of the instructional objectives (Readance, Bean, & Baldwin, 1998).

1. First the teacher selects an important term from the instructional unit.
2. In small groups, students are given a four box sheet of paper to fill out.
3. In the first box the students define each term on the basis of their background knowledge.
4. In the second box, students write the sentence from the text that has the vocabulary word in it.
5. In the third box, the students verify the definition using the glossary or dictionary, and if needed modify their previous definition.
6. In the fourth box, students make an illustration of the vocabulary word. Students must justify their responses.
7. The teacher then provides feedback to the groups.

NEW:

For struggling readers: Students choose a color. One opponent chooses a blend, pronounces it and then gives a word containing it. If they fail the opposing player can steal the blend by coming up with a correct pronunciation/sample. Players take turns and the player with the most colors wins. There has to be a knowledgeable referee on cue.
(This was actually a bingo card that I transformed into a blend game.)

Vocabulary Word _____

1. Background knowledge	2. Write the sentence from the text that has vocabulary word in it.
3.Verify definition using glossary or dictionary, and if needed modify your previous definition.	4.Illustration

(Andrea Rochman)

Two-Column Notes
This is a note taking strategy that works well across content areas. Two-column note taking, also referred to as double-entry journals or Cornell Notes, encourages students to identify important information in a lecture, film or reading and to respond to this material. These notes prepare students in a discussion or begin a writing activity. They can also be used to recognize students' misconceptions and questions, and to evaluate students' understanding of material.

1. Make sure that students have a journal, notebook or graphic organizer upon which to record their notes. The page they record notes on should be divided in half with a line or fold. The left side should be labeled "key ideas" (main ideas) and the right side should be labeled "response" (supporting details).

2. While listening to a lecture, watching a film or reading a text, have the students record information in both the left and right columns of their charts. It may be difficult for some students to record information in both columns at the same time, especially during a lecture or film. You might recommend that

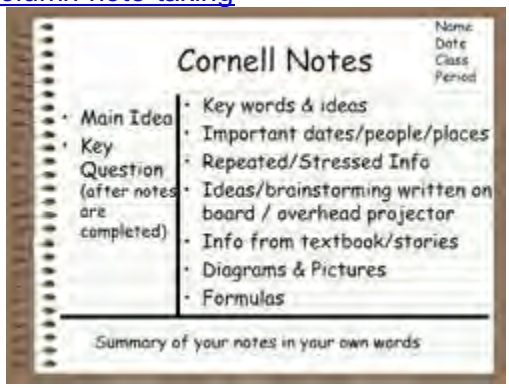
students first record information on the left column. Then, once they have finished hearing, reading or watching the text, they record their responses in the right column.

3. Sharing notes with a partner or small group can help students retain information, give them feedback on their note-taking skills, and provide them with an opportunity to add to their notes with information they may have missed.

4. Teachers could easily scaffold by giving students the main ideas and asking them to locate subtopics and details. With the paper folded, students can partner up and turn the sub-topic information into a question that identified the main idea.

In addition, it will be best to model the 2-column procedure with students. Assign a short selection to be read or a video clip to be watched, one that lends itself to easy note taking. Discuss with students the decisions they made, thinking aloud about how their process in constructing the notes.

Online Resource: Rita on To Column Notes (YouTube), https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/two-column-note-taking



(Deidre Oglesby)

Selective Highlighting: Key Concepts and Words
Selective Highlighting/Underlining is used to help students organize what they have read by selecting what is important. This strategy teaches students to highlight/underline ONLY the key words, phrases, vocabulary, and ideas that are central to understanding the reading. Selective Highlighting/Underlining is a flexible strategy that may be tailored to fit various types of information, and different skill-levels. You can use the selective highlighting/underlining for many different instructional purposes (i.e., key vocabulary; main ideas). This strategy can also be integrated with the use of technology and electronic information such as our HMH Collections Reading Series, Reading Wonders, and MyMath. As students study, selective highlighting/underlining helps them learn to pay attention to the essential information within a text.

Teacher should ask students to:

1. Read through the selection first.
2. Reread and begin to highlight main ideas and their supporting details.
3. Highlight only the facts which are important or the key vocabulary not the entire sentence.
4. After highlighting, look at what they have highlighted and summarize what they read.
5. Take what was highlighted and write a summary paragraph.

(Latasha McMillan)

Books without Barriers – For accessible books, magazines and periodicals, try Bookshare. Bookshare offers over 134,000 digital books, textbooks, teacher-recommended reading, periodicals and assistive technology tools. Go to http://www.bookshare.org/ (Kirsten Smith)

Forced Reading
This strategy I use in the upper elementary school grades during Science and Social Studies. I have students who have trouble reading the material. What I do is take the questions the students have to answer and find the exact answer in the book. I type out the sentence word for word from the text book, but leaving words out and replacing them with blanks. It teaches students reading strategies and how to find information within the text. It will also help them understand where to look for information when reading independently. (See an example in the Appendix, Document 1) I will attach an example of one of the sheets I have created using this strategy. (Michael Beardsley)

Using Post-It Notes to Locate and Organize Information
A teacher that I am working with students used post-it notes to make an inference based on their novel. The students had to read a particular chapter and were given three post-it notes. The first post-it note was used for the text clues the student found, the next post-it note was used their schema, and the last post-it note was used for the inference the student made. There is a classroom chart with three headings, Text Clues, Schema, and Inference. Then the students placed the post-it notes on the classroom chart in the correct column. The class reviewed the inferences together on the chart and made sure the post-it notes were in the correct column. (Concetta O'Brien)

Rubric Labels
I use address labels for self-assessing rubrics. I set up a simple 1-4 scale and then list the skills or ideas to be graded for the assignment. For example, a writing assignment rubric might look like this: 1 2 3 4 Followed Directions, 1 2 3 4 Good Content, 1 2 3 4 Punctuation. Students must circle the number that they feel they earned before handing in the assignment. Then I circle the number that I feel they earned when I grade their work. Most of the time we match, but if we are way off, then I know whom I need to work with the next day. The rubrics help students understand how grades are earned and how to focus on specific skills and concepts.

Note taking
Second graders were struggling to copy different writing activities from the Smart board. The classroom teacher expressed her concern, and after collaborating, we felt that it would be beneficial to print the material from the Smart board so that the students could use the paper as a guide. Now, we have decided to give each group a copy to help other students who have difficulty copying from the board. (Kirsten Smith)

Educational Strategy-File Folder Games
I make file folder games for my students and they seem to really enjoy them. I have a file folder book that I go through. I make copies of the particular theme or skill I want to teach. I color, cut, and laminate the pieces. I have made file folder games for beginning sound activities, letter identification, matching lowercase to

uppercase letters, patterning, and matching to name a few. I have students use them in small group and also independently. The students love these file folder games because they are colorful, fun, and hands-on. I use the file folder games to teach a new skill, observe my students, and to assess what they know. (Michael Conte)

Identifying Letters
When teaching letters and sounds, you can teach letter recognition by using the children's name. Make a class name chart with each child's picture beside their name. Highlight the first letters in the children's names and refer to the chart throughout the day as a way to develop letter knowledge. (Gena Harris)

NEW:

Hunt for Letters- To review the letter learned during the week, we play a game where we hunt for the letter of the day. The students receive a fly swatter and they have to go around the classroom looking for the letter. When they find the letter, they use the fly swatter to touch the letter, identify the letter and sound. Students count how many times they find the letter. The student that finds the most letters wins the game. We play the game every time we want to review any of the letters of the alphabet.

Writing Letters
For children who have an extremely difficult time writing letters, teachers can use words to describe the letters' features. For instance, (t,v,w,y,l,i) look like they are made with different size "sticks"; other letters (c,s,e,o) have "curves"; some have sticks and balls (b,d,p,q,a); and, some have sticks and humps (h,n,m).
This strategy can also be used when you are teaching number formation. For example, for the number 5, you can say, "Start at the top. Draw a short stick with a big belly, and then put a hat on it." (Gena Harris)

Using Tracer Sheets
I noticed that a number of the three and four-year-old students in the classrooms I am supporting need help with writing letters and their names. So, I found a website to use to make tracer sheets for these students. I personalize the sheets with the student's name or with the number or letter which is giving them particular difficulty. I gauge student progress by assessing the students after two weeks to see if their handwriting has improved. (Michael Conte)

Kinesthetic Letter Activities
This is a strategy that the kindergarten children love.
When working on the alphabet, have the children:
- Say the letter
- Model the formation of the letter
- Form the letter in the air
- Trace the letter using tactile letters
- Have the children trace the letter in the sand
- Follow up with dry erase boards where children can write the letters, words, and draw pictures.

(JoAnn Lepard)

Tactile Letters
I also found that using tactile letters helps children to form letters. If I am working with a student with writing their names, I have the student trace the tactile letter with their finger. Then I have the student write the letter on a piece of paper. (Gena Harris)

Black Beans
Thinking outside the box to get students to form their letters, we used black beans to make letters. I modeled the process for some students and others could just visualize what the letter looked like and form the letter without assistance. I also provided letter cards as a model for students. Students enjoyed this activity because it was hands-on, sensory, and it used the thumb and pointer finger to pick up the beans. Other fun ways to make letters are using shaving cream on a tray or table or making letters in the sand. (Michael Conte)

Word Bingo
When reviewing for a spelling test, I play word bingo with the students. This can be used for all grades 1-6. Each child chooses 3 words from their spelling lists and writes them on a piece of paper. When all children are finished the teacher randomly calls out words from the list. The first student to cross out all the words on their list yells bingo. You can give stickers, pencils, and such as prizes. This can also be modified to any amount of words you want them to write. This gives each child a chance to study by writing their words repetitively and making it fun at the same time. (JoAnn Lepard)

Color Coding
Another strategy with spelling or any subject is, when writing on the board make, sure to color code the board. This will help students who have difficulty copying from the board.
(JoAnn Lepard)

Read Alouds
When you are reading a children's story and it contains animals, have the children make that animal sound every time you say its name. For example, if you say "the dog followed behind the group" everyone should bark after saying the word dog. This keeps them interested in the story and listening attentively. (Joann Lepard)

Phonics/Vocabulary
This is a small group activity for a group of four children.

1) Lay out pictures on the floor,
2) Have the children take turns picking out a picture, saying its name (correctly) and placing the picture under the letter it starts with (i.e., the alphabet letters posted on the wall or board). (Joann Lepard)

Spelling
Write the alphabet on the board. On the side write the spelling words. The object is to write the words in abc order for k-1st grade. The students will start with the "a" and write the "a" word on the board. The student will then cross out the letter a on the alphabet line. The next student will write the "b" word underneath the "a" word and then cross out the letter b. Continue until all the words have been used. (JoAnn Lepard)

Vocabulary Ring
Many of the students have a hard time remembering the definitions of each of the words, so I asked the teacher to give the students the definition of each word on an index card. Each week the students add the words to a ring. Eventually the students will build their own mini dictionary. The students will be able to refer to the words as needed. (Kirsten Smith)

Creating Multiple Brain Connections to a Word's Meaning
To reinforce learning a new word, have the students fold an 8.5 X 11 sheet of paper into quarters; on the first page have them write a definition in their own words; on the second page they draw a picture of the definition; on the third page write examples from their own life of the word. (Combined strategy from several teachers)

Sight Word Documentation
When practicing sight words monitor student progress by using a documentation form. The teacher can choose ten sight words to focus on for each student individually based on their knowledge of words they should be familiar with. Then, the teacher can create a ring of sight word cards consisting of the student's words they have mastered and sight words each student is practicing. (Michael Beardsley)

Compare and Contrast - Venn Diagram
When you **compare** two things, people, or ideas, you point out similarities between the two. When you **contrast** you look at the differences. Use a Venn Diagram and use the strategy of comparing/contrasting when reading to give supporting evidence and details about characters when reading a story.

Identifying Implied Ideas
Not all the ideas in a story are directly stated. Some are only **implied by events or by the thoughts, words and actions of the characters.** Make a list of statements that are **implied in a story**. List at least one piece of evidence from the story that supports each statement.
Ex. 1. Carol is a competent and well- respected nurse. What facts indicate this?
Ex. 2. Rita approaches her job with a sense of fairness and a willingness to help other people.
What facts indicate this?
Ex. 3. Carol feels strongly about helping people, even people whom she doesn't know.
What facts indicate this?
(Sundra Murray)

Building Sentences
A pyramid can be used to help students build sentences. Have the students start with a very basic sentence like "The cat ran." For the next sentence the student needs to add a one-word detail to the sentence like "The brown cat ran." Next have the student add another word and rewrite the sentence. Continue this until the sentence has 7-10 words. This helps students build detailed sentences with adjectives that will help their writing improve. (Michael Beardsley)

Summarizing Paragraphs
Here is my strategy that I have used in my ELA classes. Students are told to write a summary for each paragraph of a story. For example, students read the first paragraph of an article then write a summary of it on the side of the paragraph. Then, students read the second paragraph and write a summary for it. This procedure continues until the students finish reading all the paragraphs in the story. Additionally, any words students don't know should be underlined and they can figure out the definitions by using context clues in the sentence or, if that doesn't work, by using a dictionary. This strategy allows the students to clearly understand what they were reading. (Winnie Banks)

THIEVES: *Strategy for Helping Students Organize their Expository Writing*
The elements of THIEVES to explain and provide to the students:

Title

What is the title?
What do I already know about this topic?
What does this topic have to do with the preceding chapter?
Does the title express a point of view?
What do I think I will be reading about?

Headline

What does this heading tell me I will be reading about?
What is the topic of the paragraph beneath it?
How can I turn this heading into a question that is likely to be answered in the text?

Introduction

Is there an opening paragraph, perhaps italicized?
Does the first photograph introduce the chapter?
What does the introduction tell me I will be reading about?
Do I know anything about this topic already?

Every first sentence in a paragraph

What do I think this chapter is going to be about based on the first sentence in each paragraph?

Visuals and vocabulary

Does the chapter include photographs, drawings, maps, charts, or graphs?

What can I learn from the visuals in a chapter?
How do captions help me better understand the meaning?
Is there a list of key vocabulary terms and definitions?
Are there important words in boldface type throughout the chapter?
Do I know what the boldfaced words mean?
Can I tell the meaning of the boldfaced words form the sentences in which they are embedded?

End-of-chapter questions

What do the questions ask?
What information do they earmark as important?
What information do I learn from the questions?
Let me keep in mind the end-of-chapter questions so that I man annotate my text where pertinent information is located.

Summary

What do I understand and recall about the topics covered in the summary? (Chancellor Elementary School)

Read, Cover, Remember, and Retell:

Some children continue reading even if he/she does not understand the material. The Read, Cover, Remember, and Retell process supports readers by stopping them frequently to THINK about the meaning. Students tell us that this strategy is very helpful during standardized testing.

Directions to the students:

READ only as much as your hand can cover.

COVER the words with your hand.

REMEMBER what you have just read. (It is OK to take another look.)

RETELL what you just read inside your head or to another partner.
(Elementary/secondary strategy)

Fractured Fairy Tales

Fractured fairy tales are designed to be humorous by changing a familiar story in an unexpected way, such as altering the plot, a character, or setting. One student might decide to make Little Red Riding Hood a tough, strong girl, completely unafraid of the wolf and able to save her grandmother. Another student may select a fictional superhero and create a humorous flaw that causes problems when he/she has to save the day. When the teacher presents a fractured fairy tale, asking a series of questions helps the children think through the changes and what they mean. Examples include:

- What characters in this story differ from the original and how?
- Which events occur in the new one that doesn't in the original?
- How do the changes in characters and plot in the second one change the meaning and/or the way you feel about the characters?
- How does this change the overall effect?
- What do you think the writer is trying to say in this new version?

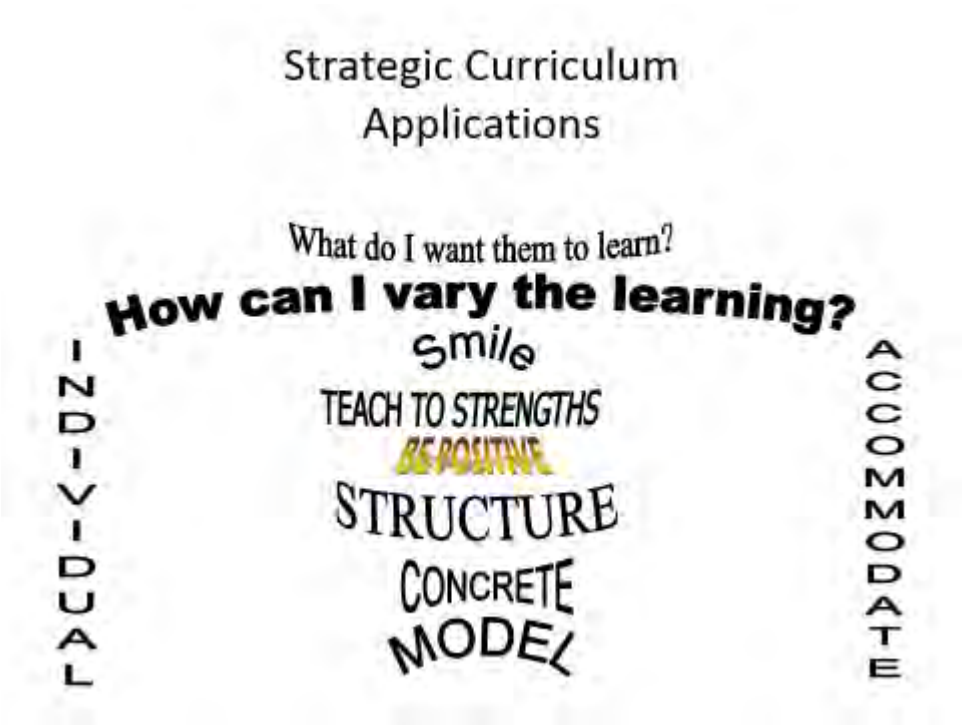
When students are asked to change the nature of even a few characters in a fairytale, they will discover that the smallest change can affect plot. If their changes remove the conflict and suspense from the story, the teacher can take them back to the original story. What moment in the story held the most tension for them? What kept them riveted to the story? Re-examining their own ideas, students can then identify the areas where the conflict and suspense have gone and can brainstorm ways to create new conflicts. This process can apply

to the simplest stories as well as to the most advanced novels and plays. The key is to discuss the relationships across story elements and to examine what is gained or lost with each change.

Comprehension/Strategies for Answering Questions

Reread, Read on, Use picture clues (maps, charts, graphs), Ask a friend, Check the dictionary, Skim and scan (Andrea Rochman)

Post-it Notes Strategy (Comprehension)
As your students read a section, have them place a Post-it note on that section and record a key word or phrase that represents a significant fact or main idea. At the end of the section (or paragraph), your students then organize the Post-it notes in order and create a visual organizer. The last step to this strategy is for the students to review the information. (Deidre Oglesby)



NEW:

3 Steps to Figuring Out the Meanings of Words

You can be strategic in figuring out the meanings of words in just 3 easy steps.

1. Morphology (inside word clues)

● Do I know any roots, prefixes, or suffixes in the word and what they mean?
● Does the spelling of this word remind me of the spelling of any other words I know (in English or another language?)
● Can my knowledge help me guess a meaning for this word? If the answer is no or you are not sure, move to step 2.

2. Context (outside word clues)

● What does it seem like this word could mean from the words and sentences before and after it?
● Do the words and sentences around the word confirm the meaning I guessed when I looked at the word parts?
● Are there enough clues around the word for me to understand its meaning? If the answer is no or you are not sure, move on to step 3.

3. Resource (outside text help)

● What does the dictionary (print or online) say? Does a thesaurus help me understand its meaning?
● Do any of my classmates know the meaning?
● Does my teacher know the meaning?
● Does anyone in my family know this word?

Other Instructional Strategies

Kaboom Game for Small Group Instruction
http://www.starrspangledplanner.com/kaboom-possibly-best-center-game-ever/
Here's how you play:

When I say that I find a way to use Kaboom! to teach/review EVERY content area, or any targeted skill, I'm totally serious! I have used it to teach all of the following concepts (plus ~~about a million~~ quite a few more!)
MATH:

- Number Identification & Counting
- Coins/Money
- Time
- One More/One Less and Ten More/Ten Less
- Addition/Subtraction (fact fluency, missing addends, combinations to ten…etc.)
- Greater Than/Less Than (with whole numbers and fractions)
- Identifying Fractions (including unit fractions & mixed fractions)
- Multiplication facts
- Area/Perimeter
- Place Value
- Jumps on the Hundred Chart
- Estimation (estimating the sum of two 3-digit numbers)
- Rounding
- Translating standard form into expanded form

SCIENCE/SOCIAL STUDIES

- Defining Key Terms/Vocabulary
- True/False Statements
- Geography
- Timeline- Which happened first?

LITERACY

- Letter Identification
- Phonemes
- Phonics (short vowel, long vowel, silent e, vowel teams…etc.)
- Sight Words
- Blends
- Rhyming/Word Families
- Parts of Speech
- How Many Syllables?
- Punctuation
- Vocabulary Definitions
- Synonym/Antonym
- Text Features
- Genre Definitions
- Story Elements
- Prefix/Suffix

Trust me when I say that I have tried MANY different types of popsicle sticks, and your selection really does make a difference! I thought I was being really clever when I was first starting to use this game in my classroom. I bought a huge box of popsicle sticks from an arts and crafts store, because they were so much cheaper to buy in bulk!

Well… I was completely wrong, and here's why:

1. Not all popsicle sticks were straight/flat, which makes it hard when you are trying to attach anything to them. Also, when they aren't straight it makes it difficult to write words or math sentences!

2. Not all had smooth edges. Can you say splinters?!?

3. The wood is often different shades. This may not seem like a big deal, but kids are clever and will memorize which popsicle sticks have Kaboom!

I prefer to use the wide popsicle sticks, because they make it easier to write legibly, and provide a larger surface area for gluing (i.e. they stick longer!) I personally prefer the Perfect Stix Brand, because they were great quality AND came in bulk (sold in packs of 100, 200, 300, 500, 1000 and 5000!) I actually bought the 1000 set and was surprised how big of a dent I put in it!

I also loved using colored craft sticks because it helps give me some natural organization!

When I taught First, I loved using Kaboom! to help my kiddos practice short vowel sounds. The colored sticks were perfect for keeping the games separated.

RED sticks for SHORT A

- ORANGE sticks for SHORT E
- YELLOW sticks for SHORT I
- GREEN sticks for SHORT O
- BLUE sticks for SHORT U
- PURPLE for DIGRAPHS.

Having them organized this way meant that my students could independently sort them by color when they were done, and the station was (almost) always clean!

If you are looking to splurge, you can also get these AMAZING Sticky Sticks The fact that they come with adhesive strips already attached makes them the perfect solution to a last minute center!

>>>>>>>>>>Step 3

Decide how you want to attach your content

Depending on your content/skill, you need to decide what your best approach will be. For example, when I use Kaboom! to teach coins, it made the most sense to hot glue the actual manipulatives to the sticks to create different collections of coins.

However, when I'm looking for fact fluency, I am just going to grab my Sharpie and write different facts on each stick!

When I'm looking to incorporate pictures in these games, I break out the cardstock and the color printer. After some quick cutting, I have three possible options: hot glue, double-sided tape, or splurging on the Sticky Sticks (mentioned above).

All have worked for me, but I have found the hot glue and Sticky Sticks to be the longest lasting.

Storage is a totally a personal preference! Our classrooms are all different layouts, some with cabinets, some with closets, some with shelves, and some with no walls at all! The method that works best for me in my current classroom are Crystal Light containers.

I don't drink Crystal Light, but my friends and family members know that I can always find a use for them (kind of like toilet paper rolls). They drop them off to me in bulk, and they never go to waste.

I put a piece of colored construction paper or cardstock in the container so that students cannot see the sticks (and cheat!). Then, add a simple label on the front for easy identification and voila!

Put all of the popsicle sticks in face down so students can't see what is written on them. Here's how to play:

1. First student pulls out a popsicle stick.

2. The student identifies the "answer" or "correct response." If their answer is correct (determined by either a reference sheet or their peers) they get to keep the popsicle stick. If they answer it incorrectly, the stick must go back in the cup.

3. The students continue around the circle, selecting one popsicle stick at a time and answering their question.

4. Any student who pulls a KABOOM! stick has to place all of the popsicle sticks they have accumulated back into the cup, leaving them with zero. (It may sound harsh, but it happens OFTEN, so all students will at some point get "Kaboomed!"

5. The game NEVER ENDS because eventually someone will get a Kaboom! and their popsicle sticks will go back into the cup to keep the game going.

(Andrea Rochman)

Metacognitive -Thinking Aloud and Semantic Mapping

Think Aloud-A strategy where students think about their own thinking. Think Alouds help students to monitor and reflect upon what they are learning. It is a great strategy in the math and classroom when teachers read a word problem out loud and periodically stop to verbalize their thoughts. As students transfer the thinking, they are able to verbalize mathematical processes and steps. A great strategy for mathematical vocabulary and concepts. Students draw an oval or circle in the middle of the paper. They then brainstorm all the words that are associated with the math vocabulary word or concept. Great as a quick assessment tool or for students to demonstrate prior knowledge. (Paula-Yancey Dykes)

Gradual Release Outlines

Writing an organized essay can be a struggle for students. When given a prompt, students are also given a well mapped out outline with notes, guidelines and possible sentence starters. In the beginning of the year the outline and guide is packed with an abundant amount of assistance and gradually decreased as the year goes on or modified depending on each student's needs. The outlines are specific and can vary depending on each student's ability and skills. Some students struggle more with specific types of essays and this is noted when creating an outline. Students also work in cooperative learning groups so they can see student exemplars. (Alanna Mattessich)

Name Identification
Name Identification strategy: Using a wide craft stick, place a picture of the student at the top of the stick. Velcro or tape each letter of the student's name under the picture. Use the name stick daily to assist the student with identifying their name. As they learn their name, the picture can be taken off. Over time, the teacher can take away letters in the name so that the student can identify the missing letters. (Kristen Smith)

Paint Cards (Home Depot)
I encourage teachers and students to use the paint cards in different sizes and colors (Home Depot or Lowes each gives them away for FREE) to record key terms, formulas, rules, and/or examples for use when completing classwork, homework, tests, and quizzes. Having students use these cards also guarantees that they look at their notes at least one additional time (when they do the copying). This strategy is good for assisting with outlining skills as well; for example, 1 topic with 3 points per card. In this case, each card must have a heading. Completed paint cards can be kept in a plastic Ziploc bag.

Although I used this last year, it has continued to prove effective. I use the lighter colored, 3-section paint cards from Home Depot. In math, students use 1 card per topic and can write 3 brief concepts per topic, one in each box. We then allow them to use the cards on a test or quiz, as well as using them during class on class problems and for homework. If they use it for vocabulary, they fold the card in half, make a cut on the white line in the middle of each box. One side of each of the 3 boxes is where they write the vocabulary word, on the flip side, they write the definition. They can then quiz themselves. (Carol Schiffman)

Material Presentation
When actively co-teaching, the general education teacher and I are able to better reach our students by presenting the material in a different way. We could show a different point of view, another approach to understanding a concept, reword and explain in a different way, and reach more students on a daily basis. This works best for the Social Studies classes where I co-teach for the full period. (Keith Kowalski)

Museum Walk
For the museum walk, the general education teacher and I posted several poster sized papers around the room, containing either a picture or a quote. The students were asked to use their post-it notes to comment on what they saw or read on the poster. When students completed this task, they stuck their post-it notes on the chart paper. They were then encouraged to read the comments originally on their poster as well as walk around the room to read the comments of other students. We did this for a lesson on the Holocaust and the students found the information gleaned to be very valuable. (Keith Kowalski)

Completing In-class Assignments
One-third grade student writes very slowly. The classroom teacher and I determined that he was never going to complete any assignment in an appropriate amount of time unless we could find a way to help him speed up. We decided to set a timer and give the student the amount of time that we thought it would take him to complete the assignment successfully. In the beginning, the student had a hard time beating the timer, but now he completes the assignments before the bell rings. (Kirsten Smith)

Hands-on Activities to Make Social Studies Come Alive
In social studies, I encourage a lot of hands-on activities. Our students seem to learn best when they are enjoying learning and when you make the information relevant by pulling it into their present world and finding a connection to their own experiences, they are able to retain the information much better.

For example, I suggested that students make demonstration posters against paying taxes and that they walk around the school demonstrating. Students and teachers were stopping the students in the hallway asking what their protest was about and they were able to say that they are learning about the Colonist and how they felt about been taxed by the British. They also created hats that represented the French, British, Colonists and Indians. Then they wore the hats and reenacted the French and British War. (Zenobia Saunderson)

Review and Reinforcement Strategy:
When students need some positive reinforcement on a skill or information, find a word puzzle, activity sheet, questions for a reading selection, crossword puzzle, hidden pictures, or other activity; something that is related to learning objectives they have covered in class and that will take time, thought, and teamwork. Divide the class into random pairs--even having the SmartBoard do the random selection. Give a prize to the first 2 groups that have all the correct answers or the two with the highest amount correct. Any cheating (by getting answers from another group) is automatic elimination. (Carol Schiffman)

Using Graphic Organizers Across the Curriculum:

1. During **Reading** - Graphic organizers can support comprehension after different key junctures: pre-reading, encountering new information, etc.
2. During **Language Arts** – Semantic maps and concept maps, story grammar charts have been very helpful. They are efficient when illustrating complicated ideas. Each portrays a process of structure.
3. During **Math** – Flow charts and diagrams can be used to show comparisons and contrasts of different math concepts taught. For example: If a teacher is teaching different theories he/she can use a graphic organizer to show the differences and similarities and students are apt to see connections between what they have learned and what they are currently learning.
4. During **Social Studies** – Concept maps can he used for reviewing information taught. They can also be used as opportunities to recall important concepts pertinent to historical periods, reproduce a structure that reflects the information then integrate targeted vocabulary.
5. During **Science** - Graphic organizers - concept maps can be used with other instructional strategies to engage students in higher order thinking.
   (Middle School, Sundra Murray)

Burying Self-Defeating Words
I have had success with doing a burial of all negative words students use when doing an assignment, such as, “I can't... It’s too hard… I'll never get it… I'm stupid,” etc. I have students write words that represented their struggles on a piece of paper and put it in a shoe box. I tell students that this means that they can't give up but must try their best; it’s not too hard if they put forth their best effort and that they can get it if they set their minds to it and try to do their best work. Then, I recreate a list of all these words and at the beginning of an assignment I remind students that they buried those words. (L. Crooks)

Using Mnemonic Devices in Math and ELA

One of the strategies that I suggest to my math and ELA teachers (any/all grade levels) is to use mnemonic devices or acronyms to help teach the sequence of steps in equations or writing. For example, when working on division, I use/teach the mnemonic device "Does McDonalds Serve Cheese Burgers" to remember the steps of Divide, Multiply, Subtract, Check, Bring down. When writing and answering a question, I teach the acronym "RACE" to remind students to Restate the question, Answer the question, cite examples from the text, Explain. Mnemonic for remembering computational order:

Please Excuse My Dear Aunt Sally-Parentheses, Exponents, Multiplication, Division, Addition, and Subtraction. (Deidre Oglesby)

Color-Coded Paint Cards

A teaching strategy I found to be very successful this year is the use of the color-coded paint sample cards from Home Depot. The cards are divided into 3 or 4 different boxes of different shades. We’ve been using them in English--for vocabulary definitions. I suggested it to a couple of the world language teachers (for the same), but mostly we’ve been using them in math classes.

Each card has its own topic and each box has one specific bit of information. Students might include a definition, formula, and examples for each topic. Sometimes, the boxes might be used to spell out the steps involved in solving problems, based on a specific formula.

Sample Cards: (In this case, the information was divided onto 2 separate cards). I took the information the teacher gave and broke it down into a simpler form.) (Carol Schiffman)

Heads Together

A strategy that is used in one of the fourth grade classrooms I visit is “Heads together.” This is when students discuss a particular topic or question generated by the teacher through whole group instruction. Students discuss the particular question or topic in their group of 3-4. When time is up the teacher says, “Heads Apart,” meaning time to come back to whole group discussion. Then each group shares what they discussed amongst the group. The students in each group are assigned a letter, either A, B, C, or D. When it is time to share the teacher says, one of the letters will speak to the class about the group discussion. This makes sure that all students listen and actively participate in group discussion because they do not know who will be responsible to share the group’s information. (Michael Beardsley)

Rhyme Strategy

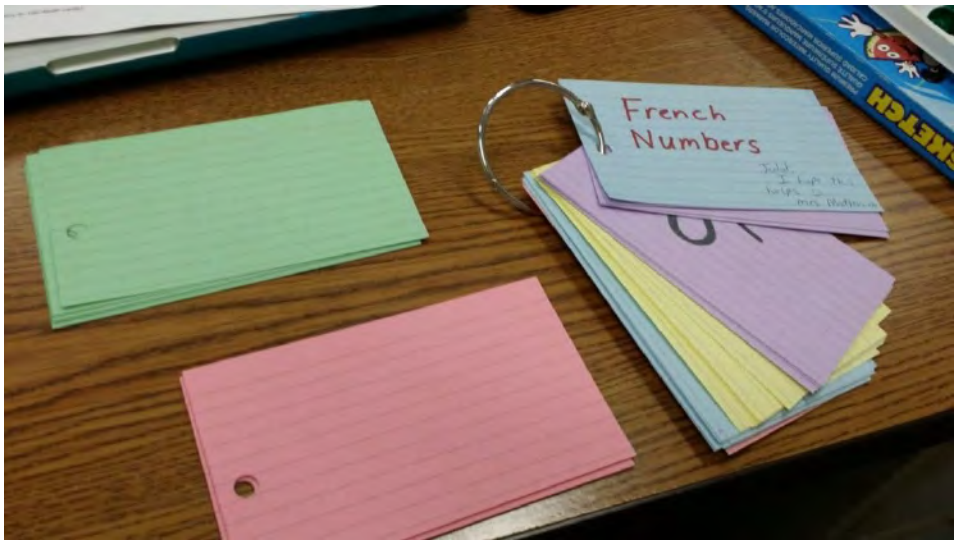
I've found that one of my four year olds, who have retention difficulties, has really been benefiting from a device that I've been using. He was having a very hard time identifying numbers. I found a rhyme for each number (0-9) and it's really helping him. For example, for number three,

> “Around the tree, around the tree, that's the way you make a three!”

He will look at the number, trace with his finger and say the rhyme aloud to correctly identify the number. Not only does it help with number identification but it also helps with forming the number as well. (Michael Conte)

Color-coded Index Cards on a Ring for Vocabulary Practice

The index cards I use for vocabulary have the term on the front and the definition on the back. For math an example should be present and for science a picture or other helpful hint works. Cycle and date are labeled on each card with chapter/page number(s) where more info can be found. They are bound by a ring to hold them together. This enables the students to quiz themselves :) They will also not have tons of loose cards in their book bags and all over their area. The color coding can be used to distinguish sets or indicate the words students are struggling with. This ring would work wonderful with Carol's paint card strategy. (Alanna Mattessich)



Educational Strategy-File Folder Games
I make file folder games for my students and they seem to really enjoy them. I have a file folder book that I go through. I make copies of the particular theme or skill I want to teach. I color, cut, and laminate the pieces. I have made file folder games for beginning sound activities, letter identification, matching lowercase to uppercase letters, patterning, and matching to name a few. I have students use them in small group and also independently. The students love these file folder games because they are colorful, fun, and hands-on. I use the file folder games to teach a new skill, observe my students, and to assess what they know. (Michael Conte)

Alphabet (Tracing)
I noticed that a number of the three and four-year-old students in the classrooms I am supporting need help with writing letters and their names. So, I found a website to use to make tracer sheets for these students. I personalize the sheets with the student's name or with the number or letter, which is giving them particular difficulty. I gauge student progress by assessing the students after two weeks to see if their handwriting has improved. (Michael Conte)

Alphabet (Multiple Modalities)
This is a strategy that the kindergarten children love.
When working on the alphabet, have the children:
● Say the letter
● Model the formation of the letter
● Form the letter in the air
● Trace the letter using tactile letters
● Have the children trace the letter in the sand
● Follow up with dry erase boards where children can write the letters, words, and draw pictures.
(JoAnn Lepard)

Alphabet (Writing)
For preschoolers who need help with learning the alphabet and writing it, it is a known strategy that tracing letters in sand helps students, but the children do not always get an opportunity to go over to the sand lab. So, in order to help them in their quest in learning and writing the alphabet in sand, I developed sand writing boxes. I took shoe boxes, painted the bottoms of them and added sand. So now a student can have their own sand box to practice writing in the sand and the colored bottom gives the child a visual for the letters that they are trying to form. (Gena Harris)

Alphabet (Writing)
I also found that using tactile letters helps children to form letters. If I am working with a student with writing his/her name, I have the student trace the tactile letter with his/her finger. Then I have the student write the letter on a piece of paper. (Gena Harris)

Spelling
When reviewing for a spelling test, I play word bingo with the students. This can be used for all grades 1-6. Each child chooses 3 words from their spelling list and writes them on a piece of paper. When all children are finished the teacher randomly calls out words from the list. The first student to cross out all the words on their list yells bingo. You can give stickers, pencils, and such as prizes. This can also be modified to any amount of words you want them to write. This gives each child a chance to study by writing their words repetitively and making it fun at the same time.

Spelling
Another strategy with spelling or any subject is, when writing on the board make, sure to color code the board. This will help students who have difficulty copying from the board. (JoAnn Lepard)

Read Alouds

When you are reading a children's story and it contains animals, have the children make that animal sound every time you say an animal's name. For example, if you say "the dog followed behind the group" everyone should ark after saying the word dog. This keeps them interested in the story and listening attentively. (JoAnn Lepard)

Phonics/Vocabulary

This is a small group activity for a group of four children.

3) Lay out pictures on the floor,
4) Have the children take turns picking out a picture, saying its name (correctly) and placing the picture under the letter it starts with (i.e., the alphabet letters posted on the wall or board),

Vocabulary Building

Many of the students have a hard time remembering the definitions of each of the words, so I asked the teacher to give the students the definition of each word on an index card. Each week the students add the words to a ring. Eventually the students will build their own mini dictionary. The students will be able to refer to the words as needed. (Kirsten Smith)

To reinforce learning a new word, have the students fold an 8.5 X 11 sheet of paper into quarters; on the first page have them write a definition in their own words; on the second page they draw a picture of the definition; on the third page write examples from their own life of the word.

Practice in Writing Name/Words (Preschoolers)

I've found that at the Pre-K level the students this year really were having a difficult time writing their names. I implemented a sheet which pretty much looks like a graph. The student's name is written across the top, one letter in each box. Together we do hand over hand to form the name on the first line. The next line is done independently. We take turns. Students are making dramatic improvements in writing their names using this method. This technique could be used in writing other words, too. (Michael Conte)

Fine Motor Strengthening (Preschoolers)

Ripping paper and using tweezers is a good way to help develop fine motor ability in preschoolers. This simple task helps them develop pincher grips and build the muscles in their hands. (Gena Harris)

Cutting (Preschoolers)

As you may know, using scissors is difficult for preschoolers, but it is extremely difficult for children that are hyper and short attention spans. An easy way to help the child get through the task, try breaking the task up by drawing red stop signs on the cutting task. (Gena Harris)

Adjectives/Vocabulary

Create a box of photos, magazine pictures, and animal and nature pictures. Ask students to select a picture and spend several minutes listing descriptive words to describe the pictures.

NEW:

Decoding Strategy Chart

Step 1: Look for word parts (prefixes) at the beginning of the word.
Step 2: Look for word parts (suffixes) at the end of the word.
Step 3: In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.
Step 4: Sound out and blend together the parts.
Step 5: Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: “Is this a word I have heard before?” Then read the word in the sentence and ask: “Does it make sense in this sentence?”

Differentiation Strategies

NewsELA – Differentiation
NewsELA can be used as a tool for differentiation. The website www.newsela.com provides current event informational articles for students at different Lexile levels. It is a great tool for the students to make connections beyond the text to what's happening in the world today. NewsELA can also be a tool that students use to build background knowledge. Students can sign up to get an account or use their Google email addresses for a pro trial; however, if they are only using the differentiated articles, it's free. (Nicole Perroth)

The 10-minute Task Corner
I saw a great classroom idea this week, stacked in the corner of a classroom. The teacher used clear plastic shoe boxes to create individual, colorful and unique learning games / kits. Each kit contained materials to learn or practice a particular skill (math, reading, maps). They are stacked on a bookshelf in the corner marked "Got 10 minutes?" This is a great idea for students who finish regular work a bit early. You could make these "mini lessons" on any topic and for a variety of grade levels. Even study kits for AP classes - where each kit contained a study game for a particular concept. Many of these could be student constructed - offer them as a B layer assignment.

Menu Approach (Menu template, Appendix, Document 2)
Using a Menu Approach, I have created different ways to allow students to pick their project. This can be used for Science, Social Studies, or Reading. I use this at the end of the chapter as a review before a test. There are different activities that are listed for breakfast, lunch, dinner, and dessert. The activities are leveled so the appetizer task is easy. For example, there may not be much writing and students use a graphic organizer. The lunch activity may require some writing and drawing. The dinner task may require more research or writing, and the dessert is a challenging. Students are able to pick the task they want to complete based on their learning style and interests. Students are also able to work in pairs or groups during this assignment. I provide students with a role and responsibility outline so that each person has a job. Then the students will share their projects with the class. (Concetta O'Brien)

Preparing Students for Assessments

Inner Outer Circle

This strategy works the same as 'quiz quiz trade' (Kagan structure) with a twist.

1. Have a group of students form a circle facing out.
2. Form another circle on the outside, each student face to face.
3. Each student will have a number from 1-12 representing the times table (the back of the card has the answers).
4. Setting a timer for 1 minute, each student will quiz each other on the times table from the card.
5. When the timer chimes, students (in either the inside or outside circle) will take a step to the left.
6. Continue quizzing until all students face each other.

(JoAnn Lepard)

Student Self-Assessment

In the beginning of the year, I teach my students what it means to self-assess their learning. We do small activities and I ask them to identify how they feel they performed on the assignment.

- Did they feel confident? Needing no assistance from me. (Expert)
- A little comfortable? Needing some guidance from me. (Practitioner)
- A little uncomfortable? Needing assistance from a peer. (Apprentice)
- A lot uncomfortable? Needing direct instruction and help from myself. (Novice)

Once we've done this a few times, I introduce my "self-assess cards." There is class set that remains visible and the scholars are given mini versions. When a lesson is complete, I ask them to show me using their cards how they feel about the lesson and their completion of it; using either the Novice, Apprentice, Practitioner, or Expert cards. To make the cards student friendly, I change the graphics of the characters on the cards to something they can relate to. Mario characters, Superheroes, etc. (Jennifer White)

Jigsaw Technique (AKA Round Robin – Kagan Structure)

This is a Cooperative Learning Strategy where students work in groups of 3 or 4. The teacher poses a question and each student is responsible to teach the rest of the group. It can be used as a review strategy for an upcoming test, or as a wrap-up or "check for understanding" strategy after a daily lesson. (Maria-Elena Vasquez)

Review before a Chapter Test (I Have Who Has)

Adapted from Lakeshore Wrap Around Games

This strategy can be used before administering an assessment. It can be completed a few different times to help struggling students remember a lot of information especially for Science and Social Studies. There will be questions and answers on each index card from a particular chapter. Some students can have more than one index card to challenge them.

Every student gets an index card. One side will have a question from the chapter and on the back there will be an answer to a different question. One student will start and ask their question. The rest of the class will look at their index cards to see if they have the answer to that question. The student that has the answer will go stand next to the first student. Then that student will ask the question on their index card. The student who has that answer will go stand next to that student and so on. All of the students should ask a question and give an answer. At the end all of the students should be standing in a line. You can mix up the index cards and play it again. This allows students to review the information before an assessment and allows them to get out of their seat. It is important for each student to listen to each question in order to find the correct answer. I have used this strategy to help with Science assessments. You must mark the index card with a symbol, for example a star, and this will identify the first question. The number of card you have will depend on how many students. The first index card will have the answer to the last question. (Concetta O'Brien)

Familiarizing Students with Testing Procedures

I suggested to the teacher that we give the students a pre-test for the assessment. The classroom was set up exactly like the test. The only thing I didn't do was separate the inclusion students. We gave the test. Next, we researched how to grade the tests and then graded the tests and tallied how many students got each number wrong. Using this information we were able to pinpoint the area of need for the students. Students were then placed in groups to work on areas of specific need. We will continue to work with students with test prep activities prior to assessments.
(Kirstin Smith)

Quiz, Quiz Trade http://www.kaganonline.com
This Kagan structure is an excellent engagement and test prep strategy to use with students. The teacher puts questions on note cards (or students can do it themselves) and students quiz each other. It works exceptionally well when the actual test questions are on the note cards. It is also a good strategy to use for reviewing vocabulary words, or chunking large pieces of information

Quiz, Quiz Trade is a 7-step process. You must first have note cards with the questions on one side and answers on the other side of the cards. Each student is handed a card.

Step 1. Have students stand up, put their hands up, and then pair up with someone else who has their hand up.
Step 2. Partner A quizzes.
Step 3. Partner B answers.
Step 4. Partner A coaches or praises

Step 5. Switch roles. Repeat steps 1-4.
Step 6. Partners trade cards and raise their hands to find new partners.
Step 7. Repeat steps 1-6 a number of times.

(Maria Elena Vasquez)

Three Facts and a Fib
In Social Studies and Science, the students benefit from reviewing the information throughout the chapter. I suggested that the teacher use a “three facts and a fib” chart to help the students review the information. The teacher (or the students) make up four choices; three facts which are true and one which is false. The students must choose the incorrect statement. This strategy allows the students to work with their classmates while providing the teacher with a quick assessment as to holes in the students’ understanding of the information. (Concetta O’Brien)

Test Review
In Social Studies and Science, the students benefit from reviewing the information throughout the chapter. I suggested that the teacher use a “three facts and a fib” chart to help the students review the information. The teacher (or the students) make up four choices; three facts which are true and one which is false. The students must choose the incorrect statement. This strategy allows the students to work with their classmates while providing the teacher with a quick assessment as to holes in the students’ understanding of the information. (Concetta O’Brien)
Questioning Toolkit: http://www.fno.org/nov97/toolkit.html
You Be The Historian: http://americanhistory.si.edu/kids/springer/

Inclusion Teacher Strategies

1) During recess just chat with student (not about school work) to establish a student-teacher relationship.

2) Tell student how lucky you are to have him/her as “my student.” (Sincerely)

3) Call home and tell parent strengths about student's day.

4) Greet student every morning and say goodbye at the end of the day.

5) Check student’s homework pad to ensure that student is writing down assignments and have parent sign

homework pad.

6) Check folders - make sure student is organized and keeping study sheets and vocabulary lists that are given out.

7) Make sure student understands that it's her/his behavior the teacher dislikes, not her/him.

8) Make sure the student accepts responsibility for his/her behavior.

9) Ignore or minimize problems instead of disrupting the class.

10) Speak in private with the student about his/her behavior and not in front of class/other students.

11) Provide choices.

(Andrea Rochman)

Getting to Know Your Students

Here is one strategy that I used at the beginning of the year to get to know my students: Each student filled out a survey to help me discover their **individual interests, learning styles and unique talents**. By getting a little background information on each student, I was better able to encourage participation in the classroom. I will be happy to share the forms that I used. (Regina Reilly)

Parent Communication

I make it a point to call at least once a week with a good comment about how a student is fairing. I give my students the opportunity to call home if they are feeling frustrated or need to talk to a parent to calm down. This actually happened yesterday with a sixth grade student. She was overly upset and stressed out and needed to hear her parent’s voice in order to calm down and refocus. (Jennifer White)

Developing Self-Advocacy Skills

For my older students, seventh and eighth grade, I go over their IEP with them, allowing them to ask questions about things they might not understand. I show them their accommodations and teach them how to ask for the things they need - even if I'm not in the room. I teach them how to be advocates for themselves. When we have meetings, either parent or CST, I ask for the older students to present. This way everybody can lay their concerns on the table and stories

don't get twisted. This piece has been eye opening because a lot of the students have had no clue what an IEP was or what was in it. (Jennifer White)

"Inclusion Rules"

Something else that I have up in the office is a list of 'rules' a student and I created that I refer to often when I'm working with students:

Inclusion Rules

1. Find fun ways to learn

2. Do what you have to do when asked

3. Listen well when I'm explaining something to you

4. Need help? I'm always here for you!

5. You can learn many things just wait on it!

6. NEVER GIVE UP ON YOURSELF!

7. Do your best!

8. Never stop trying

9. Be yourself and don't mind others

10. Stay focused and on task

I just keep this on my chalkboard and refer to it sometimes.

(Jennifer Biggs-White)

Sharing Intervention Materials

Have a file folder box for teachers to put in requests for materials for intervention. Teachers throughout the school can take a copy, photocopy it and return. This can be used for the whole school and would be great to put in the teachers' room. Teachers are great at sharing resources. It is like our own Teachers Pay Teachers. (Lauren Grossel)

Inclusive Teaching Strategies

These are strategies that have been implemented for my students, but have been adopted and adapted to the classes that I service. So, not only are my boys receiving the benefits, so are the other students inside of the classroom. This is great because:

1. No one is singled out

2. Fortifies learning

3. Everyone is receiving the benefits of these methods

4. Solidifies teaching and the lesson and gives students and teachers a Point of Reference right in the classroom

5. Promotes independence of the students, while freeing teachers up to monitor and check

Three Inclusive Teaching Strategies that have been implemented in the classes that I service are:

Resource Folders

These folders contain word lists that the students can refer back to when: writing an essay, story or sentences. These lists are words that the students use every day and should know how to spell, (NO EXCUSE WORDS, High Frequency Words, and Sight Words, (below grade level words, grade level words and some above grade level words).

Create a Structured Classroom

*D*esignate separate and specific areas for group and individual work. Display classroom procedures: rules, daily classroom schedule, daily/weekly/monthly job charts. Facilitate specific and planned transitions: between subjects, tasks, activities, etc. Help students organize by creating classroom checklists, specific containers and folders for specific assignments and tasks, (homework, projects, class work, etc.)

Station Teaching

Small group of students rotate to various stations for instruction, review and/or practice. (O'Lan Nickson)

Using Visuals to Support Routines (Preschool)

In the classroom, have words on the closet door that say first and then and pictures in a bag that represent each part of the day. The student also has pictures of things that he/she likes to do in the class.

When the student is having difficulty with the routine, the student is taken to the door of the closet to view the pictures. The teacher must take out the pictures that he/she would like the student to follow. For example, if the teacher wants the student to sit for the read aloud he/she would say first (show picture of teacher reading) we have to read for ten minutes (time depends on student), then (show picture of toys and games area) you can participate with your friends in toys and games. (Kirsten Smith)

Social Strategy

The student in my class has a difficult time communicating with classmates and often plays alone. We asked the students to volunteer to be a buddy. The buddy is responsible for making sure that the student is on task and is participating with the other students. The teacher now has this job on her job chart. Students can be a buddy to anyone in the class that is having a difficult day. (Kirsten Smith)

Create of list of positive sayings:

Awesome Day!

Terrific Job in Math Today

I was a Great Student Today!

Wow! Fantastic Day!

Fantastic Work in Writing!

Wonderful Job with Homework!

Sending Positive Sayings Home

Photocopy the sayings on colorful paper. Cut into strips and place in an envelope. When the student has a good day, send one home. This is an easy way to communicate with parents daily. Many times we forget about the good things that our boys and girls do! (Paula Yancey-Dykes)

Technology Strategies

Career Exploration

Students can log into www.NJCAN.ORG or www.NJCANJR.ORG for free or a teacher can input students' information. Done the latter way, teachers will be able to track student use. There are hundreds of "career/technology" lesson plans for teachers, which can be molded into ELA, social studies, mathematics or science lessons. The sites are best suited for students in the 5th through 12th grades. (Kim Petcos)

Kahoot

www.getkahoot.com

Kahoot is a tool for using technology to administer quizzes, discussions or surveys. It is a game based classroom response system that can be played by the whole class. Multiple choice questions are projected on the screen. Students answer the questions with their computers and earn points for accuracy. (Andrea Rochman)

Videos

I use videos to appeal to my visual learners. I find a video which shows the focus skill and after a pre-test on the focus skill I have my students view the video. (Zenobia Saunderson)

Understanding Language

https://www.thinglink.com

Students are able to review important words that they may see daily through the use of visuals. The students click on the word and they are navigated to a website that focus on material using the word/topic.

The teacher uploads pictures about the topic or vocabulary that will be discussed. The student identifies the correct word on the picture by tapping the board. The teacher can also set up links for students to use after the lesson. The basic directions can be found once you go on the site. (Kirstin Smith)

GYNZY on the Smart Board

Directions on how to screen capture. You can record your own voice if you need.

1. Click the spaceship on the bottom of the screen.
2. Open Quick Time
3. File--> New Screen Recording
4. Click Record, wait a few seconds, then go back to your screen and continue working. You can record a whole movie off of YouTube.
5. Save when you have recorded.

You can also set up a movie recording. (Lauren Grossel)

Quizlet

I have used this strategy successfully with my fifth graders. It is called Quiz let. This is a website that allows you to type in the subject, chapter, grade level, and publisher of a book. Then there will be plenty of choices to pick from. The student finds the chapter and subject they are looking for. It has games to review and short quizzes for the students to take on the computer to practice. This is an interactive way for students to study instead of reading their notes or textbook.

For example, students can type in “Chapter 5, Science, 5th Grade, Scott Foresman.” All of the vocabulary words for that chapter will come up and there are many different activities that students can use to help them study at home. It is fun and easy for students to use. This can also be used for Social Studies. I encourage my fifth grades to use this website to help them study. (Concetta O’Brien)

Resources for Inclusion:

NSCC is an organization that helps schools integrate social and emotional learning with academic instruction to support a model for whole school improvement with a focus on school climate.(See Upstander Toolkit in Listserv/ Website section.)
http://www.schoolclimate.org/

National Youth Leadership Council (NYLC)
The National Youth Leadership Council is an organization devoted to providing research and resources for integrating service learning into school curriculums.
http://www.nylc.org/resources/toolboxes

The New Jersey Coalition for the Advancement of Assistive and Rehabilitation Technology (NJCART)
NJCART is a non-profit organization established to promote the appropriate applications of technology for individuals with disabilities, assure access to resources and provide continuing education to its members and the community at large. Members include: assistive technology providers, therapists, educators, consumers, caregivers, equipment manufacturers and vendors, medical practitioners, administrators, government representatives, volunteers, and students.
www.njcart.org/

New Jersey Coalition for Inclusive Education (NJCIE)
The New Jersey Coalition for Inclusive Education (NJCIE) is a 501(c) (3) nonprofit corporation dedicated to the inclusion of students with disabilities in effective general education classrooms in their neighborhood schools. NJCIE is the only statewide organization in New Jersey whose sole focus is inclusion.
http://njcie.net/

The goals of the NJPBSIS initiative is to increase the capacity of local school districts to develop programs and intervention strategies that reduce occurrences of discipline and behavior problems and subsequently increase student achievement and the inclusion of students with disabilities engaging in challenging behaviors within general education programs.
http://www.njpbs.org/

Additional Information and Resources

Literacy:

January 10, 2012 Literacy Workshop for Consulting Teachers
Dr. Kathleen Froriep, Georgian Court University

Dr. Froriep's "Top 10" for teaching reading

1. Know the reader
2. Build on strengths and interests
3. Provide LOTS of opportunities for success in real reading and writing
4. Pay attention to balance (phonemic awareness, phonics, vocabulary, fluency, comprehension, motivation) ... Remember balance ≠ equal
5. Provide consistent, systematic, intentional instruction
6. Keep track of progress using multiple assessments
7. Let them in on it
8. Promote consistency across settings
9. Look for the good and trust the learner
10. Seek help … even the Lone Ranger knew better than to work alone

Responses to: What questions come to mind when you think of struggling readers?

- What are most effective ways to help struggling readers who read below grade level, struggle with phonics, vocabulary and comprehension?
- How can we best help readers who lack effective word attack skills, exhibit poor comprehension skills, have limited language and vocabulary?
- What instructional strategies should I use to help my struggling reader?
- What is the main problem for my struggling reader? (phonics, decoding, fluency, comprehension)
- What type of assessment should I use to assess their reading ability?
- How often should the struggling reader get extra support in reading each week?
- What reading level are they on?
- What is the specific issue? Is there a breakdown in their phonemic awareness or is it just a matter of fluency?
- Is the student dyslexic when the letters are reversed?
- How to keep them interested in reading?
- I think of struggling readers as …
    - students who have trouble understanding and putting the letter sounds together to say the intended word
    - students who have trouble using clues, information, vocabulary words to help understand an unknown word, as well as, reading comprehension as a whole

Training Content:

1. Who are our readers? What are our concerns regarding teaching them?
    a. "uneven development" within 1 person – example disparity between 1 student's high level math skills and low level reading skills.
2. Big Picture (Goal is Greater than sum of parts)
    a. Balanced literacy for all … reading to, with, by each child

From Walpole & McKenna (2009): Excerpts from pages 7-9: Time is teacher's most precious resource. Assumption: no matter what the make-up of a heterogeneous classroom, children can be divided into three skills-based groups. Teacher first spends half of the instructional block providing grade level instruction to all children, and then serves each of three different groups for 15 minutes while the others engage in meaningful reading practice. We use the term reading practice rather than centers or work stations because it highlights the goal rather than the place. In fact, we recommend that teachers simplify reading practice and connect it to reading instruction by considering these tasks:

1. Look for materials already in the commercial program that are better suited to practice than to instruction.
2. Consider daily paired oral readings and readings of previously read texts or of additional texts at appropriate levels of difficulty.
3. 3. Consider an activity linked directly to the daily read-aloud. Children can write in response to that text every day.
4. Consider a daily activity linked directly to differentiated instruction. Children can work in pairs to practice the skills and strategies from the last small-group session.

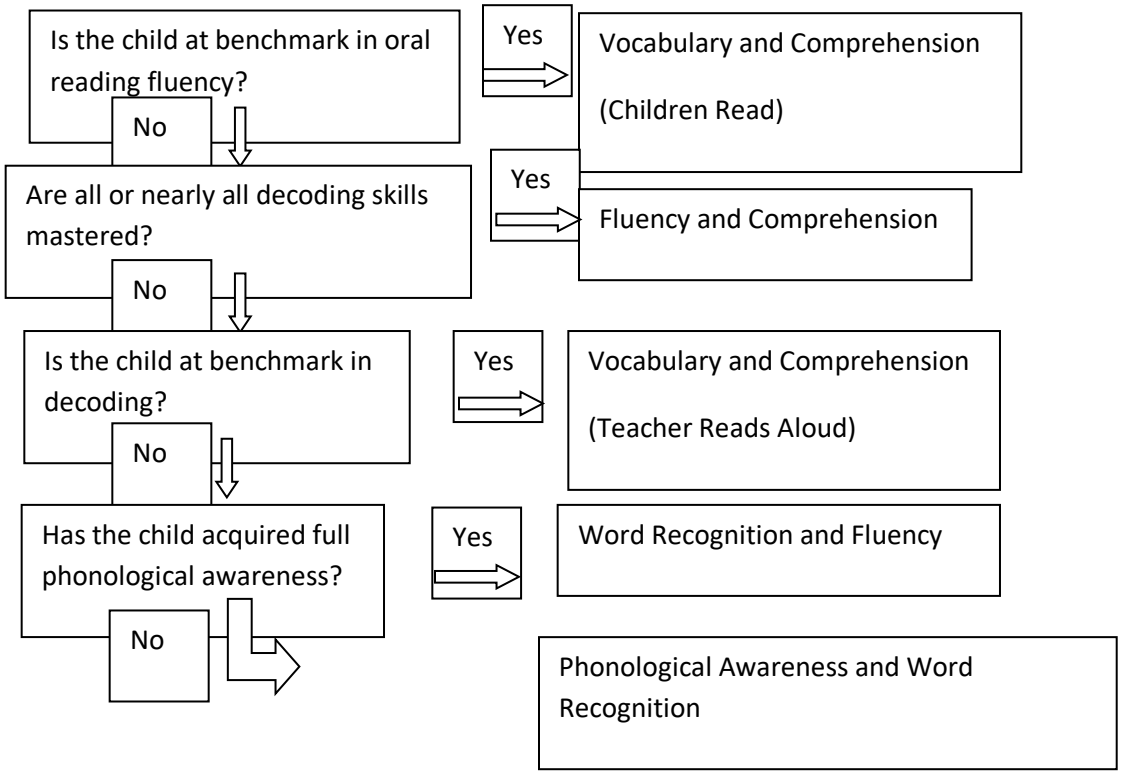
Teachers can work together to sort core instructional activities from extension and enrichment activities. They can also moderate and control instructional pacing so that early introductions and review activities are fast.

Practice happens outside of group time with teacher. Challenging instruction happens during group time with teacher – teacher modeling is constant, consistent, and explicit. Cycle of 14 days of instruction, then one day of assessment.

Grade-Level Core Reading Instruction 45 minutes		
Group 1 15 minutes	Group 2 15 minutes	Group 3 15 minutes
Differentiated instruction	Reading practice	Reading practice
Reading practice	Differentiated instruction	Reading practice
Reading practice	Reading practice	Differentiated instruction

Children with severe reading problems will also receive additional instruction outside of this reading block.

Using Assessments to Plan Differentiated Reading Instruction



c. Striving readers (Fink, 2006) connotes positive qualities of student motivation and effort – often overlooked in struggling readers. Following approach can be used to promote resilience and success in all kinds of readers. By providing students with ample opportunities to read about interests, we can motivate in each student an intrinsic desire to read.

   i. Passionate, personal interest that spurs sustained reading (not deficit model, but based on student's strengths, abilities, and interests)
   ii. Avid, topic-specific reading
   iii. Deep schema knowledge
   iv. Contextual reading strategies
   v. Mentoring support
   vi.

3. Parts – assess and instruct
   a. Phonemic awareness matters at every grade
   b. Phonics/decoding/word attack
      i. Quick assessment
      ii. p,d,q,b
      iii. systematic instruction
      iv. nonsense words, out of context
      v. not everyone will master phonics
      vi. Developmental spelling; Have a go
   c. Vocabulary
      i. Tier one, two, three
      ii. Grammar helps comprehension
   d. Fluency
      i. Running record
      ii. Practice: 4th reading is best
   e. Comprehension
      i. Determining instructional level

ii.

f. Motivation
    i. Intrinsic
    ii. Self-regulated – map progress
    iii. Interest based

4. Read aloud every grade and every day
5. Potential of using Wordless Books

Note: This manual is a work in progress by special educators in the Irvington Public School District. It contains some of the strategies that the teachers have found useful during the school year. This is an internal, Irvington School District resource and not for public distribution.

"Not every child has an equal talent or an equal ability or equal motivation,but children have the equal right to develop their talent, their ability and their motivation".

John Fitzgerald Kennedy