

ADAPT

Manipulative

Information Organizer

What You Need To Know

Application Activity

Skeletal Outline

All Students Learning

Structured Study Guide

Concept Activity

Game

A Teacher's Manual for Intermediate, Middle and High School Students

INTRODUCTION

Purpose:

This manual has been developed for use by those interested in adapting curricula and differentiating instruction for students at the intermediate, middle and high school levels who have a variety of learning needs. The ideas in this manual enable educators to accommodate a diverse population of students with different learning styles and capabilities. The model presented will provide a process for assessing the learning needs of students, adapting textbooks and materials, differentiating instruction, modifying evaluation procedures and establishing classroom management procedures.

Description:

The manual contains six sections that address the areas of assessment, instruction, differentiated instruction, evaluation, management, and guided practice.

Section 1 – Assessment

The assessment section provides a process for identifying the needs of a student. Information gathered from this assessment process is used to identify appropriate teaching options and strategies for individual students.

Section 2 – Instruction

The instruction section provides strategies and techniques for adapting textbooks, materials, and curricula. Samples of adapted activities and templates from various grade levels and content areas are included to serve as models in creating adapted materials.

Section 3 – Differentiated ADAPTEd Activities

The differentiated instruction section contains ideas for systematically modifying content, processes, and products according to student readiness, interests and learning profile. Examples are shown to demonstrate how instructional activities can be differentiated at three different skill levels.

Section 4 – Evaluation

The evaluation section contains ideas for adapting teacher-made or commercially made tests and classroom evaluation procedures. Templates for the performance assessments are also included.

Section 5 – Management

The management section addresses classroom organization and behavior management problems. Reproducible forms, charts and templates are provided for immediate use in the classroom.

Section 6 – Guided Practice Activities

Practice activities enable teachers to conduct an error analysis, label the eight adapted activities, adapt a test and apply a management tool to a case study.

Each module includes an introduction, background information and examples of adapted activities. The manual can be used as a resource for individual teachers in adapting their own texts, materials or tests or for staff developers in planning and implementing training programs.

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SECTION ONE

ASSESSMENT

The purpose of the Assessment Section is to identify the needs of a student in order to determine the necessary interventions for that student to be successful. The more that is known about the instructional context, the easier it is to identify the mismatches between the demands of the classroom and the capabilities of the students (Vallecorsa, deBettencourt & Zigmond, 2000). Instructional adaptations can then be tailored to minimize those mismatches between the student and context.

The assessment tools that follow in this section were designed to help the teacher gather information about a specific student's educational needs in the classroom. This information establishes a clear picture of what is happening during instruction in order to pinpoint where the instructional process breaks down for the student. The data is collected through direct observation, student interviews and an examination of student products. The assessment tools include:

- Teacher Checklist (pp. 4-5)
- Student Profile (pp. 6-9)
- Student Interview (p.10)
- Error Analysis (p.11)
- Action Plan (p. 12)

The **Teacher Checklist** can be completed by an objective observer or by the teacher. It contains questions about expectations, grouping patterns, curricular alternatives, teaching models, and methods of evaluation. The **Student Profile** can be completed by the general education teacher, special education teacher, counselor or anyone else knowledgeable about the student. The **Student Interview** can be conducted by the general or special education teacher. It is used to identify problem areas as perceived by the student. The **Error Analysis** of the student's work is used to ascertain how he/she tried to complete an assignment.

This information is then summarized on the **Action Plan**. It identifies the problem the student is having in the classroom, the adaptations needed to address these problems, and the person responsible for designing and implementing the adaptations. The action plan is completed collaboratively by the team of educators who work with the student. The building administrator should oversee the process to guarantee that the student's needs are met. See the Instruction Section for examples of adapted materials.

Teacher Checklist

Teacher _____ Student _____ Subject _____ Date _____

I. Classroom Expectations

Directions to Teacher: Analyze the general education classroom and complete the checklist below.

What is the student expected to be able to do?	What grouping patterns are used?	What model(s) of teaching are used?	What methods of evaluation are used?	What formats are used on written tests?	What other methods are used to rate performance?
___ listen to lectures ___ use study guides ___ take notes independently ___ participate in class discussions ___ read texts orally ___ read texts silently ___ complete homework independently ___ use the computer ___ other (please specify) _____	___ whole class instruction ___ small group instruction ___ student pairs ___ cooperative learning groups ___ one-to-one instruction	___ direct instruction ___ cooperative learning ___ activity based learning (games, simulations, role plays) ___ inquiry ___ group investigation or problem based learning	___ quizzes ___ chapter tests ___ unit tests ___ oral tests ___ open book tests ___ take home tests ___ performance tasks ___ projects ___ written reports ___ oral reports ___ other (please specify) _____	___ matching ___ multiple choice ___ true and false ___ completion ___ short answer ___ essay ___ other (please specify) _____	___ rubrics ___ checklists ___ self-assessments ___ observation ___ other (please specify) _____

ASSESSMENT

Teacher Checklist, con' t.

Teacher _____ Student _____ Subject _____ Date _____

II. Classroom Adaptations

Directions to Teacher: Identify adaptations used and complete the checklist below.

What curricular adaptations are used?	What test adaptations are permitted?
<p>— same task/same materials</p> <p>— same task/different expectations (e.g., size of assignment, number of items)</p> <p>— same task/different mode of input</p> <p>— same task/different mode of output</p> <p>— same task/different materials</p> <p>— same theme/different task</p> <p>— different theme/different task</p>	<p>— changing the testing format</p> <p>— reducing the number of items</p> <p>— reducing the length of the test</p> <p>— providing breaks during the test</p> <p>— allowing more time to complete the test</p> <p>— simplifying the response level (e.g., changing analysis question to knowledge question)</p> <p>— giving shorter tests more often</p> <p>— pairing oral directions with written directions</p> <p>— pointing to responses</p> <p>— giving an alternative type of test (manipulatives, performance task))</p> <p>— having the test read to the student</p> <p>— allowing the student to respond orally</p> <p>— using enlarged answer sheets</p> <p>— masking portions of the test</p> <p>— highlighting key words or phrases in directions</p> <p>— using color as visual cues</p> <p>— using color overlays</p> <p>— using calculators</p> <p>— using an alternative writing system</p> <p>— using an easel for the book or paper</p> <p>— taking the test in the special education room</p> <p>— modifying grading procedures</p>

ASSESSMENT

Student Profile

Teacher _____ Student _____ Subject _____ Date _____

I. Classroom Expectations

Directions to Teacher: Identify the student's needs and problem areas and complete the checklist below.

What academic skills are a problem for the student?	What grouping patterns are a problem for the student?	What model(s) of teaching does the student need?	What methods of evaluation are a problem for the student?	What written test formats are a problem for the student?	What other methods does the student need?
<input type="checkbox"/> listening to lectures <input type="checkbox"/> using study guides <input type="checkbox"/> taking notes independently <input type="checkbox"/> participating in class discussions <input type="checkbox"/> reading orally <input type="checkbox"/> reading silently <input type="checkbox"/> completing homework independently <input type="checkbox"/> using the computer <input type="checkbox"/> other (please specify) _____	<input type="checkbox"/> whole group instruction <input type="checkbox"/> small group instruction <input type="checkbox"/> student pairs <input type="checkbox"/> cooperative learning groups <input type="checkbox"/> one-to-one instruction	<input type="checkbox"/> direct-instruction <input type="checkbox"/> cooperative learning <input type="checkbox"/> activity-based learning (games, simulations, role plays) <input type="checkbox"/> inquiry <input type="checkbox"/> group investigation or problem-based learning	<input type="checkbox"/> quizzes <input type="checkbox"/> chapter tests <input type="checkbox"/> unit tests <input type="checkbox"/> oral tests <input type="checkbox"/> open book tests <input type="checkbox"/> take home tests <input type="checkbox"/> performance tasks/projects <input type="checkbox"/> written reports <input type="checkbox"/> oral reports <input type="checkbox"/> other (please specify) _____	<input type="checkbox"/> matching <input type="checkbox"/> multiple choice <input type="checkbox"/> true and false <input type="checkbox"/> completion <input type="checkbox"/> essay <input type="checkbox"/> self-assessment <input type="checkbox"/> other (please specify) _____	<input type="checkbox"/> rubrics <input type="checkbox"/> checklists <input type="checkbox"/> self-assessments <input type="checkbox"/> other (please specify) _____

ASSESSMENT

Student Profile

I. Classroom Expectations – con’ t.

What study skills are a problem for the student?	
Reading ___ skimming ___ reading rapidly ___ comprehending what is read	Report Writing ___ organizing thoughts ___ using proper sentence structure ___ using proper punctuation and capitalization ___ proofreading
Listening ___ attending to listening activities ___ applying meaning to verbal messages ___ filtering out distractions ___ comprehending verbal messages	Oral Presentations ___ organizing notes ___ using gestures appropriately ___ speaking clearly ___ using proper language
Notetaking ___ using headings/subheadings appropriately ___ recording essential information ___ developing outlines ___ following a consistent notetaking format	Test Preparation ___ spending enough time studying ___ organizing notes and materials
Test Taking ___ understanding directions ___ identifying clues ___ recording responses properly ___ proofreading answers ___ eliminating wrong answers	Library Usage ___ using the cataloging system ___ locating materials
Reference Materials ___ using guide words appropriately ___ identifying different types of reference materials ___ understanding when to use various reference materials	Technology ___ using word processing ___ using graphics programs ___ using e-mail ___ using the internet

ASSESSMENT

Student Profile

II. Classroom Adaptations

Directions to Teacher: Identify adaptations used and complete the checklist below.

What curricular alternatives does the student need?	What test adaptations does the student need?
<p>— same task/same materials</p> <p>— same task/different expectations (size of assignment, number of items)</p> <p>— same task/different mode of input (having a math word problem read to student)</p> <p>— same task/different mode of output (giving an oral report rather than composing a written report)</p> <p>— same task/different materials (two different worksheet pages are used in finding the main idea: one from a 2nd grade workbook, the other from a 4th grade workbook)</p> <p>— same theme/different task (finding the rivers on a map while the other students find all physical features)</p> <p>— different theme/different task</p>	<p>— changing the testing format</p> <p>— reducing the number of items</p> <p>— reducing the length of tests</p> <p>— providing breaks</p> <p>— allowing more time to complete tests</p> <p>— simplifying the response levels</p> <p>— pairing oral directions with written directions</p> <p>— pointing to responses</p> <p>— taking an alternative type of test (ie., manipulations)</p> <p>— taking shorter tests given more often</p> <p>— having the tests read to the student</p> <p>— having the student respond orally</p> <p>— modifying grading procedures</p> <p>— using enlarged answer sheets</p> <p>— masking portions of the test</p> <p>— highlighting key words or phrases in directions</p> <p>— using color as visual cues</p> <p>— using color overlays</p> <p>— using calculators</p> <p>— using an alternative writing system</p> <p>— using an easel system for a book or paper</p> <p>— taking tests in the special education room</p>

ASSESSMENT

Student Profile

Teacher _____ Student _____ Subject _____ Date _____

III . Classroom Behavior

Directions to Teacher: Analyze the student's classroom behavior and complete the checklist below.

What behaviors are challenging for the student?	When do these problems occur?	Where do these problems occur?	With whom do these problems occur?	What is the function of the problem behaviors?
___ getting along with peers ___ respecting others ___ participating in classroom activities ___ participating in group discussions ___ expressing feelings in acceptable ways ___ demonstrating self-control ___ working well with others ___ following teacher directives ___ taking care of school property ___ asking for help appropriately ___ attending school regularly ___ following classroom rules ___ accepting consequences ___ other (please specify) _____ _____ _____ _____	___ first thing in the morning ___ end of the day ___ transitions ___ large group ___ small group ___ individual work ___ cooperative group ___ lunch ___ recess ___ reading ___ English ___ math ___ writing activities ___ science ___ social studies ___ health ___ special subject areas ___ (please specify) _____ _____ _____ _____	___ classroom ___ hallways ___ cafeteria ___ bathroom ___ special programs ___ other (please specify) _____ _____ _____ _____	___ specific students ___ paraprofessional ___ teacher ___ cafeteria worker ___ recess monitor ___ other (please specify) _____ _____ _____ _____	___ attention from peers ___ attention from adults ___ avoiding interaction with peers ___ avoiding interaction with adult ___ avoiding assigned task ___ gaining acceptance from others ___ gaining access to activity or desired object ___ gaining control of the situation ___ getting even with someone ___ other (please specify) _____ _____ _____ _____

ASSESSMENT

Student Interview

Teacher _____ Student _____ Subject _____ Date _____

Directions to Teacher: Interview the student using the following questions. If necessary, ask additional probing questions.

1. In which subject areas do you do well and why?	
2. In which subject areas do you have difficulty and why?	
3. Which of the following areas are a problem for you:	
Activity	Why?
<input type="checkbox"/> asking for help from the teacher	
<input type="checkbox"/> asking for help from peers	
<input type="checkbox"/> participating in class discussion	
<input type="checkbox"/> working independently	
<input type="checkbox"/> volunteering answers	
<input type="checkbox"/> listening to lectures	
<input type="checkbox"/> taking notes	
<input type="checkbox"/> reading the textbook	
<input type="checkbox"/> completing homework	
<input type="checkbox"/> locating information in the text	
<input type="checkbox"/> finding the main ideas in context	
<input type="checkbox"/> taking written tests	
<input type="checkbox"/> writing paragraphs or stories	
<input type="checkbox"/> writing reports	
<input type="checkbox"/> working on projects	
<input type="checkbox"/> working in groups	
4. What strategies have helped you do better?	

ASSESSMENT

Error Analysis of Student Work

Teacher _____ Student _____ Subject _____ Date _____

I. Analysis of the Student's Work

Directions to Teacher: Answer the questions below after examining the student's work in a particular skill area or content area.

1. What errors do you notice?
2. What patterns do you see?
3. What hypothesis can you form as to the source of the errors?

II. Interview of the Student

Directions to Teacher: Conduct an interview to see how the student tried to complete the assignment.

1. How did you approach the task?
2. How did you get the answers you chose (referring to each error)?
3. How could you have done better on this task?

III. Revision of Hypothesis and Identification of Interventions

Directions to Teacher: Revise your hypothesis after the interview by answering the questions below.

1. What seems to be the source of the errors?
2. What interventions can you use for each error pattern to prevent errors in the future?

ASSESSMENT

Action Plan

Teacher _____ Student _____ Subject _____ Date _____

Directions to Teacher: List the problems the student has in this class. Then list the adaptations needed and the person(s) responsible for designing and implementing them.

Problems	Instructional adaptations	Person(s) responsible for designing the adaptations (general ed. teacher, special ed. teacher, para-professional, parent, counselor, reading specialist, etc.)	Person(s) responsible for implementing the adaptations (general ed. teacher, special ed. teacher, para-professional, parent, counselor, reading specialist, etc.)






Instruction

Story _____

CONCEPT ACTIVITY
Health

Emotions
Introductory: Emotions are how you feel. They include anger, loneliness, sadness, happiness, jealousy.

Directions to Student: Draw a picture showing how each person would feel. Then write a possible reason for that emotion. The first one has been done for you.

Picture	Reasons
Draw Harry's Lonely Face 	Harry is lonely because <u>his best friend went on vacation.</u>
Draw Mary's Angry Face 	Mary is angry because _____
Draw Chuck's Happy Face 	Chuck is happy because _____
Draw Sally's Sad Face 	Sally is sad because _____
Draw Bill's Sorry Face 	Bill is sorry because _____
Draw Carol's Proud Face	Carol is proud because _____

SECTION TWO

INSTRUCTION

Instructional Activities are designed to help students understand and learn skills and concepts in different content areas. These activities are designed to meet the needs of diverse learners: learners who might need the skill or concept presented in a different format, learners who might need additional repetitions; or learners who might need to use a different modality (visual, auditory, tactile or kinesthetic) or several modalities together.

Eight different activities are included in this section. They are:

Structured Study Guides (pp. 15-22) – provide structure and location clues to help students locate the main ideas in a reading selection.

Information Organizers (pp. 23-66) – present information in short, meaningful segments using graphics, charts, and other visual organizers.

Skeletal Outlines (pp. 67-76) – provide a format for taking notes on important lecture or discussion information.

What You Need to Know Charts (pp. 77-95) – introduce new reading vocabulary in an organized format using several different strategies (pictures, sentences, descriptions) for understanding.

Concept Activities (pp. 96-109) – show many strategies for presenting an abstract concept in a concrete way.

Application Activities (pp. 110-140) – present information in a structured format that encourages students to apply learned information.

Games (pp. 141-150) – provide a motivational format for reviewing learned information.

Manipulatives (pp. 151-168) – use tactile and kinesthetic techniques to present concepts or skills concretely.

Each adapted activity section begins with an overview describing the activity and the student need for which it was designed. Numerous samples of adapted activities for various grade levels and content areas follow each description. These samples may be used as models for teachers to create their own adapted materials.

STRUCTURED STUDY GUIDE

A Structured Study Guide is a tool for guided reading that provides structure and location clues to help students read for understanding and information. The study guide is divided into manageable subsections, presenting key ideas or topics to be learned. This key information is developed into open-ended statements which closely parallel the wording in the text.

Structured Study Guides help students to read informational text. They are designed to systematically teach students to locate and synthesize key information. They can also be used to review for tests.

When developing a Structured Study Guide:

- Include page number clues
- Use headings and subheadings
- Keep the information in the same sequential order as the text
- Underline key words in the statements
- Use incomplete statements rather than questions
- Closely parallel the wording in the text

Teaching Study Strategies

When introducing Structured Study Guides, teachers need to directly teach the following study strategies for locating information and finding the main points:

Strategies for Locating Key Information

- Use page number clues to find the page with the information
- Use headings and subheadings to assist students in locating the information
- Underline key words or phrases in each statement on the study guide to match those found in the text

Strategies for Finding the Main Points

- Use headings or subheadings to understand the text
- Identify the key ideas that are highlighted in study guide

STRUCTURED STUDY GUIDE

Social Studies

Chapter 26: Heritage of the Middle East (pp. 569-575)

The World of Islam

Directions to Student: Use your book to complete the statements. You may use the word bank to help you.

WORD BANK		
Muhammed	Koran	five times each day
ground	aged	fast
prayers	sick	ceremonies
once in a lifetime	one God	Mecca

- (p. 570) 1. Muslims believe in one God.
- (p. 571) 2. They believed God's prophet was Muhammed.
3. Muslims are required to pray five times each day.
4. During prayer time, Muslims must face Mecca, kneeling with their foreheads touching the ground.
5. The sacred book of Islam is the Koran.
6. Faithful Muslims are required to fast during the month of Ramadan.
7. All except the sick and aged must not eat or drink between sunrise and sunset during the month.
- (p. 572) 8. Each Muslim must make a journey to Mecca at least once in a lifetime and must say certain prayers and follow certain prescribed ceremonies.

Adapted from *World Cultures A Global Mosaic*, Prentice Hall

STRUCTURED STUDY GUIDE

Social Studies

Chapter 4 – A New Nation (pp. 80-90)

Section 2 – From Federation to Constitution

Directions to Student: Use your book to complete the statements.

- (p. 83) 1. The Philadelphia Convention in 1787 was held to strengthen the Articles of Confederation.
- (p. 84) 2. An agreement in which both sides give up some demands is called a compromise.
3. According to the Virginia Plan, the number of persons elected to Congress from each state would be based on the number of people in that state.
4. The New Jersey Plan was written to protect the interests of the smaller states. Each state would have an equal number of representatives in Congress.
- (p. 85) 5. A lawmaking body that has two houses is called a bicameral legislature.
6. Congress was to be made up of two houses – the House of Representatives and the Senate.
- (p. 89) 7. Ratification of the Constitution meant approval by the states.
- (p. 90) 8. Federalists supported the Constitution because they wanted a strong central government.
- (p. 90) 9. Anti-Federalists were against the Constitution because they feared a powerful central government.
10. Some states ratified the Constitution only after being promised that the list of freedoms called a Bill of Rights would be immediately added to the Constitution upon ratification.

Adapted from *American Odyssey, The United States in the 20th Century*, McGraw-Hill



Note to Teacher: Each chapter in this textbook has three sections. Each section has been adapted and limited to one page. You may adapt your evaluation procedures by testing after each section.

STRUCTURED STUDY GUIDE

Science

Chapter 20: The Planet – Moon System (pp. 607-614)

Planets and Moons

Directions to Student: Use your book to complete the statements.

Changing Ideas

- (p. 608)
1. For many years, people believed that the earth was the center of the universe.
 2. People believed that the sun moved around the earth.
 3. Nicolaus Copernicus had the idea that the sun is the center of the universe.
 4. Johannes Kepler was able to prove that the earth-centered belief was wrong.
 5. The sun and objects that revolve or go around the sun make up our solar system.
 6. The objects that revolve around the sun are the planets and moons.

The Planets

- (p. 610)
1. Planets appear to wander away from stars in their background.
 2. Stars seem to be fixed in their position in the sky.
 3. Planets differ in size.
 4. Most of the smaller planets are close to the sun.
 5. All nine planets in the solar system are always moving in an orbit or path around the sun.
 6. One trip around the sun is called a revolution which is a year in the life of a planet.
 7. The orbits of the planets are somewhat oval.
 8. A planet's distance from the sun changes throughout the planet's year.
- (p. 612)
9. Each planet revolves around the sun at a different speed.
 10. The planets that are closer to the sun move faster than those that are farther away.
 11. The sun's gravity pulls more strongly on the planets closer to the sun.

Adapted from *Science Interactions*, Glencoe

STRUCTURED STUDY GUIDE

Science

Chapter 25: Treasures of the Earth (pp. 482-486)

Reuseable Resources

Directions to Student: Use your book to complete the statements below.

Kinds of Resources of the Earth

- (p. 483) 1. Resources are all the natural materials and features of the earth that help support life and satisfy people's needs.
2. Some resources that can be used over and over again are called reuseable resources, for example, air and water.
3. Some resources can be replaced as they are used and are called renewable resources, for example, trees and farm animals.
4. Other resources cannot be replaced as they are used and are called nonreuseable resources, for example, soil and land.

Water as a Reusable Resource

- (p. 484) 5. Water can be used over and over again because of a process in nature called the water cycle.
6. About 70 percent of the earth's surface is covered by water.
7. As the water in the oceans is heated by the sun, it evaporates.
8. Water then changes and becomes a gas called water vapor which rises and becomes part of the air.
9. Water vapor rises, becomes cool and helps form clouds.
10. Water vapor collects in clouds, cools and turns into rain or snow.
11. Water from most rivers and lakes finds its way back to the oceans, allowing water to be used over and over again.
- (p. 484) 12. Water is made safe for use in homes and industry in water-treatment plants.
13. After water is used, it must be treated again in sewage-treatment plants before it can be returned to the environment.

Air as a Reusable Resource

14. The three most important gases in the air for living things are nitrogen, oxygen, and carbon dioxide.
15. Nitrogen and chemicals from the air are combined to form compounds known as nitrates.
16. Nitrates provide plants with nitrogen.
17. Plants use the nitrogen to grow.

Adapted from *Experiences in Earth-Space Science*, Laidlaw Brothers.

STRUCTURED STUDY GUIDE

Literature

The Scarlet Letter

Directions to Student: Use your novel to complete the statements.

(p. 202) 1. Hester happened to know the _____ of the ship _____ (ship's name) which would sail for _____ (place) in _____ (time).

(p. 203) 2. The three reasons why Dimmesdale and Hester decided to go to England rather than stay in the New World were:

1. _____
2. _____
3. _____

3. During the sermon Dimmesdale would announce that he would _____.

(p. 204) 4. The two external changes that Dimmesdale experienced were:

1. _____
2. _____

5. The three things that seemed unfamiliar to Dimmesdale were:

1. _____
2. _____
3. _____

6. Two explanations for Dimmesdale's behavior were:

1. _____
2. _____



Note to Teacher: Use a Structured Study Guide for key sections of a novel.



STRUCTURED STUDY GUIDE

Math

Chapter 3 – Proving Statements in Geometry (pp. 109-148)

Three Theorems

Directions to Student: Use your book to complete the statements below.

- (p. 111) 1. Complementary angles are two angles whose _____ total _____.
- (p. 112) 2. A statement that is accepted without proof is a _____.
3. A theorem is a statement _____.
- (p. 114) 4. If two angles are complements of equal angles (or of the same angle), then the _____ are equal.
- (p. 116) 5. Vertical angles are _____.
6. If two angles are supplements of _____ then the two angles are _____.

“If ...then” Statements

- (p. 123) 1. In the statement “If A, then B”,
“A” is called _____ and “B” is called _____.
2. The converse of “If A, then B” is “If _____, then _____.”
3. Some true statements have _____ that are false.
4. The _____ of a statement is formed by exchanging the _____ and the _____ of the statement.
5. In the statement, “If X is a sparrow, then X is a bird”, “X is a bird” is called the _____.

Writing Proofs

- (p. 146) 1. A geometric _____ consists of steps that show how a _____ follows logically from other statements.
2. There are _____ kinds of reasons which can be used to _____ a step in a proof.

Adapted from *Integrated Mathematics: Course II*, AMSCO School Publications, Inc. (1999)

STRUCTURED STUDY GUIDE

Health

Chapter 4 – Stress in Your Life (pp. 65-71)

Directions to Student: Use your book to complete the statements.

What is Stress?

Kinds of Stress

- (p. 65) 1. Negative stress is called distress.
2. Positive stress is called eustress.

Factors Influencing Stress

3. Factors influencing stress include: person's age, social status and income.
4. If you feel you are helpless, the stress can be overwhelming.

What is a Stressor?

5. Stressors can be people, objects, places, or events.
6. The stress response that takes place within your body is involuntary.

The Body's Response to Stressors

- (p. 66-67) 7. The physical changes that are part of stress begin in the hypothalamus.
8. The pituitary gland secretes a hormone that stimulates the adrenal gland.
9. Muscles tense, the pupils dilate, and perspiration increases as a way for the body to conserve energy.

Fatigue

- (p. 69-70) 10. A tired feeling that lowers your level of activity is called fatigue.
11. Physical fatigue occurs at the end of the day when the body signals a need for rest and sleep.
12. Fatigue brought on by the overworking of the body's defenses for fighting disease is pathological fatigue.
13. The most common type of fatigue is psychological fatigue.
14. Psychological fatigue is caused by boredom, and worry about school or work.
15. Chronic fatigue syndrome has several symptoms. They include:
persistent severe fatigue for at least 6 months, mild fever and sore throat,
and sleep problems.

Adapted from Health: A Guide to Wellness, McGraw-Hill.

INFORMATION ORGANIZER

For learning to be meaningful, it needs to be organized in small, meaningful chunks that aid memory and promote retention (Sousa, 1995). Information Organizers enhance student understanding of content through the use of graphics, process journals and banks.

Charts

These graphics present information in chart, graph or pictorial form to help students draw conclusions, identify cause and effect, categorize ideas, sequence events, show relationships, and organize thoughts. It is important to model the use of the graphic and then provide guided practice. Standard graphics should be created and used repeatedly in order for the students to associate a thinking process with a visual format. Graphics can be used for note taking, guided practice, prewriting or review. Another use for graphics is to record information during lectures. Keep a supply of different graphics and allow students to use them as a way to take notes. This organizes the information into meaningful clusters. Examples of Information Organizers using graphics include:

- Category Charts (pp. 25-34)
- Sequence Charts (pp. 35-36)
- Webs (pp. 37-40)
- Comparison Charts (pp. 41-42)
- Cause & Effect Charts (pp. 43-44)
- Story Maps (pp. 45-47)
- Flow Charts (pp. 48-50)
- Calendars (pp. 51-54)

Process Journals

New skills are introduced several times in many courses, such as math, computer science and science. Some students can become confused, forgetting many steps or substituting steps from one process to another. To prevent this from occurring, students need to write the process in their journals to help them remember the steps in the right order. Examples of Information Organizers using process journals include:

- Math Process Journals (pp. 55-56)
- Computer Science Process Journals (pp. 57-58)
- Science Process Journals (pp. 59-60)
- Retelling Journals (pp. 61-62)
- Language Arts Process Journal (p. 63)

INFORMATION ORGANIZER

Banks

When a new skill or concept has just been introduced, the initial guided practice activities could include banks to verify answers, eliminate the need to locate the information in the text or recall a large amount of information.

- Reason Banks (p. 64)
- Number Banks (p. 65)
- Phrase Banks (p. 66)



Chart

INFORMATION ORGANIZER

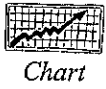


Literature Category Chart

The Scarlet Letter

Directions to Student: Each character's relationship with Hester had significance in this novel. List the reasons why each character relationship with Hester was important.

Hester's Relationships		
Roger	Pearl	Arthur
1. _____ _____ _____	1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____	4. _____ _____ _____



INFORMATION ORGANIZER

Social Studies

Category Chart - Sample

Directions to Student: Complete the chart below using information on pages 78-80 in your textbook.

Regions of the United States		
Atlantic Coastal Plain (Category) 1. <u>Where is it?</u> _____ _____ _____ 2. <u>What is the climate?</u> _____ _____ _____ 3. <u>What are the major industries?</u> _____ _____ _____	Piedmont (Category) 1. <u>Where is it?</u> _____ _____ _____ 2. <u>What is the climate?</u> _____ _____ _____ 3. <u>What are the major industries?</u> _____ _____ _____	Appalachian Highlands (Category) 1. <u>Where is it?</u> _____ _____ _____ 2. <u>What is the climate?</u> _____ _____ _____ 3. <u>What are the major industries?</u> _____ _____ _____



Note to Teacher: This chart may be used as a structure to take notes or as a guided practice activity to categorize information into meaningful segments.

INFORMATION ORGANIZER Category Chart Template

Directions to Student:

Topic _____		
<p>(Category)</p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>(Category)</p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>(Category)</p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>



Chart



INFORMATION ORGANIZER

Social Studies Category Chart

Settlement of the Original Thirteen Colonies

Directions to Student: Write the names of the thirteen colonies listed below in the correct column .

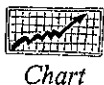
COLONIES			
Georgia	North Carolina	Pennsylvania	Connecticut
New York	Delaware	Massachusetts Bay Colony	South Carolina
Virginia	Maryland	New Jersey	Rhode Island
New Hampshire			

New England Colonies	Middle Colonies	Southern Colonies

Directions to Student: Read the descriptions of the colonies and write each description in the correct column.

DESCRIPTIONS	
Jamestown was the first permanent English colony.	The Pilgrims settled Plymouth
The Puritans founded the Massachusetts Bay Colony.	Maryland was settled by Lord Baltimore.
Religious freedom was set forth in the Toleration Act.	The Quakers settled here.
William Penn, an English Quaker, founded the colony of Pennsylvania.	A place for English prisoners was founded here.
	These colonies were settled by people who wanted religious freedom.

DESCRIPTIONS OF COLONIES		
New England Colonies	Middle Colonies	Southern Colonies



INFORMATION ORGANIZER

Science

Category Chart

Directions to Student: Complete the chart below using the Phrase Bank to help you.

Phrase Bank	
1. have a positive charge	6. whirl around the nucleus
2. have a negative charge	7. are one part of the nucleus (center) of an atom
3. have no charge	8. have energy because they move around the nucleus
4. have little mass	9. are the atomic number
5. have about the same mass (weight) as a proton	

Properties of Electrons	Properties of Protons	Properties of Neutrons
<ul style="list-style-type: none">• <i>have a negative charge</i>• <i>have little mass</i>• <i>whirls around the nucleus</i>• <i>are the atomic number</i>	<ul style="list-style-type: none">• <i>have a positive charge</i>• <i>have energy because they move around the nucleus</i>	<ul style="list-style-type: none">• <i>have no charge</i>• <i>have about the same mass as a proton</i>• <i>are one part of the nucleus (center) of an atom</i>

Adapted from Science Interaction, McGraw-Hill.



Note to Teacher: This activity may be made into a manipulative for additional practice.



INFORMATION ORGANIZER



Category Chart

Template

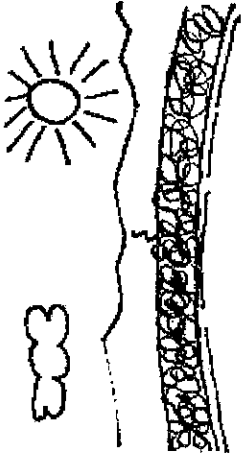
Directions to Student:

Phrase Bank

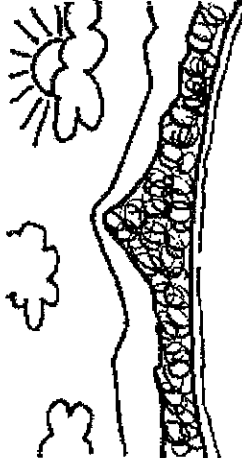


Stages of Volcanic Eruption

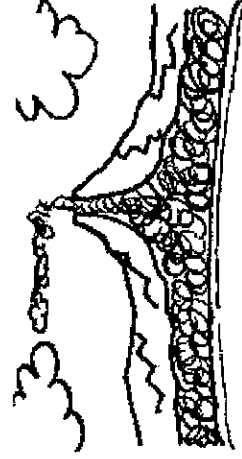
Directions to Student: Draw a picture for each step in the process. Then write sentences under each picture telling what is happening.



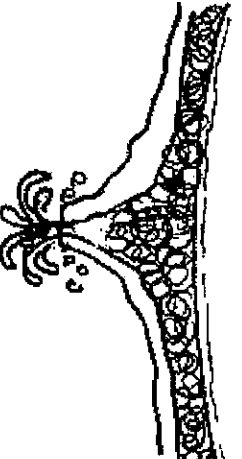
1. Deep within the earth, it is so hot that some of the rocks slowly melt and become a thick flowing substance called magma.



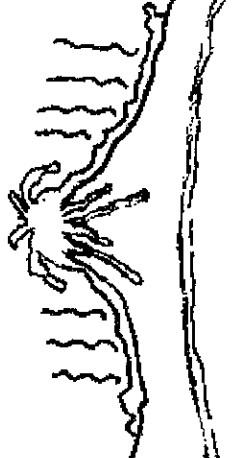
2. The magma is lighter than the solid rock so it rises and collects in magma chambers.



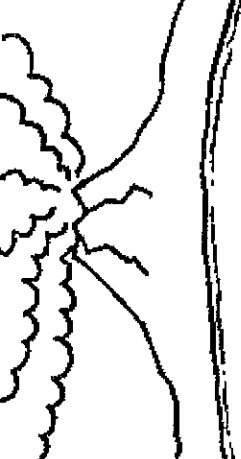
3. Eventually the magma pushes through vents and fissures in the earth's surface.



4. The magma erupts.



5. Magma that erupts is called lava. It spills out of the volcano and can do considerable damage to buildings in it's path.



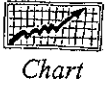
6. The explosion can also hurl hot rock and ash at hurricane speeds.



Note to Teacher: If this sequence chart is confusing to some students, simplify it by using fewer boxes or providing the sentences that accompany the pictures.



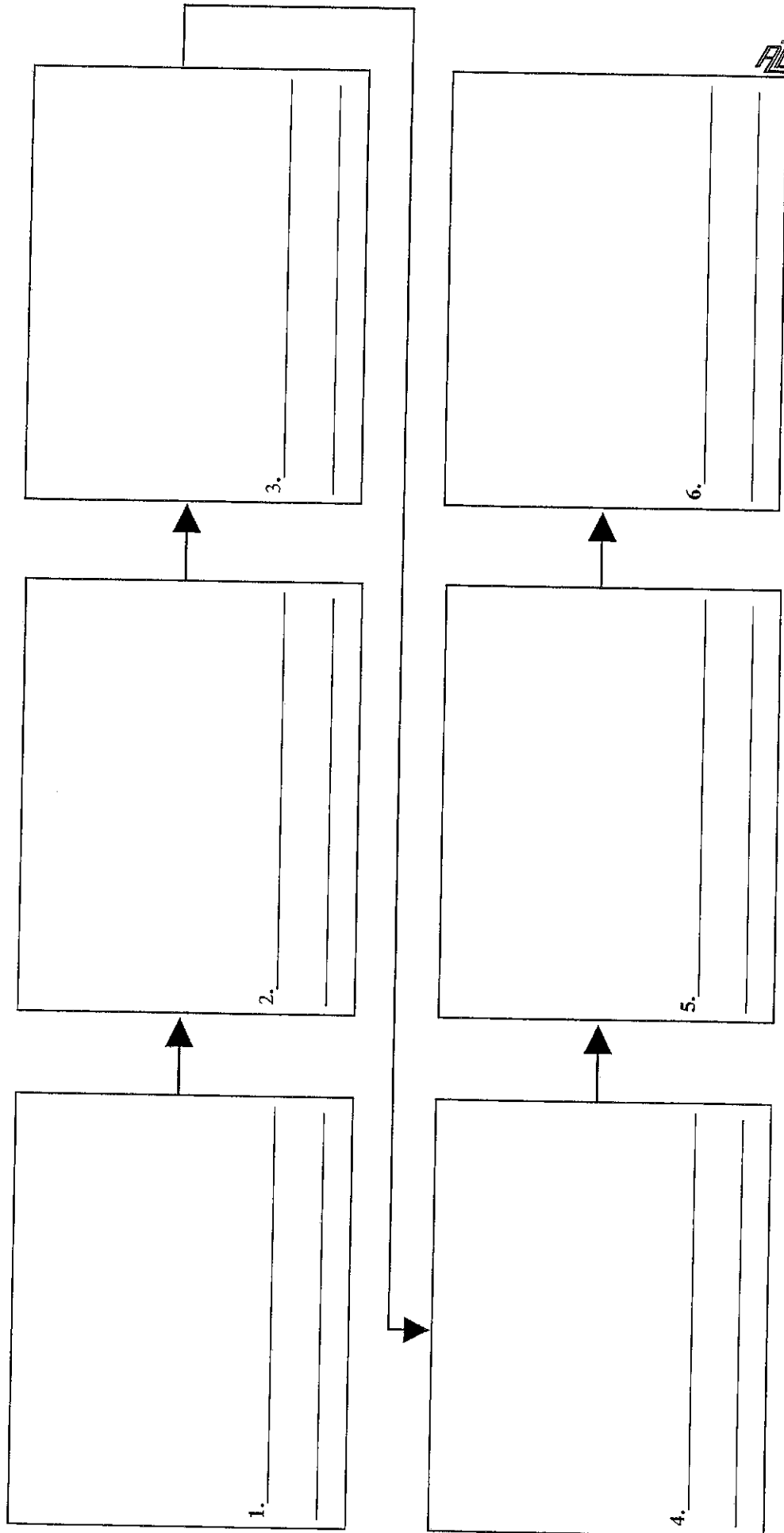
Chart



INFORMATION ORGANIZER
Sequence Chart
Template

(Topic)

Directions to Student:

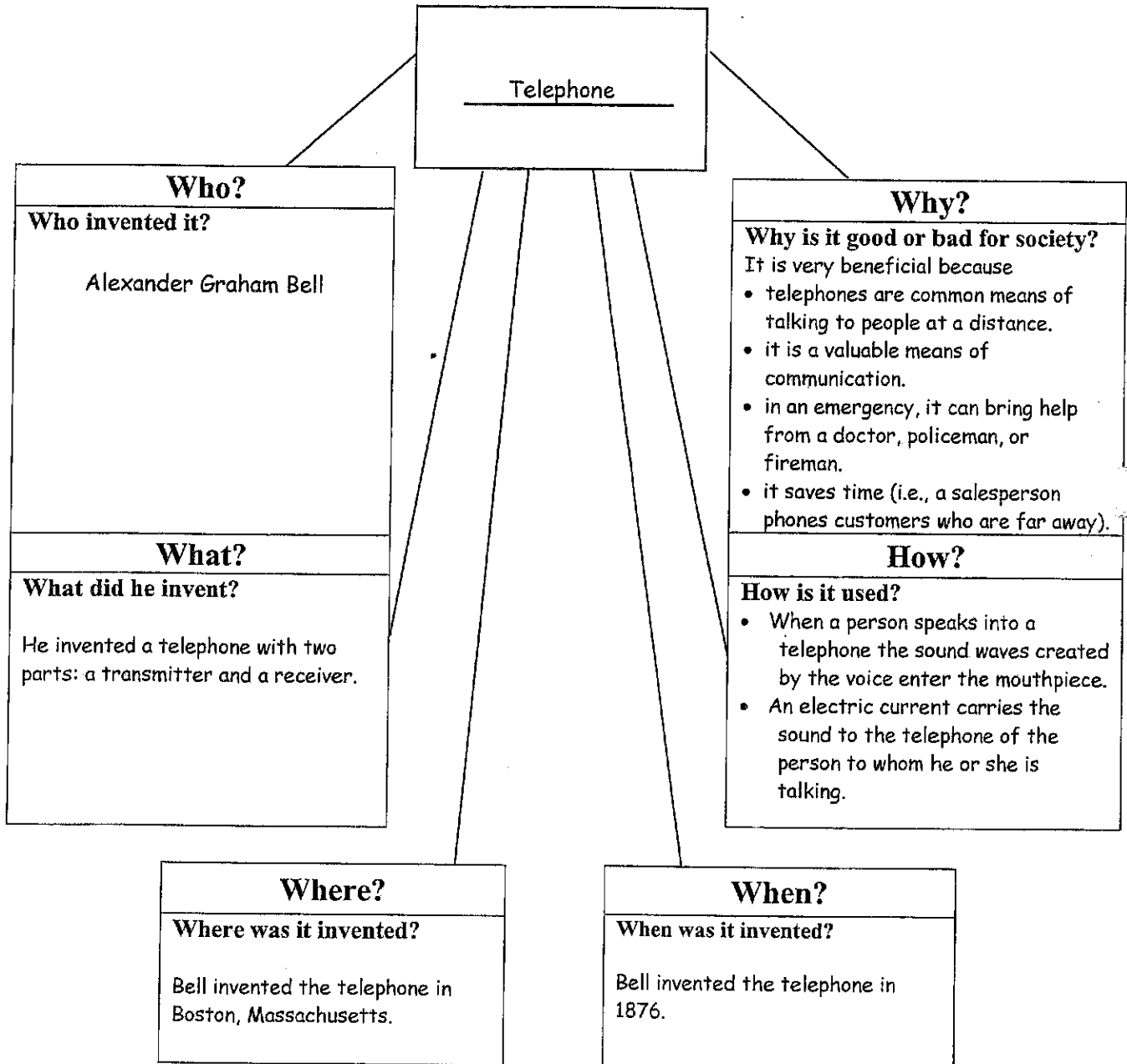


Science

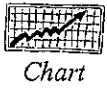
Web

Sample

Directions to Student: Complete the chart by answering the questions.



Note to Teacher: The number of questions may decrease based upon the needs or developmental levels of the students. Add specific questions to each question box. For example, if the topic is inventions, the questions may include: *Who would use it? Where was it invented? How is it used?*

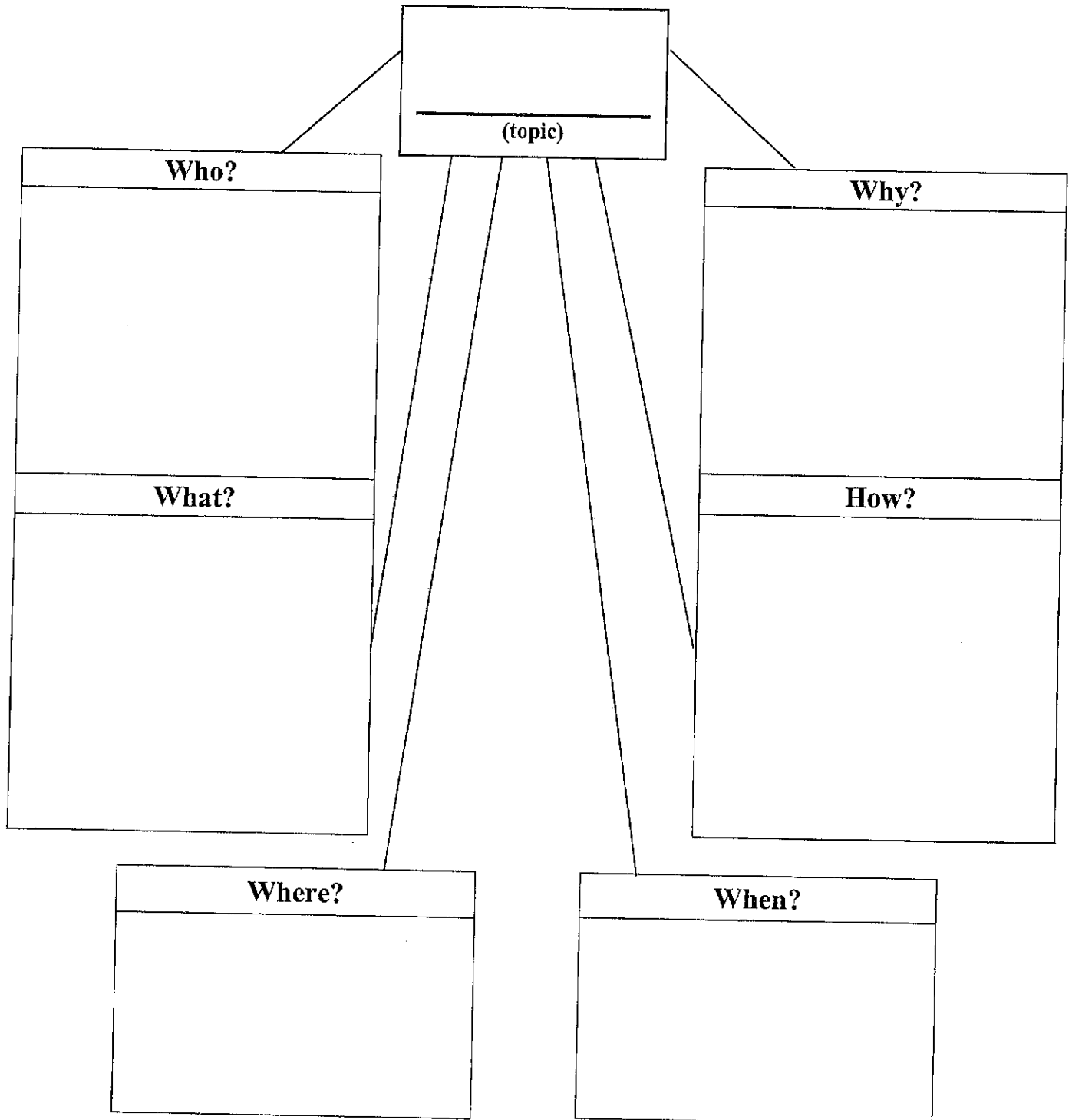


INFORMATION ORGANIZER



Web Template

Directions to Student:



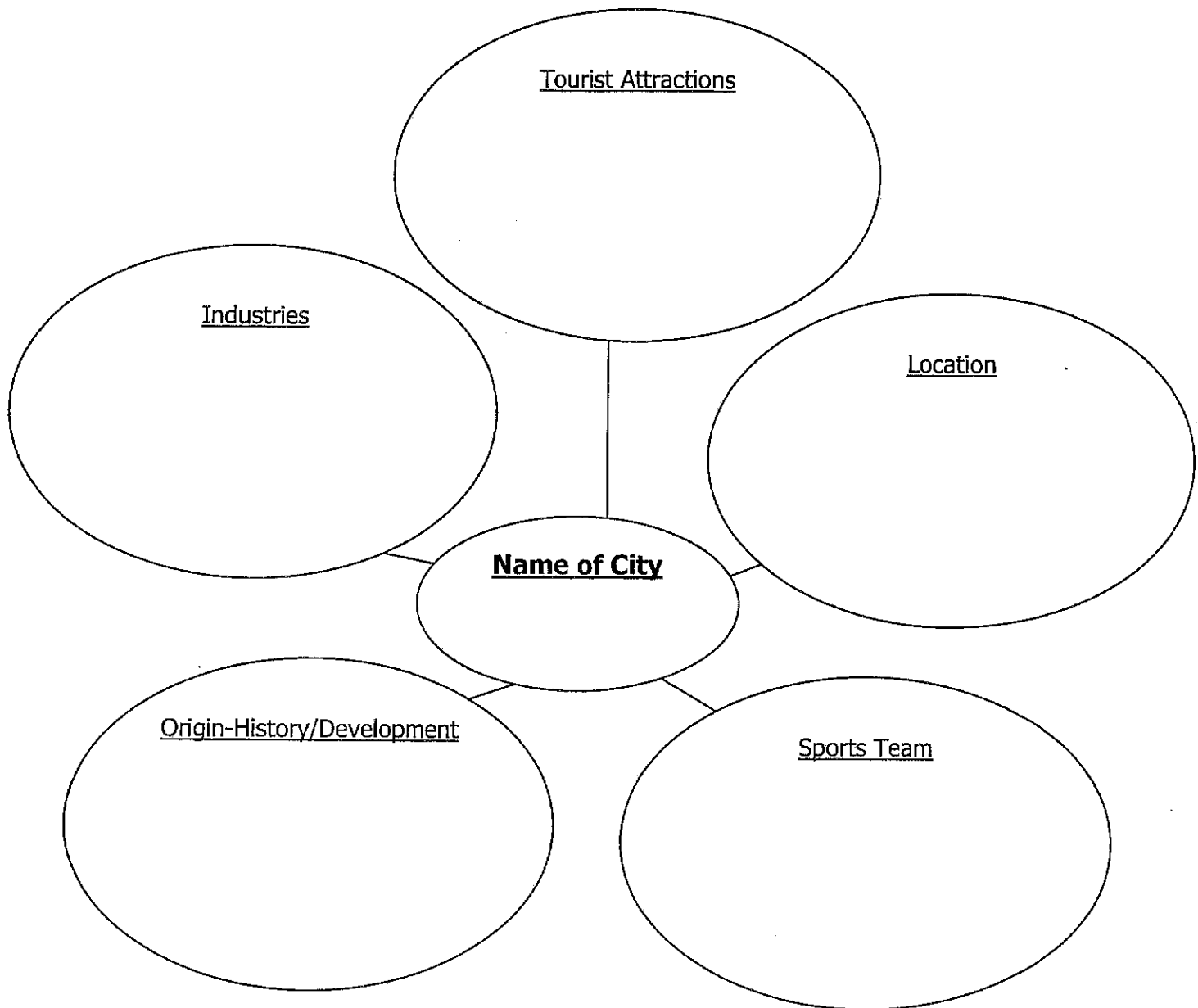
INFORMATION ORGANIZER

Social Studies

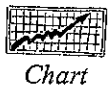
Web

Sample

Directions to Student: Use these categories for gathering information about your city. Use at least 5 categories of information to write your report.



Note to Teacher: The number of categories may decrease based upon the needs or developmental levels of the students.

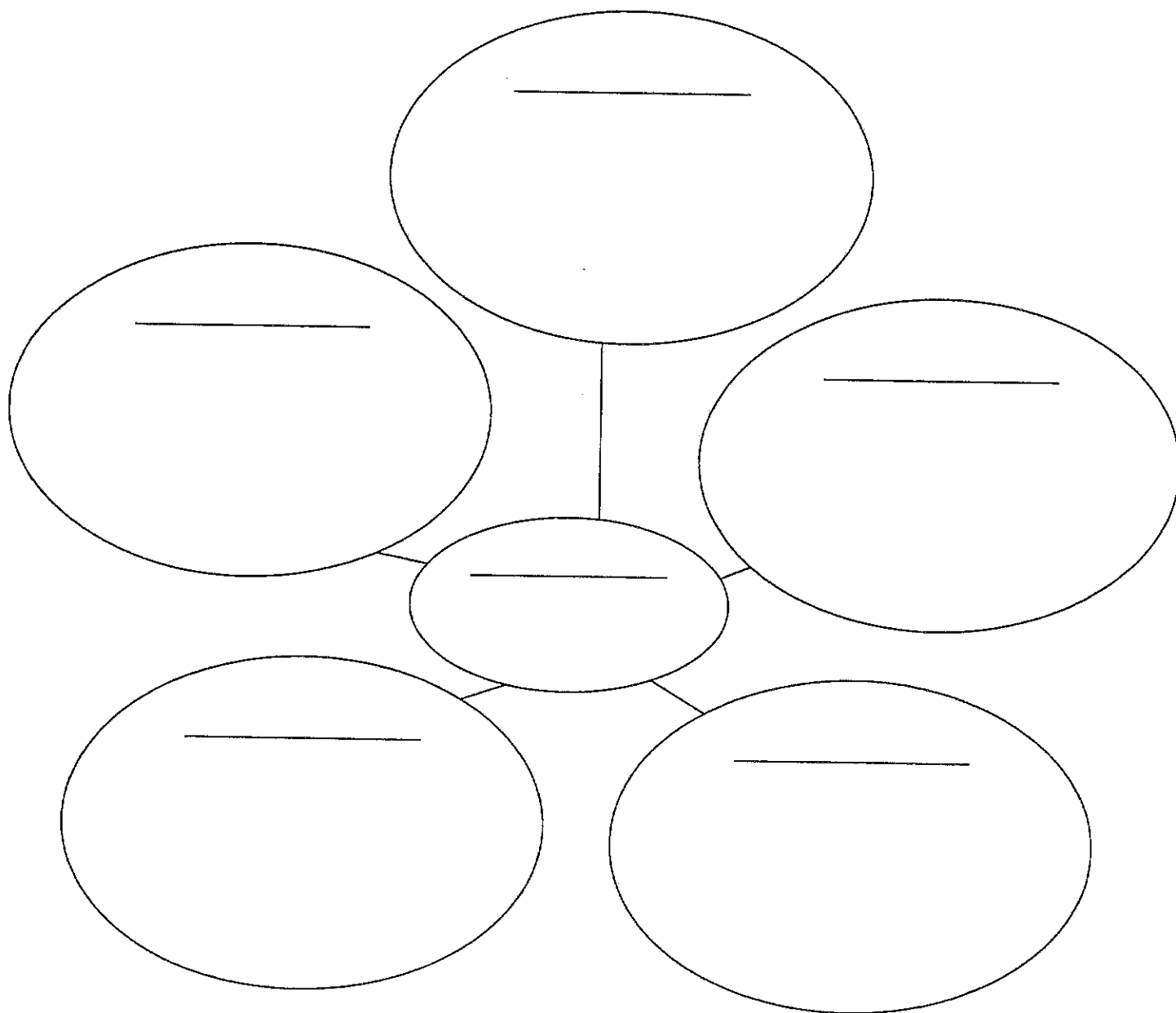


INFORMATION ORGANIZER



Web *Template*

Directions to Student:



INFORMATION ORGANIZER

Science

Comparison Chart - Sample



Chart

Directions to Student: Complete the chart to show how tornadoes and hurricanes are alike and different.

Tornado

Hurricane

Topic

Topic

How Are They Alike?

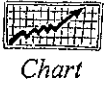
- The Fujita Scale is used to rate the intensity of a tornado
- Tornadoes are by nature more localized than hurricanes
- Tornadoes cause much more damage than hurricanes

- They are violent wind storms
- Both cause much destruction to property
- Best protection for these storms is an interior room on the lowest level of a building

- The damage potential is rated on the Saffer-Simpson Scale
- They cover a very large territory
- Hurricanes do not cause as much damage as Tornadoes



Note to Teacher: Teach the use of this comparison chart using everyday concepts before using it with grade level content (e.g., school and house).



INFORMATION ORGANIZER

Comparison Chart
Template

Directions to Student:

How Are They Alike?

<hr/> Topic	<div style="border: 1px solid black; border-radius: 50%; height: 280px; margin: 10px 0; position: relative;"><div style="position: absolute; top: 0; bottom: 0; left: 0; right: 0; border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black;"></div></div>
<hr/> Topic	<div style="border: 1px solid black; border-radius: 50%; height: 220px; margin: 10px 0; position: relative;"><div style="position: absolute; top: 0; bottom: 0; left: 0; right: 0; border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black;"></div></div>
<hr/> Topic	<div style="border: 1px solid black; border-radius: 50%; height: 280px; margin: 10px 0; position: relative;"><div style="position: absolute; top: 0; bottom: 0; left: 0; right: 0; border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black;"></div></div>

INFORMATION ORGANIZER
Social Studies
Cause & Effect Chart - Sample

War of 1812

(Topic)

Directions to Student: Identify the causes and effects of the War of 1812. List them below.

Causes

1. Britain seized sailors from American ships
2. Many Americans believed that the United States could easily defeat the British
3. Britain blockaded the European coast and stopped trade

Effects

1. The war ended British imprisonment of American soldiers
2. America became a major trading power
3. The war helped Americans win European respect



Note to Teacher: For students to form a consistent mental template, always write causes in the circle and effects in the square. Provide a sentence bank for students who have difficulty locating information.

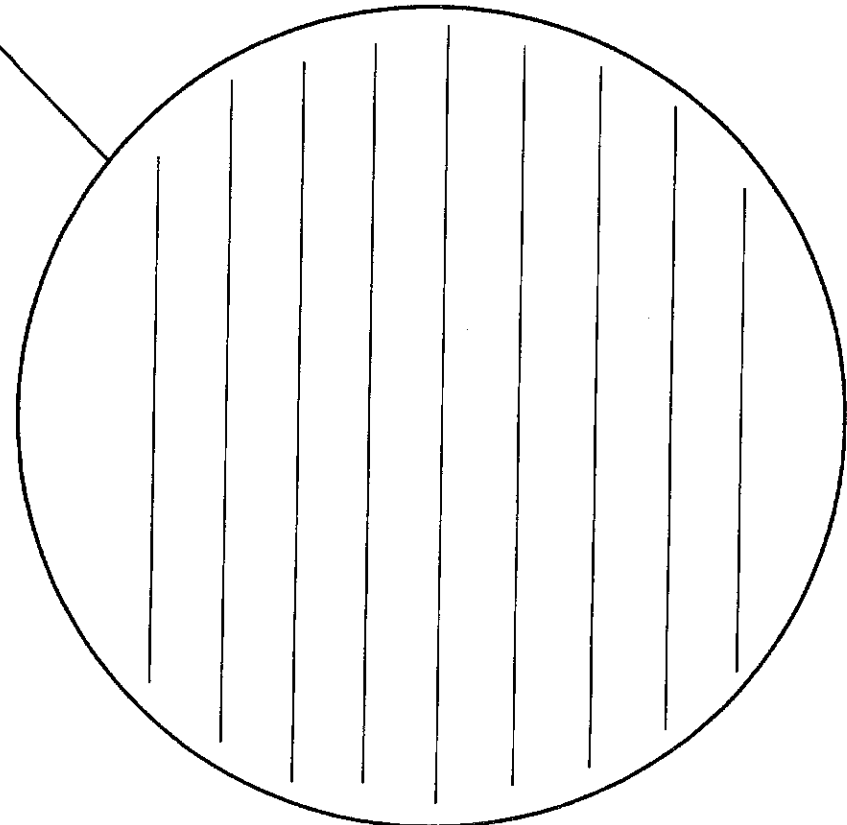


INFORMATION ORGANIZER
Cause & Effect Chart
Template

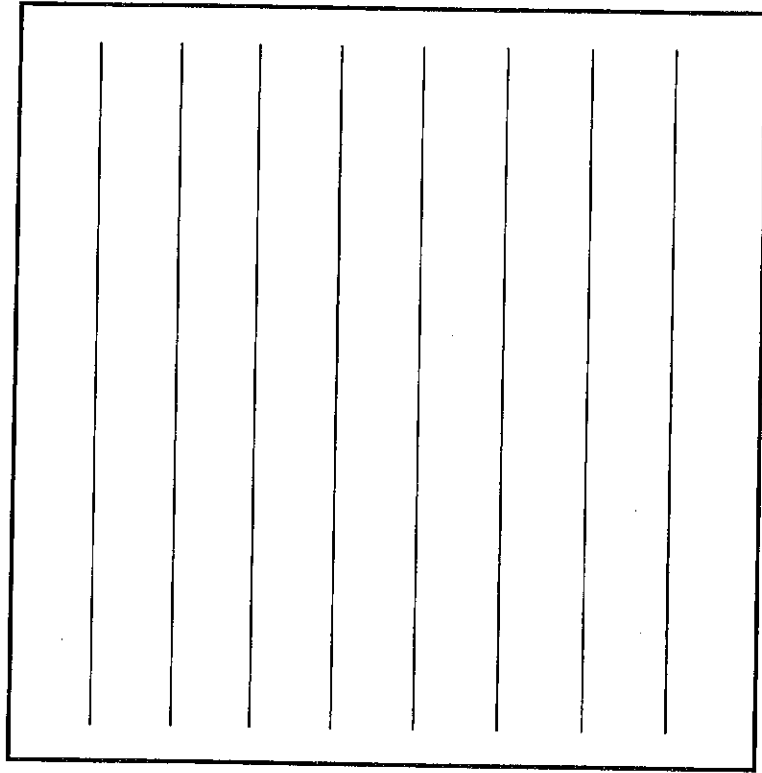
Directions to Student:

(Topic)

Causes



Effects



INFORMATION ORGANIZER

Literature

Story Map - Sample

Directions to Student: Sequence the story, *Tobias Tweeny*, by completing this chart. Use the sentence bank to help you. Then retell the story using this story map.

SENTENCE BANK
<p>Tobias Tweeny meets the narrator.</p> <p>Tobias Tweeny is not a desperate character.</p> <p>Tobias is introduced to parties at Good Time Charley's.</p> <p>Tobias is arrested – gains reputation of Gunman.</p> <p>Deborah marries Tobias. Tobias becomes Constable of Erasmus.</p> <p>Narrator wants to help Tobias.</p> <p>Tobias pours his heart out to the narrator.</p>

<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; height: 100px; border: 1px solid black;"></div> <div style="width: 10%; text-align: center;">4. Turning Point</div> <div style="width: 45%; height: 100px; border: 1px solid black;"></div> </div>		<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; height: 100px; border: 1px solid black;"></div> <div style="width: 10%; text-align: center;">5. Events that solve the problem</div> <div style="width: 45%; height: 100px; border: 1px solid black;"></div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; height: 100px; border: 1px solid black;"></div> <div style="width: 10%; text-align: center;">6. Resolution</div> </div>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; height: 100px; border: 1px solid black;"></div> <div style="width: 10%; text-align: center;">3. Events that make problem worse</div> <div style="width: 45%; height: 100px; border: 1px solid black;"></div> </div>		<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; height: 100px; border: 1px solid black;"></div> <div style="width: 10%; text-align: center;">2. Problem (s)</div> <div style="width: 45%; height: 100px; border: 1px solid black;"></div> </div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; height: 100px; border: 1px solid black;"></div> <div style="width: 10%; text-align: center;">1. Introduction</div> </div>		<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; height: 100px; border: 1px solid black;"></div> <div style="width: 10%; text-align: center;">1. Introduction</div> </div>	

Characters

Setting

1. Introduction



Chart



Chart

INFORMATION ORGANIZER

Story Map

Template





Directions to Students:

<div>1. Introduction</div> <div>Characters</div> <div>Setting</div>		<div>2. Problem (s)</div>	<div>3. Events that make problem worse</div>	<div>4. Turning Point</div>	<div>5. Events that solve the problem</div>	<div>6. Resolution</div>



Story Map

Template

Story Title _____

Main Characters:

Setting:

Problem:

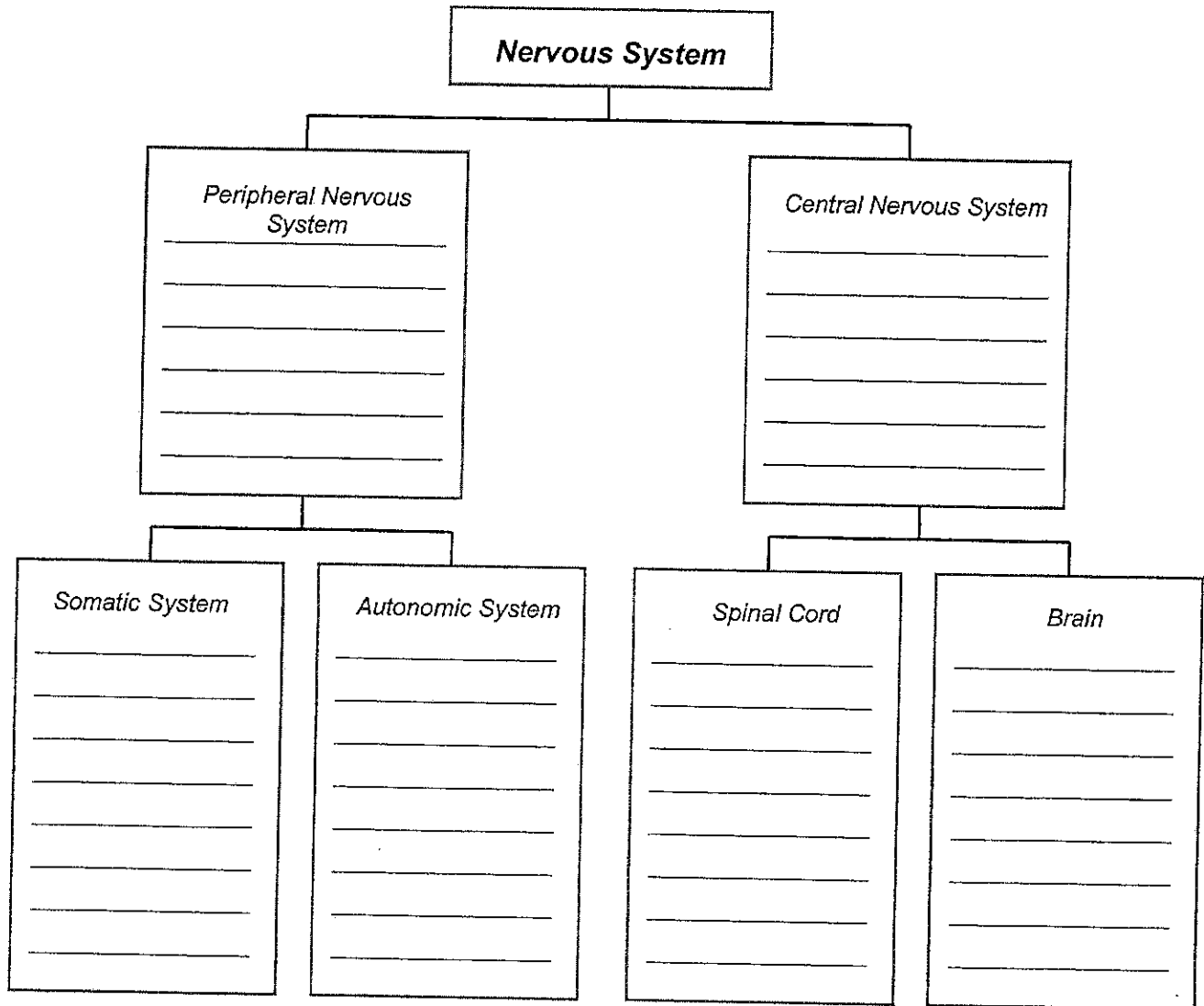
Major Events:

1. _____
2. _____
3. _____
4. _____

Story Outcome:

Science
Flow Chart
Sample

Directions to Student: Define each part of the nervous system.



Adapted from *Psychology on the New Millennium*, Harcourt Brace College Publishers

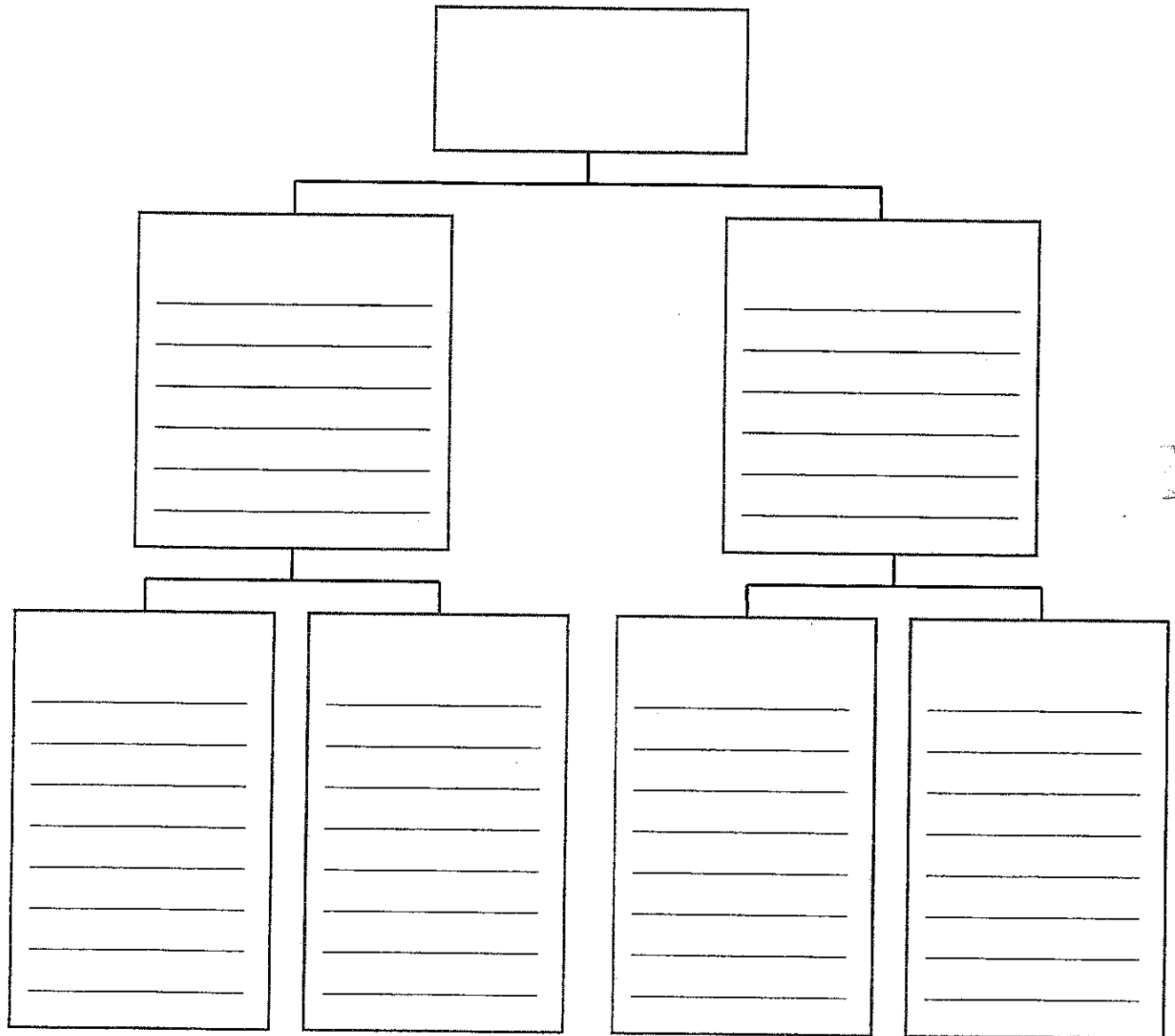


Note to Teacher: Add a Phrase Bank to define key concepts if needed. Many computer programs have a variety of flow chart templates. (ex.: Inspiration, Kidspiration)

Flow Chart

Template

Directions to Student:





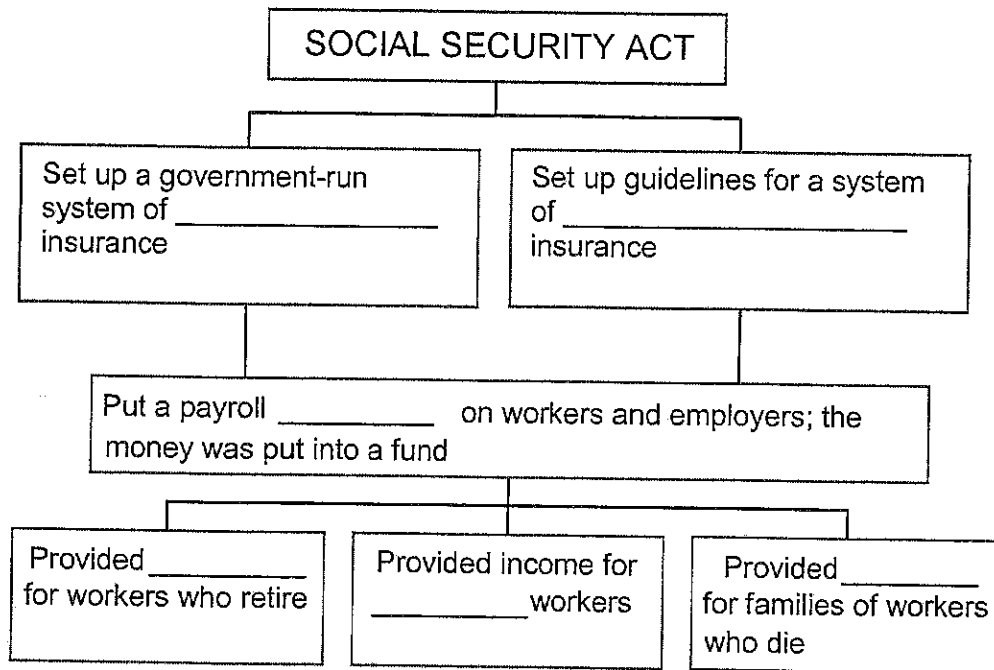
INFORMATION ORGANIZER



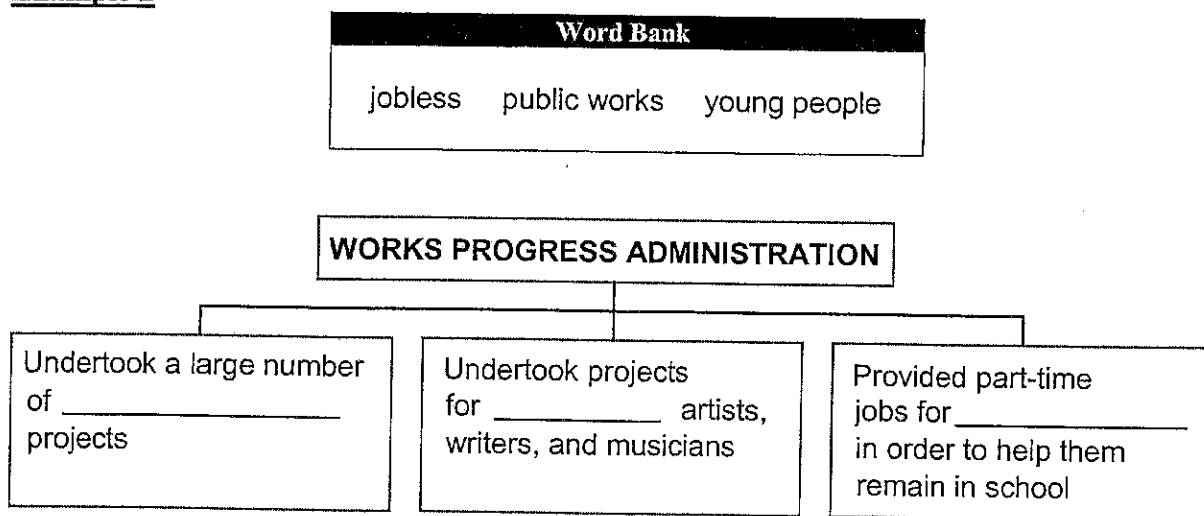
Social Studies Flow Chart Sample

Example 1

Directions to Student: Complete the flow charts on the Social Security Act and Works Progress Administration. Use your book to help you.



Example 2



Adapted from *The Challenge of Freedom*, Laidlaw Brothers

INFORMATION ORGANIZER

Science Calendar - Sample

Directions to Student: Use the calendar below to record your observations of the life cycle of frogs.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			Plants and frog eggs placed in tank.	no change
no change	no change	no change	no change	no change
no change	no change	no change	Eggs hatch.	Tadpoles swim.
Tadpoles swim.	Tadpoles swim.	Tadpoles swim.	Tadpoles eat and swim.	Tadpoles eat and swim.
Tadpoles eat and swim.	Hind legs appear.	no change	Front legs appear.	Tail shrinks.

Questions:

1. How long did it take for the eggs to hatch? _____
2. When did the Tadpole become a frog? _____

Adapted from Biology, The Study of Life, Cebco Standard Co.



Chart

INFORMATION ORGANIZER



Calendar

Template

Directions to Student:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

INFORMATION ORGANIZER
Social Studies
Calendar - Sample

Directions to Student: In the calendar below fill in the names of the generals and identify the winner (e.g., Union, Confederacy) of each battle. After completing the calendar, count the victories for each side and write the total in the scoreboard below.

CIVIL WAR BATTLES				
APRIL 1861 (p. 296)	JULY 1861 (p. 296)	FEBRUARY 1862 (p. 299)	MARCH 1862 (p. 299)	APRIL 1862 (p. 299)
Battle: Fort Sumter Union general: <u>Anderson</u> Confederate general: <u>Beauregard</u> Winner: <u>Confederacy</u>	Battle: Bull Run/Manassas Union general: <u>McDowell</u> Confederate generals: <u>Beauregard, Jackson</u> Winner: <u>Confederacy</u>	Battle: Forts Henry and Donelson Union general: <u>Grant</u> Winner: <u>Union</u>	Battle: Monitor and Merrimac Union general: <u>McClellan</u> Winner: <u>Union</u>	Battle: Shiloh Union general: <u>Grant</u> Confederate general: <u>Johnston</u> Winner: <u>Union</u>
JUNE 1862 (p. 299)	AUGUST 1862 (p. 299)	SEPTEMBER 1862 (p. 299-300)	MAY 1863 (p. 304)	JULY 1863 (p. 304)
Battle: 7 Days Battle Union general: <u>McClellan</u> Confederate generals: <u>Lee, Jackson</u> Winner: <u>Confederacy</u>	Battle: 2nd Bull Run/Manassas Union general: <u>McClellan</u> Confederate generals: <u>Lee, Jackson</u> Winner: <u>Confederacy</u>	Battle: Antietam Union general: <u>McClellan</u> Confederate general: <u>Lee</u> Winner: <u>Union</u>	Battle: Chancellorsville Confederate general: <u>Lee</u> Winner: <u>Confederacy</u>	Battle: Gettysburg Union general: <u>Meade</u> Confederate general: <u>Lee</u> Winner: <u>Union</u>
NOVEMBER 1863 (p. 304)	AUGUST 1864 (p. 305)	SEPTEMBER 1864 (p. 305)	DECEMBER 1864 (p. 305-306)	APRIL 1865 (p. 306)
Battle: Chattanooga Union general: <u>Grant</u> Winner: <u>Union</u>	Battle: Mobile Union general: <u>Farragut</u> Winner: <u>Union</u>	Battle: Atlanta Union general: <u>Sherman</u> Winner: <u>Union</u>	Battle: Savannah Union general: <u>Sherman</u> Winner: <u>Union</u>	Battle: Petersburg Union general: <u>Grant</u> Confederate general: <u>Lee</u> Winner: <u>Union</u>

CALENDAR SCOREBOARD	
Union victories <u>10</u>	Confederate victories <u>5</u>



INFORMATION ORGANIZER

Calendar

Template

Directions to Student:

Topic					

INFORMATION ORGANIZER
Process Journal for Math

Sample

Problem: A gymnast received these scores: 8.3, 7.9, 8.3, 8.09. Find the mean of the scores.

Finding the Mean	
Example from Board	Steps to Find Mean
1. $ \begin{array}{r} 8.3 \\ 7.9 \\ 8.3 \\ +8.0 \\ \hline 32.5 \end{array} $	1. <i>Add all the numbers together.</i>
2. $ \begin{array}{r} 8.125 \text{ (mean)} \\ 4 \overline{) 32.500} \\ \underline{32} \\ 5 \\ \underline{4} \\ 10 \\ \underline{8} \\ 20 \\ \underline{20} \\ 0 \end{array} $	2. <i>Divide by the number of addends (numbers).</i>

Adapted from Keenan & Dressler (1999)





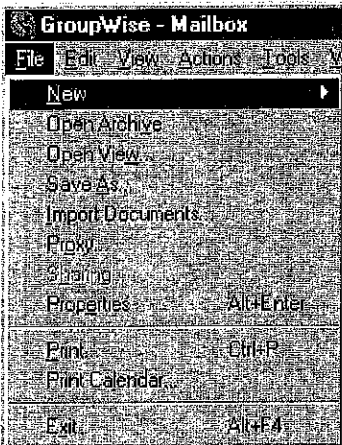
Note to Teacher: Put a title on each page (i.e., Finding the Mean). Include a table of contents listing the skills and the page number. As you write the sample problem, have students describe steps in the problem in their own words. Have students copy that model or use their own words to complete each journal page. As the year progresses, require students to write the steps in the problem in their own words. When students forget the steps in a problem, have them refer to this journal.

INFORMATION ORGANIZER
Process Journal for Math
Template

Problem: _____

Topic	
Example from Board	Steps

INFORMATION ORGANIZER Process Journal for Computer Science Sample

Access E-mail	
See This	Do This
<p>1. View on Desktop</p>  <p>GroupWise 5.1nk</p>	<p>1. Double Click on the Groupwise Icon.</p>
<p>2. Nick Hilton 05/04/00 02:58PM</p> <p>John Wilson 05/17/00 12:37 PM</p>	<p>2. Double click on each message to open it and read it.</p>
<p>3.</p> 	<p>After reading your message, decide what you want to do with this message.</p> <ul style="list-style-type: none"> If you want to close it, but still keep it in your E-mail file, click close. If you want to reply to sender, click reply. If you want to forward the message to another person, click forward. If you want to delete the file from your E-mail list, click delete.
<p>4.</p> 	<p>4. When finished reading E-mail, go to the File menu and scroll down to Exit. Double click on exit. You will be back to your desktop screen.</p>



Note to Teacher: For every new skill, add another page in the Computer Science Process Journal. Reproduce the *See This* section for students. Have them complete the *Do This* section.



INFORMATION ORGANIZER
Process Journal for Computer Science
Template

Topic _____	
See This	Do This

INFORMATION ORGANIZER
Process Journal for Science

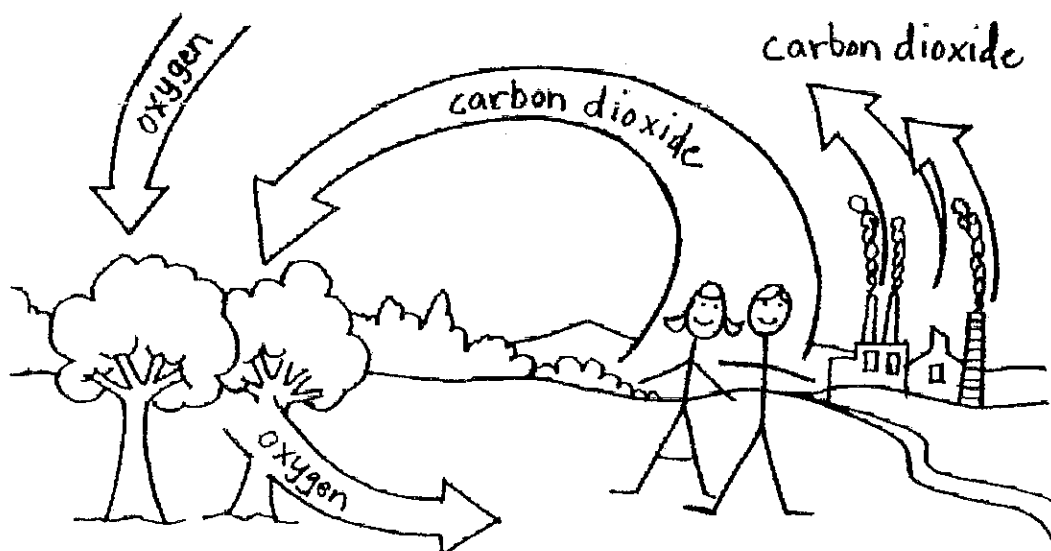
Sample

How Carbon Dioxide Enters and Leaves the Air

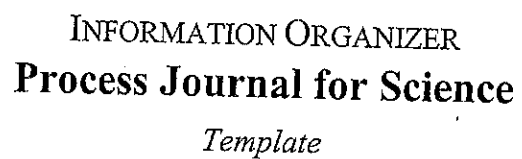
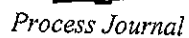
STEPS IN THE PROCESS

1. Carbon dioxide enters the air when animals and plants give it off.
2. Carbon dioxide that leaves the air is removed by green plants.
3. The burning of fuels such as coal and gasoline adds carbon dioxide to the air.

DIAGRAM OF THE PROCESS



Note to Teacher: For every new skill, add a new page in the Science Process Journal. Complete the "Steps in the Process" with the student. Have students complete the "Diagram of the Process" section individually.



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INFORMATION ORGANIZER

Retelling Journal

Directions to Student: Use the sentence bank to complete this chart.

Story Title _____

SENTENCE BANK

1. _____
2. _____
3. _____
4. _____

1. WHAT HAPPENED FIRST?

2. WHAT HAPPENED SECOND?

3. WHAT HAPPENED NEXT?

4. WHAT HAPPENED LAST?



Note to Teacher: For every new story add a new page to the Retelling Journal. Include a *Table of Contents* listing the story and the page numbers.

INFORMATION ORGANIZER

Retelling Journal

Template

Summarizing a Story

Story (Title) _____

STORY GUIDE

1. Who are the main characters?

2. Where does the story take place?
(setting)

3. When does the story take place? (time)

4. What is the topic of the story? (one or
two words)

5. State the main idea in a sentence.
(What is the story about?)

6. List the main events in the order in
which they occurred.



Note to Teacher: For every new story add a new page to the Retelling Journal. Include a *Table of Contents* listing the story and the page numbers.

INFORMATION ORGANIZER Process Journal for English/Language Arts

Sample

Directions to Student: Fill in the chart below to analyze the italicized word in each sentence. The first one is done for you.

1. **Adjective:** An adjective describes a noun or pronoun.
2. **Adverb:** An adverb describes a verb, adjective, or other adverbs (usually ending in y or ly).

Sentences to Analyze

1. The teacher speaks in a *quiet* voice.
2. The baby walked *slowly*.
3. The *new* movie opened yesterday.
4. The *small* children were lost.
5. The students worked *quietly*.

CHART

Steps To Think About	Sentence #				
	1	2	3	4	5
Step 1 The describing word is:	<i>quiet</i>				
Step 2 The word it describes is:	<i>voice</i>				
Step 3 The part of speech of that word in Step 2 is: (noun, pronoun, adjective, adverb)	<i>noun</i>				
Step 4 Therefore, the describing word is an (adjective or adverb)	<i>adjective</i>				



Note to Teacher: This sample is specific to word analysis and probably can not be generalized to other skills in English. Therefore other skills may require different formats.



Banks

INFORMATION ORGANIZER

Math Reason Bank

ADAPT

Introduction to Proofs

Directions to Student: Use the "Reason Bank" to complete the statements. Write the name of the reason that justifies each statement on the line provided.

REASON BANK

Addition Postulate
Definition of Angle Bisector
Distributive Property
Multiplication Postulate
Division Postulate

Substitution Postulate
Definition of Between
Definition of Midpoint of a segment
Angle-Addition Postulate
Reflexive Postulate

Statements

1. $OR + RS = OS$ _____
2. $\angle WOV = \angle WOV$ _____
3. $\angle VOZ = \angle VOW + \angle WOZ$ _____
4. If $OX = YZ$ and $YZ = OR$, then $OX = OR$, _____
5. If $OX = YZ$, then $OX + XY = YZ + XY$ _____
6. If $OR = OX$, then $2 \times OR = 2 \times OX$ _____
7. If OW bisects $\angle VOZ$, then $\angle VOW = \angle WOZ$ _____
8. If T is the midpoint of OV , then $OT = TV$ _____
9. If $OR = OX$, then $\frac{OR}{2} = \frac{OX}{2}$ _____
10. $2(OR = OX) = 2OR + 2OX$ _____
11. If $OP = PW$, then P is the midpoint of OW _____
12. If $ON = RS$, then $ON + RN = RS + RN$ _____
13. $ON + NR = OR$ _____
14. $NR + RS = NS$ _____
15. $OP + PW = OW$ _____

Math
Number Bank



Banks

Multiplication of Whole Numbers

Directions to Student: Solve the problems below. Use the number bank to verify your answer. Please show your work.

NUMBER BANK			
100,032	102,476	12,288	198,548
12,213	19,664	192,812	882
45,176	206,085	124,800	36,990

1.
$$\begin{array}{r} 1,357 \\ \times \quad 9 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 2,048 \\ \times \quad 6 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 25,008 \\ \times \quad 4 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 41,217 \\ \times \quad 5 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 20,800 \\ \times \quad 6 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 51,238 \\ \times \quad 2 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 5,647 \\ \times \quad 8 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 9,832 \\ \times \quad 2 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 126 \\ \times \quad 7 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 7,398 \\ \times \quad 5 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 28,364 \\ \times \quad 7 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 48,203 \\ \times \quad 4 \\ \hline \end{array}$$



Banks

INFORMATION ORGANIZER



Art Phrase Bank

The Fathers of Modern Art

Directions to Student: Use the fact bank below to match the artist and facts about them to the pictures they painted. Write the name of the artist and the facts about him under each picture.

FACT BANK

- done in lines of thick, bright colors
- used soft and quiet colors
- went to Pacific Island of Tahiti
- painted hot, bright colors
- painted best pictures in south of France
- pictures seem to be cut out of something solid

Pictures

(VIEW AT AUVERS)

(MONT SAINTE-VICTOIRE)

(THE YELLOW CHRIST)

Artists

Vincent Van Gogh

Facts: 1. painted best pictures south of France. 2. done in lines of thick, bright colors.

Paul Cezanne

1. picture seemed to be out of something solid. 2. used soft and quiet colors.

Paul Gauguin

1. went to Pacific Island of Tahiti to paint. 2. painted hot, bright colors.



Note to Teacher: This activity could be developed using an interactive computer program. Pictures could also be secured from the Internet.

SKELETAL OUTLINE

A Skeletal Outline is a guided listening tool that provides a format for recording important information and a guide for taking notes. It helps students organize information from a lecture or discussion into a partial outline. It can take the form of a chart, web, or traditional outline.

Charts

Instead of asking the students to make an outline of the lecture, the teacher can provide a specific generic chart and ask the students to record the information under the appropriate headings.

Examples of the charts are located in the Information Organizer Section on pp. 25 to 36, 41-44 and 48-50.

Webs

Many students need to cluster information in visual formats that show relationships. Webs provide a vehicle that is less formal than a traditional outline but captures the same information.

Examples of webs are located in the Information Organizer Section, pp. 37 to 40 and in this section on pp. 68 to 69.

Outlines

Many different formats can be used to help students outline the main ideas from lecture or discussion. Different formats of skeletal outlines are located on the following pages:

- Partial outline with a word or phrase bank (pp. 70-71)
- Partial outline with first letter clues (p. 72)
- Partial outline (pp. 73-74)
- Sentence stem outline (p. 75)
- Generic outline for films or videos (p. 76)

SKELETAL OUTLINE

Science
Picture Web

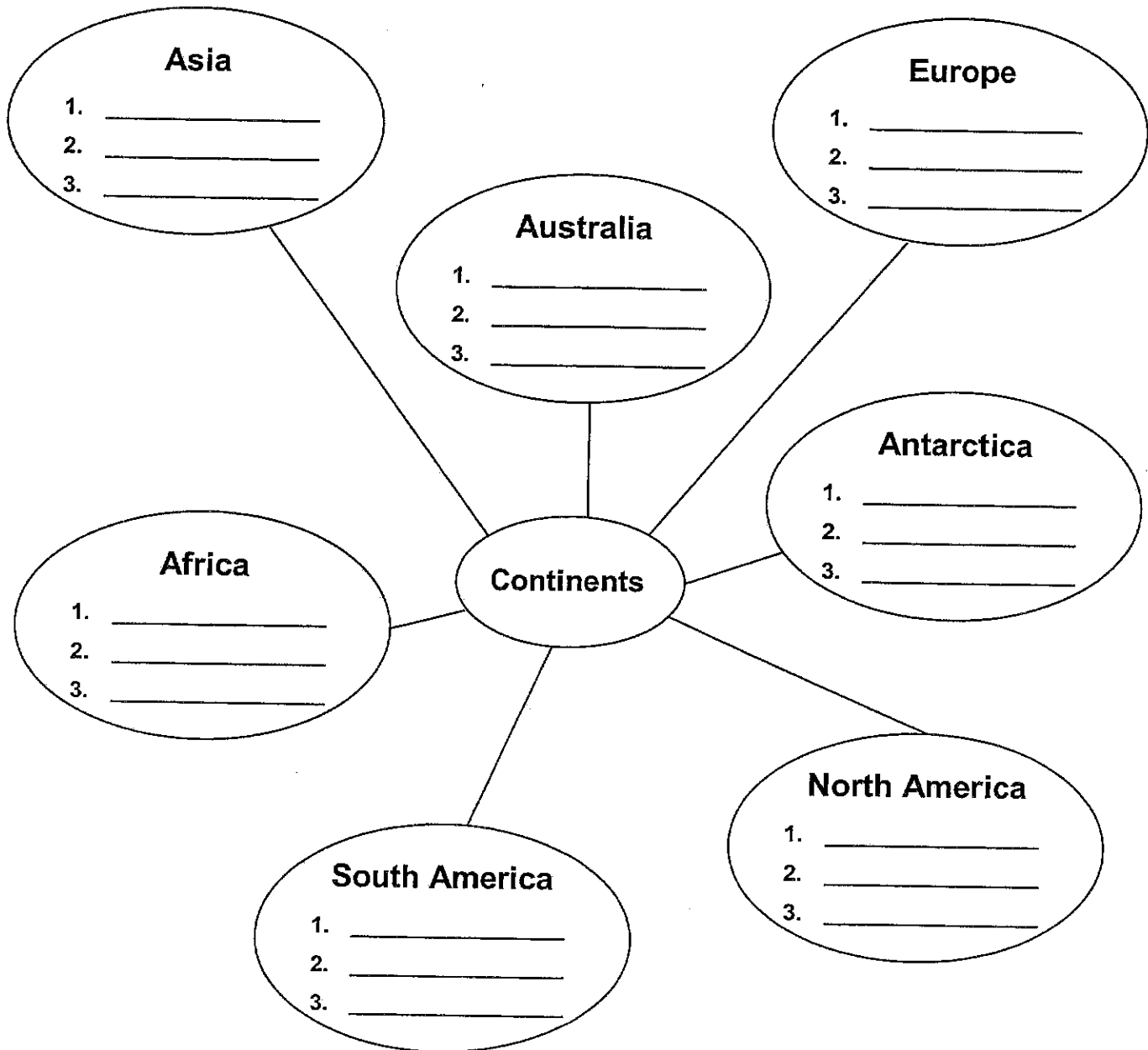
Directions to Student: Listen as your teacher tells you about body systems. Then draw the different organs within each system and describe their functions.

BODY SYSTEMS	
Digestive	Respiratory
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>

SKELETAL OUTLINE

**Geography
Phrase Web**

Directions to Student: As your teacher describes each continent, list 3 identifying characteristics.



SKELETAL OUTLINE

Health**Partial Outline with a Word Bank****Poison**

Directions to Student: Complete the following outline. Use the Word Bank to help you.

WORD BANK

moldy bread
dirt
spoiled milk
tea

toilet cleaner
perfume
coffee

paint fumes
glue fumes
gas

1. Poisons

1. _____
2. _____
3. _____
4. _____
5. _____

2. Non-poisons

1. _____
2. _____
3. _____
4. _____
5. _____

SKELETAL OUTLINE

Science

Partial Outline with a Word Bank

Planting a Seed

Directions to Student: Details are sometimes added under the subtopics. These details are numbered 1, 2, 3, etc. You can make your outline as detailed as you like. Do not list subtopics or details unless you have at least two.

- I. Main Topic
 - A. Subtopic
 - 1. Detail
 - 2. Detail
 - B. Subtopic
 - 1. Detail
 - 2. Detail

You try it. Using the list in the box, organize an outline about planting flowers.

WORD BANK		
Chemical	Natural	Getting Ready to Plant
Mix in Fertilizer	Water Down Soil	Prepare Soil
Pick Out Rocks	Planting the Seeds	Position 6 inches apart
Rake Smooth		

I. Getting Ready to Plant

- A. _____
 - 1. _____
 - 2. _____
- B. _____
 - 1. _____
 - 2. _____

II. Planting the seeds

- A. _____
- B. _____



Note to Teacher: Use activities like this to begin teaching outline structure and skills.

SKELETAL OUTLINE

Social Studies
Partial Outline with First Letter Clues**Jacksonian Era**

Directions to Student: Complete the outline below. Use the page clues to help you find the information.

I. A Growing Democracy

(p. 189) A. The states that entered the Union between 1828 & 1845 were:

1. **A** rkansas
2. **M** ichigan
3. **W** isconsin
4. **T** exas

(p. 190) B. The groups who did not have voting rights were:

1. **N** ative Americans
2. **W** omen
3. **S** laves

II. Effect of Democratic Reform

(p. 190) A. The two voting groups that developed in the early 1800's were:

1. northern factory workers
2. middle class western farmers

SECTION 2 – ECONOMIC SECTIONALISM**I. Northern Economic Interests**

(p. 194) A. Two major goals of Clay's American System were:

1. to bind Americans together through a network of roads and canals
2. higher tariffs on European goods

SKELETAL OUTLINE

Social Studies
Partial Outline

Directions to Student: Listen as your teacher discusses the process of how to register to vote. List the steps in the process.

Steps for Registering to Vote

1. You must be 18 years old to register to vote.
2. _____

3. _____

4. _____

5. _____

6. _____

7. _____



Note to Teacher: Introduce note taking with "list" activities. The steps in a process and the rules of a game are activities that can be used to introduce note taking with lists.

SKELETAL OUTLINE

Science
Partial OutlineLiving Things in an Ecosystem

Directions to Student: Complete the outline below.

I. Freshwater Ecosystem

(p. 20) A. The characteristics of living things in a Freshwater Ecosystem are

1. Algae

- a. makes rocks look green
- b. does not have stems or roots
- c. gets what it needs to live and grow from water and from the sun

2. Insects

- a. live on the rocks
- b. have strong legs that cling to rocks
- c. have strong legs that keep them from being washed away

3. Fish

- a. have gills that help them breathe in water
- b. feed on algae or young insects found in water

B. The changes in a Freshwater Ecosystem are

- (p. 22)
- 1. a stream may become deeper
 - 2. a stream may slow down and widen
 - 3. a stream may dry up

(p. 23) C. The characteristics of food webs in a Freshwater Ecosystem are

- 1. animals are found near the food they eat
- 2. some animals eat plants
- 3. other animals eat the animals that eat the plants
- 4. a food chain is a chain of living things in which each feeds upon another

Adapted from *The New Exploring Science*, Laidlaw Brothers

SKELETAL OUTLINE

**Vocational Education
Sentence Stem Outline**

Cosmetology: Facials

Directions to Student: Complete the outline below.

A. A facial is:

The scientific method of manipulating all structures of the face to preserve and
beautify the skin.

B. The benefits of a facial are:

1. Breaks down fatty tissue
2. Tones and strengthens weak muscles
3. Activates oil glands
4. Nourishes the skin
5. Relaxes and soothes the nerves
6. May relieve pain
7. Increases blood circulation
8. Makes skin soft and pliable

C. Types of creams are:

1. Cleansing cream – cleans the face
2. Massage cream – lubricates the skin

D. Massage movements are:

1. Petrissage – kneading, knuckling movement
2. Effleurage – stroking movement
3. Tapotement – digital tapping movement
4. Hacking – chopping movement

SKELETAL OUTLINE

**Videos/Films/DVD
Generic Outline**

Directions to Student: Fill in this skeletal outline as you watch a video, film or DVD.

I. Title _____

II. List two new ideas you learned.

- A. _____
B. _____

III. What are the key points of the video, film or DVD?

- A. _____
B. _____
C. _____
D. _____

IV. How does the subject affect you?

V. What rating would you give this video, film or DVD?

Sleeper ____ Okay ____ Pretty Good ____ Awesome ____

VI. What was the reason for your rating?



Note to Teacher: Show portions of the CD, film or video, then stop and have students complete parts of this outline until it is completed. You may adapt the questions to meet your needs. Students may work in pairs to answer the questions.

WHAT YOU NEED TO KNOW

A What You Need to Know activity contains key terms and concepts found in a chapter or unit. If the new vocabulary terms are taught using meaningful associations, increased understanding and retention will occur. The activities are designed to include memory clues such as categorization of words, associations with prior knowledge, page clues or repetitive motor tasks. Terms and concepts should be chosen by both the teacher and the students. Allow the students to personalize the What You Need to Know activity by adding one to three difficult terms or concepts of their choice. Examples of What You Need to Know activities organized in a developmentally appropriate sequence include:

- Flashcards (p. 79)
- Picture Chart (pp. 79-82)
- Definition Chart (pp. 83-89)
- Definition Chart with Example (pp. 90-91)
- Association Chart (p. 92)
- Vocabulary Process (p. 93-95)

What You Need to Know activities could be used as journal pages for different subject areas. These activities can be used:

- To present new vocabulary prior to reading the text
- To review vocabulary
- To accompany a lecture or discussion
- To study for tests

What You Need to Know activities are most effective when used as a guided practice activity after initial direct instruction. Students will need numerous opportunities to practice and review in a variety of ways to master the vocabulary and/or concepts.









WHAT YOU NEED TO KNOW


Science or Social Studies









Vocabulary Flash Cards

Directions for Preparation: Select words from the text that have illustrations to accompany them. Write the key word on the flash card. Copy the matching illustration and paste it next to the key word or put the illustration on the back of the card.

SAMPLE FLASH CARDS

Key	<div>KEY</div> <div>  City Hall  Airports </div> <div>  Hospitals  Main Highways </div> <div>  Schools  Important Roads </div> <div>  Railroad  Other Roads </div>	

Aerial Photograph	
-------------------	--

Symbol	<div>   </div> <div>   </div> <div>   </div> <div>   </div>
--------	---




Note to Teacher: These vocabulary flash card are designed to closely parallel the regular class texts and are to be used for students needing a more concrete approach to learning vocabulary.

Math
Sample

Geometry Terms

Directions to Student: Draw a picture to represent each term. Number 1 is done for you.

Term	Picture
1. Angle	
2. Midpoint	
3. Point	
4. Parallel Lines	
5. Plane	
6. Ray	
7. Congruent Segments	
8. Line Segment	
9. Line	
10. Intersecting Lines	

WHAT YOU NEED TO KNOW

Vocabulary Terms in Math

Template

Directions to Student:

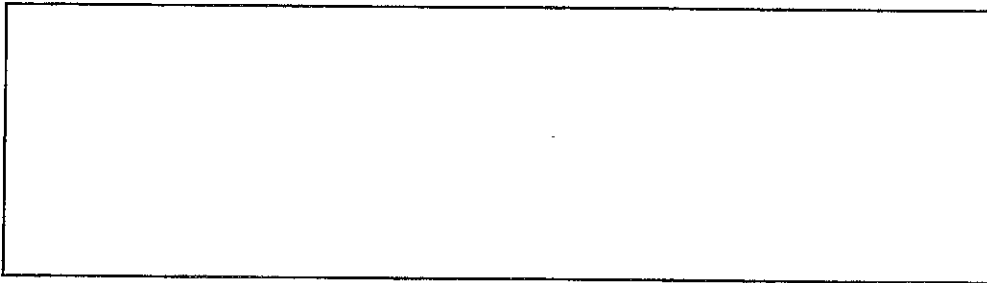
Term	Picture

Social Studies

Directions to Students: Draw a picture or diagram for each vocabulary word and use it in a sentence. For number three, choose a vocabulary word you do not know.

1.

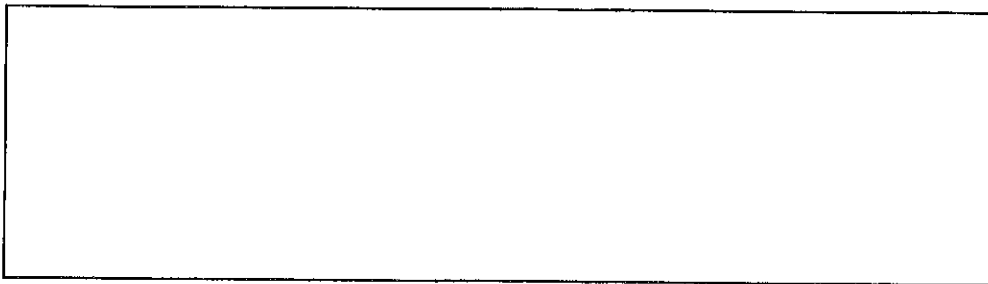
Vocabulary Word urban



Sentence _____

2.

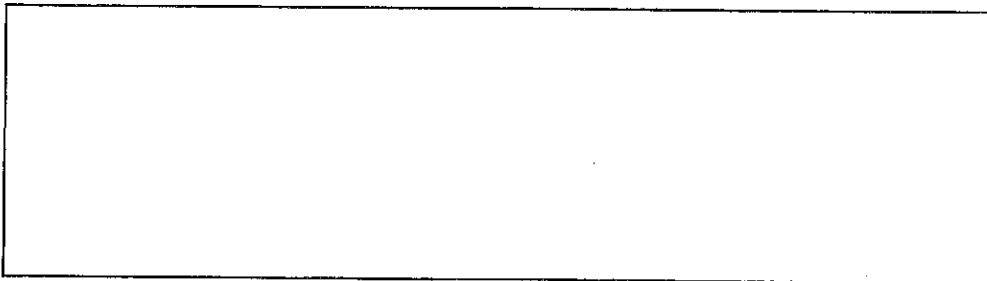
Vocabulary Word rural



Sentence _____

3.

Vocabulary Word _____



Sentence _____

WHAT YOU NEED TO KNOW

Template

Directions to Student: Draw a picture and write a description of each term.

Word/Term	Pg. #	Picture	Description (What it looks like)
			<hr/> <hr/> <hr/> <hr/> <hr/>
			<hr/> <hr/> <hr/> <hr/> <hr/>
			<hr/> <hr/> <hr/> <hr/> <hr/>
			<hr/> <hr/> <hr/> <hr/> <hr/>
			<hr/> <hr/> <hr/> <hr/> <hr/>
			<hr/> <hr/> <hr/> <hr/> <hr/>



Note to Teacher: Use this as a generic template and provide the vocabulary words and page numbers. Allow the students to choose some of their own vocabulary words which are difficult for them.

WHAT YOU NEED TO KNOW

Industrial Technology

Mechanical Properties of Metals

Directions to Student: Use the word bank below to help you match each mechanical property with the correct explanation. Write the name of each mechanical property next to the appropriate explanation.

WORD BANK			
hardness	hardenability	brittleness	ductility
malleability	toughness	machineability	

MECHANICAL PROPERTIES	EXPLANATION OF PROPERTIES
	the property of a metal to be bent, rolled, or changed in shape without breaking
	permits metal to be hammered or rolled into shape without breaking
	ability to withstand sudden shock without breaking
	property of a metal to harden uniformly and completely to its center
	ease with which metals may be cut by a machine tool
	how easily a metal will break with little or no bending
	resistance to penetration of other metals

Adapted from *Metalworks Technology and Practice*, McKnight Publishing Co.

WHAT YOU NEED TO KNOW

Health

The Brain and How It Works

Directions to Student: Read the vocabulary meaning. Locate the vocabulary word in your text on the page number given and write the word in the chart below.

Vocabulary	Page	Meaning
MENTAL FUNCTIONS		
	13	A kind of thinking that is not very controlled, an expression of inner needs and wants
	13	Controlled thinking such as critical thinking and creative thinking
	13	An ability which allows you to receive signals or messages and to change these signals into meanings
	14	An ability to recall past experiences or things that have happened
	15	An ability to learn from past experiences and to use what was learned to solve new problems
MENTAL BEHAVIOR		
	15	Feelings such as joy, anger, love, fear, and grief
	16	A set feeling towards someone or something
	17	A decision made about a question
PARTS OF THE BRAIN		
	18	Nerve cells in the brain
	19	Cells that separate and hold up the neurons
	19	Blood vessels bring oxygen and nutrients to the brain cells

Adapted from *Good Health for You*, Laidlaw Brothers.

WHAT YOU NEED TO KNOW

Social Studies

Jacksonian Democracy

Directions to Student: Find each word in your text and write the meaning of each word in the space provided.

Vocabulary	Page	Write the meaning of each word below
CONCEPTS		
Utopian Movement	200	
Reform	200	
PUBLICATIONS		
Liberator	201	
PEOPLE		
Mary Lyon	202	
Horace Mann	202	
Dorothea Dix	204	
SYSTEMS		
Underground Railroad spoils system	200	

Adapted from *The Challenge of Freedom*, Laidlaw Brothers.

WHAT YOU NEED TO KNOW

Science

Biomes of the Earth

Directions to Student: Find each word in your text and write the meaning in the space provided.

Vocabulary	Page	Write the meaning of each word below
TYPES OF BIOMES		
Biome	650	
Terrestrial biome	650	
Aquatic biome	650	
Freshwater biome	650	
Marine biome	650	
TERRESTRIAL BIOMES		
Tundra	651	
Tiaga	652	
Temperate deciduous forest	653	
Grasslands	654	
Deserts	654	
Tropical rain forests	656	
ORGANISMS OF THE OCEANS		
Benthos	659	
Plankton	659	
Phytoplankton	660	
Zooplankton	660	
Nekton	660	
ZONES OF THE OCEAN		
Interidal	660	
Littoral	660	

Adapted from *Biology, The Study of Life*, Cebco Standard Company.

WHAT YOU NEED TO KNOW

Music
Template
Song Words

Directions to Student: Look at the words in the song. Pick out all the words you don't know and list them under new song words. After discussing these words, write the meaning of each word.

New Song Words	Meaning

WHOM YOU NEED TO KNOW

Literature

A Midsummer Night's Dream

Directions to Student: Read the pages assigned and listen in class. Write a description of each character.

Character	Write a description of each character
Act 1, Scene 1	
Theseus	
Hippolyta	
Egeus	
Hermia	
Demetrius	
Lysander	
Helena	
Act 1, Scene II	
Quince	
Bottom	
Flute	
Starveling	
Snout	
Snug	

WHAT YOU NEED TO KNOW

English**Pronouns**

Directions to Student: Complete the chart below by writing the definition and giving some examples for each type of pronoun.

Type of Pronoun	Definition	Examples
Personal		
Reflexive		
Relative		
Interrogative		
Demonstrative		
Indefinite		

WHAT YOU NEED TO KNOW

Health

Mental Illnesses

Directions to Student: Use your book to help you find the definition and treatment for each type of mental illness.


Mental Illness	Definition	Treatment
1. Anxiety Neurosis	<i>Neurotically anxious people are in a state of worry and uncertainty at all times. Often, there is no clear cause.</i>	<i>Anxiety neurosis is often treated with a combination of tranquilizing drugs and psychotherapy.</i>
2. Schizophrenia	<i>A schizophrenic person withdraws from the real world at times.</i>	<i>Schizophrenia is often treated with a combination of drugs and psychotherapy.</i>
3. Paranoia	<i>A paranoid person blames all of his or her troubles on others.</i>	<i>The treatment for paranoia involves gradually rebuilding the paranoiac's self-concept.</i>
4. Acute Depression	<i>A depressed person feels helpless for long periods of time.</i>	<i>Antidepressant drugs and psychotherapy can help overcome depression.</i>

Adapted from *Good Health for You*, Laidlaw Brothers.

WHAT YOU NEED TO KNOW

English

Directions to Student: Complete the following chart for the new vocabulary words in this chapter. Add more words to this list. Your new words should be vocabulary that is difficult for you to remember.

Vocabulary Word	Keyword-linking word (sounds like vocabulary word)	Definition/Synonym	Image to see
Example <i>BARRISTER</i>	<i>BEAR</i>	<i>LAWYER</i>	 <p><i>bear in a suit acting like a lawyer</i></p>

Adapted from Anders & Bos, (1986)

WHAT YOU NEED TO KNOW

Reading

Making Vocabulary Meaningful

Directions to Teacher: After reading a story, choose 3 to 5 high utility vocabulary words. Make a chart of the words. Introduce the words using the following procedure:

- Pronounce word; have class pronounce the word.
- Define the word and give several examples of how the word is used in conversational speech.
- Ask the students to use the word in a sentence.
- Write sentence strips of examples of how the word is used in context. Post these sentences on the board.
- Keep the vocabulary words posted on the board for a week. Frequently, use these words in sentences.
- Encourage the students to use these words in sentences throughout the week. Every time a student uses a vocabulary word appropriately in a sentence, a point is put by the word on the chart.
- Set a goal with the class (i.e., if the words are used 20 times or more, the class will get one free homework pass).

Sample

→ Vocabulary Words from Dear Mr. Henshaw

(1) mildew (2) disgusted (3) diesel (4) Honorable Mention (5) scribbling

→ Wall Chart for Vocabulary Usage

Vocabulary Words for the week of _____	
	POINTS
1. mildew	
2. disgusted	
3. diesel	
4. Honorable Mention	
5. scribbling	
TOTAL 36	

Adapted from Beck (2000)

WHAT YOU NEED TO KNOW

Reading

Guessing the Meaning

Directions to Student: As you read, identify the words you do not know. For each word write what you think it means based on the context clues. Then find the word in the dictionary and write the definition. Then use the word in a sentence and draw a picture to help you remember.

<p>WORD: _____</p> <p>Write what you think it means:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>DRAW A PICTURE</p>
<p>Write the dictionary definition:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Use the word in a sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>	

WHAT YOU NEED TO KNOW

Health

Developing a Relationship Chart

Directions to Teacher:

1. List in a phrase or single word the vocabulary that represents or is related to the major ideas of the reading.
2. Examine and list those words that represent the biggest ideas (superordinate words) across the top of a chart.
3. Identify the words representing details related to superordinate words (subordinate concepts) and list them down the side of the chart.
4. Give students personal copies of model charts and make an enlarged version on the chalkboard or overhead.
5. Introduce topic of assignment and define each superordinate word.
6. Have a discussion so students can add personal experiences or understandings of words.
7. Introduce subordinate concepts by giving simple definitions of each.
8. Lead discussion with students to determine relationships between each superordinate term and each subordinate term
 - Use “+” symbols for positive relationships.
 - Use “Ø” for no relationship.
9. Follow up: ask students why they arrive at a certain relationship rating.
10. Students now read assignment to confirm predictions

Sample

Drugs, Alcohol and Tobacco

	Stimulant	Depressant	Hallucinogen
codeine			
cocaine			
alcohol			
nicotine			
marijuana			
heroin			
LSD			
inhalants			
crack cocaine			

Adapted from Anders & Bos (1986)

CONCEPT ACTIVITY

A Concept Activity presents single abstract concepts in a concrete manner by providing a conceptual framework upon which students may attach the information. Serving as a guided thinking tool, a Concept Activity helps students understand difficult concepts. It may be presented as a visual aid or as a story. It is not necessary to format these as worksheets. Simple diagrams can be drawn on the board or an overhead.

Visual Aids

Visual Aids use pictures, graphics or symbols to help students visualize and understand abstract concepts. Examples are located on pages 97-105.

Stories

Stories introduce a principle or concept by relating it to personal experiences or prior knowledge. They help supplement, clarify, or organize the learner's thinking in preparation for receiving new information. Examples are located on pages 106-109.

CONCEPT ACTIVITY

Reading

Big T – Informational Retelling

Directions to Student: Use the Big T to list the important details in an informational story. Then retell the story using the “Big T.”

Topic _____

Details

1. _____

2. _____

3. _____

4. _____


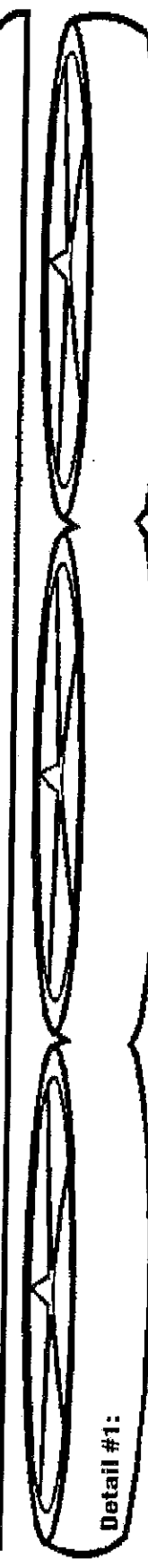


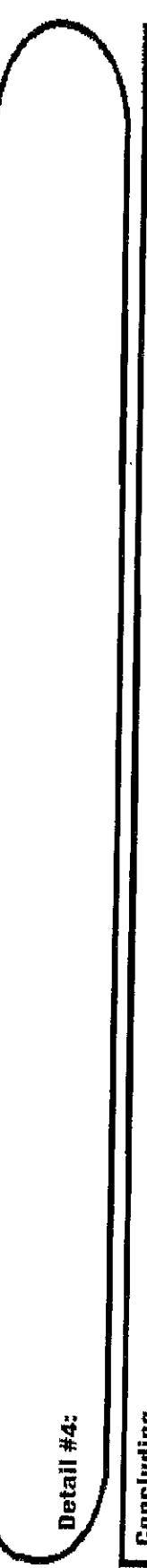
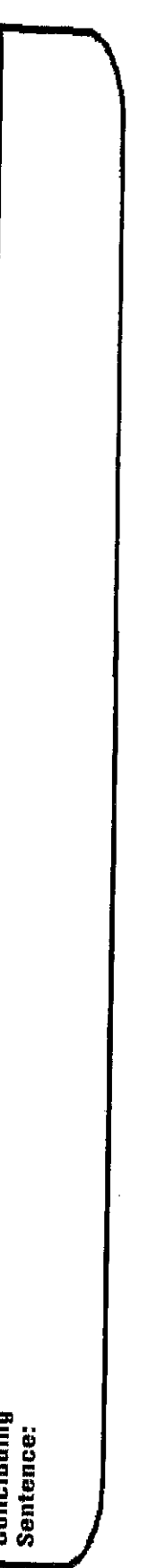
CONCEPT ACTIVITY

Writing

Making a Writing Sub

Introduction: Writing a paragraph is easy if you use this submarine sandwich plan.

Directions to Student: Plan your paragraph by completing this "sub" outline. Work from your plan to write your paragraph.

Main Idea:			
Detail #1:			
Detail #2:			
Detail #3:			
Detail #4:			
Concluding Sentence:			

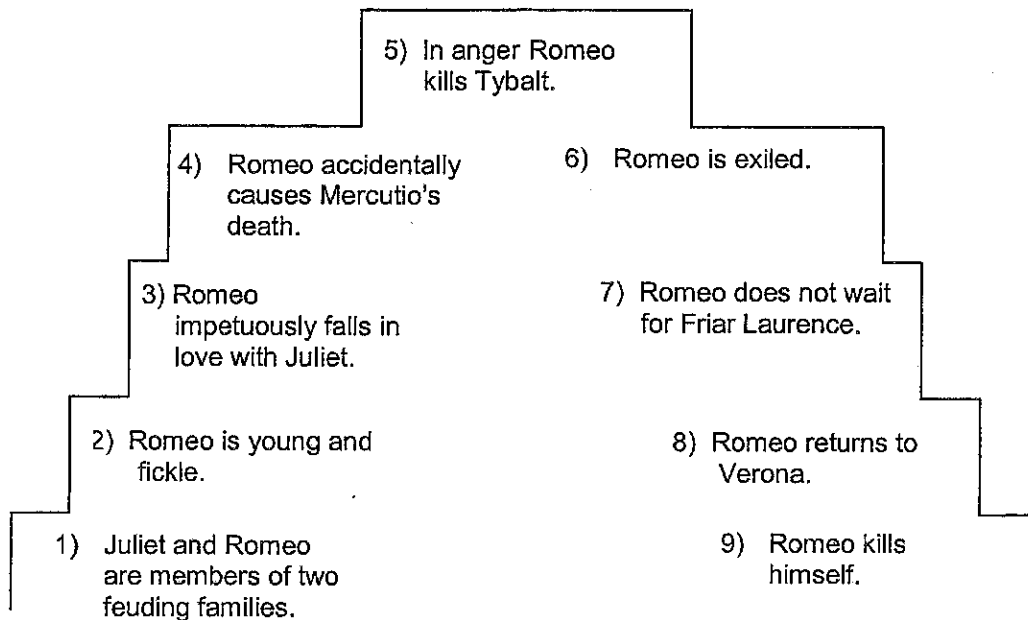
CONCEPT ACTIVITY

English

The Tragic Hero

Introduction: Shakespeare believed that tragedy involved the decay of a person's moral self. Follow Romeo's rise and fall as a tragic hero.

Directions to Student: Study the diagram. Then answer the questions that follow.



1. What problem did Romeo and Juliet face first? _____

2. What four (4) terms can you use to describe Romeo? _____

3. For whose deaths is Romeo responsible? _____

4. What was Romeo's tragic flaw? _____

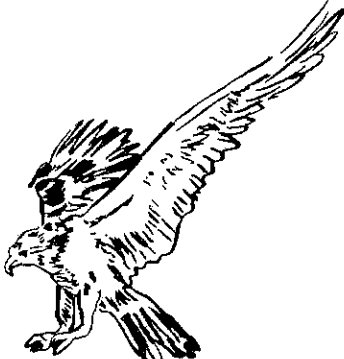
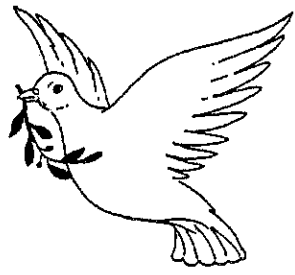
CONCEPT ACTIVITY

Social Studies

A Nation Divided

Introduction: The war in Vietnam deeply divided the people of the United States. Those people who supported the war were called hawks. Those who opposed the war were called doves.

Directions to Student: Write answers to the questions below.

HAWKS	DOVES
	
<p>What were two reasons why the hawks supported the war in Vietnam?</p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p>	<p>What were two reasons why the doves believed that the United States should leave South Vietnam?</p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p>

Which side would you support? _____

Why? _____

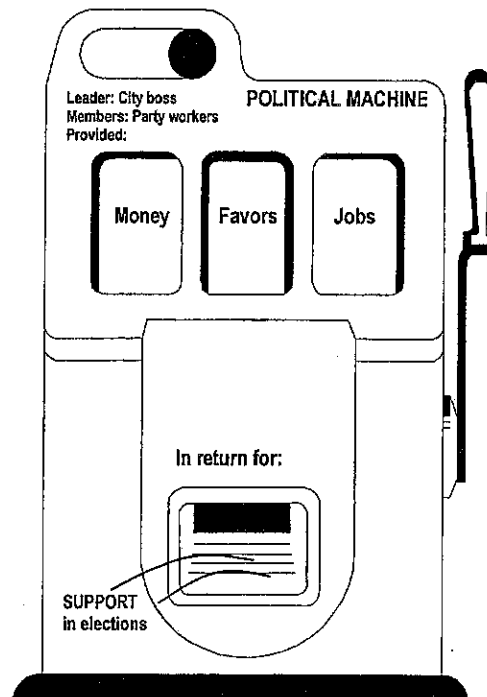
CONCEPT ACTIVITY

Social Studies

Political Machines

Introduction: In the 1880's and 1890's, many city governments in the United States were run by political machines. These highly structured political organizations provided help to citizens and immigrants in exchange for their votes.

Directions to Student: Study the picture below that symbolizes a political machine. Then answer the questions that follow.



1. Who were the leaders of political machines? _____
2. What did political machines provide for people? _____
3. What did the political machines expect in return for the money, favors, and jobs it gave to people?

4. Why were some people against government run by political machines? _____

5. Do you think that political machines were good for city governments in the late 1800's? Why or Why not? _____

CONCEPT ACTIVITY

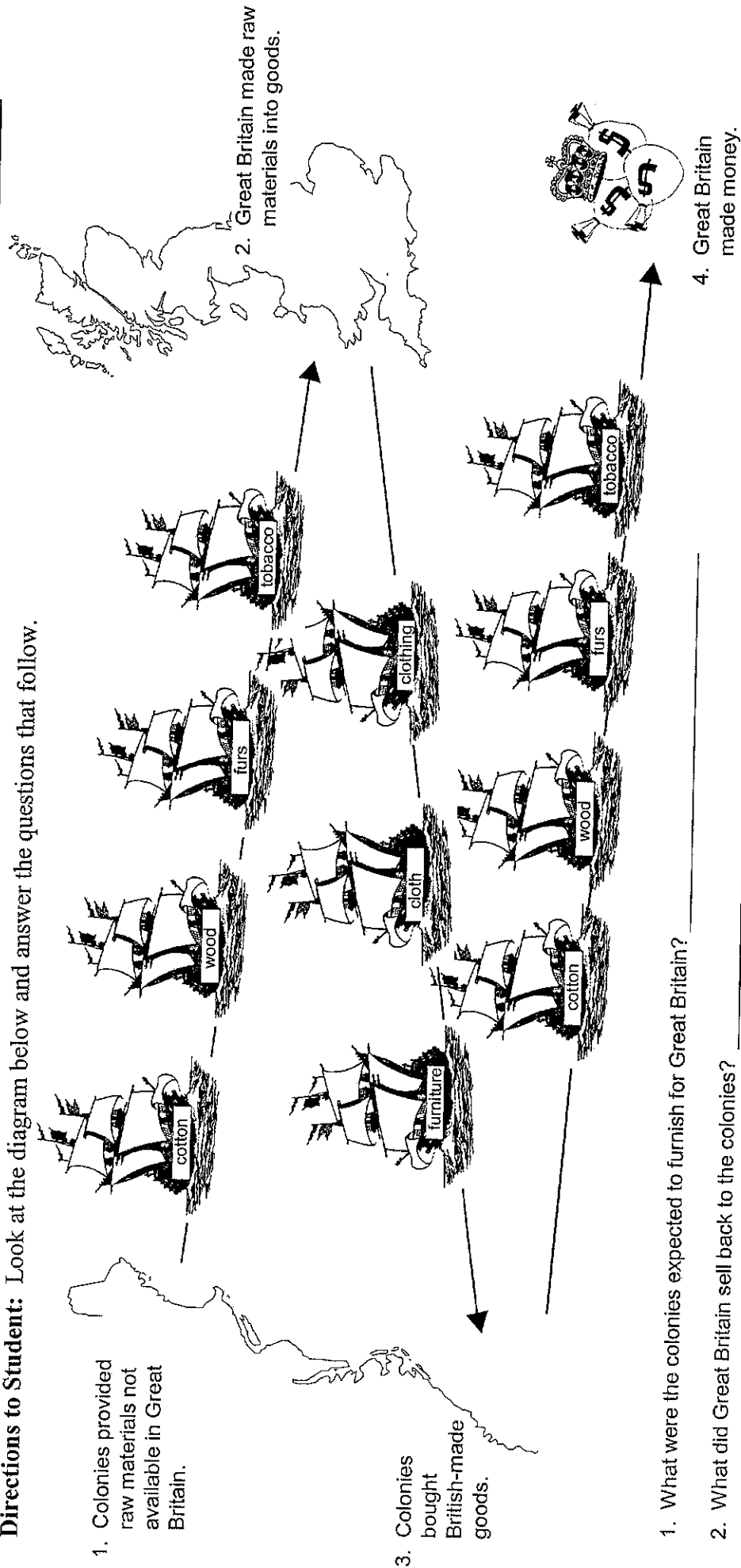
Social Studies

How Mercantilism Worked

Chapter 3: The English Colonies in North America

Introduction: Mercantilism was a policy by which a country tried to gain as much wealth as possible. One way a country could increase its wealth was to establish colonies overseas.

Directions to Student: Look at the diagram below and answer the questions that follow.



1. What were the colonies expected to furnish for Great Britain?

2. What did Great Britain sell back to the colonies?

3. How did Great Britain make money from this system?

CONCEPT ACTIVITY

Social Studies

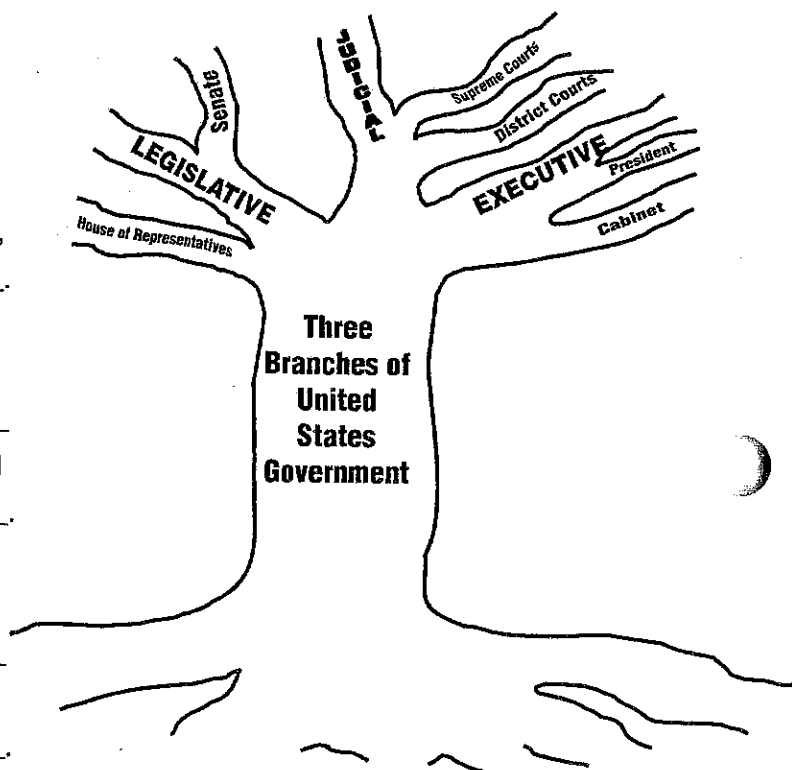
Three Branches of the Government

Introduction: The United States Constitution outlined a government with checks and balances by establishing three branches: legislative, judicial and executive.

Directions to Student: Study the picture below that symbolizes the three branches of United States government. Then answer the questions that follow.

DISCUSSION QUESTIONS

1. The three branches of government are _____,
and _____.
2. The legislative branch is made up of the _____
_____ and _____.
3. The judicial branch of government includes _____
_____ and _____.
4. The executive branch of government includes _____
_____ and his _____.
5. The judicial branch checks the executive branch by _____.
6. The executive branch checks the legislative branch by _____.



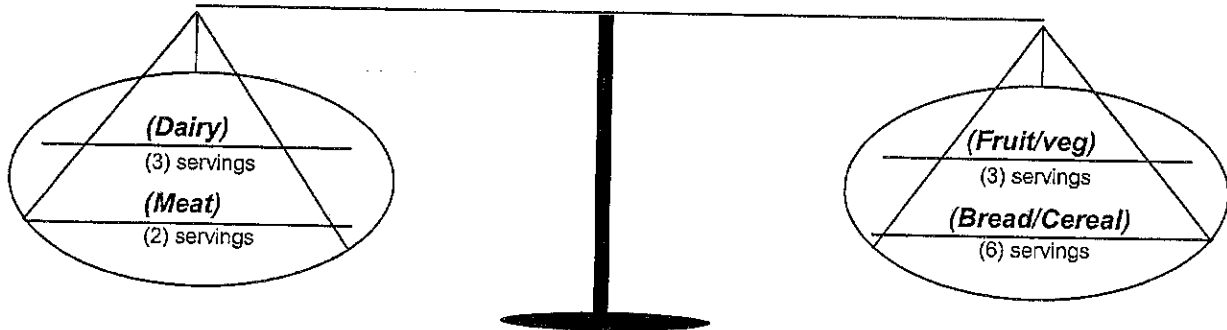
CONCEPT ACTIVITY

Health/Home Ec

A Balanced Diet

Introduction: A diet that includes several kinds of food from each food group is called a balanced diet.

Directions to Student: On the scale below write the four food groups in the blanks provided. Add the number of daily servings needed. Then study the four daily menus and write the number of foods from each group.



DAILY MENU			
Menu 1	Menu 2	Menu 3	Menu 4
Breakfast toast (1) egg Lunch tuna sandwich milk Dinner chicken potatoes salad milk	Breakfast Cereal with milk juice Lunch Veg. Soup salad cola candy bar Dinner steak fries green beans apple pie	Breakfast Donut coffee with cream Lunch pizza ice cream Dinner pork chops rice peas hot rolls chocolate cake milk	Breakfast egg milk juice toast Lunch iced tea chef salad (cheese, egg & ham) roll/butter apple candy bar Dinner creamed tuna on biscuits green beans ice cream milk
TALLY (Sample)	TALLY	TALLY	TALLY
Dairy <u>3</u>	Dairy <u> </u>	Dairy <u> </u>	Dairy <u> </u>
Fruit/veg <u>2</u>	Fruit/veg <u> </u>	Fruit/veg <u> </u>	Fruit/veg <u> </u>
Meat <u>3</u>	Meat <u> </u>	Meat <u> </u>	Meat <u> </u>
Bread/cereal <u>3</u>	Bread/cereal <u> </u>	Bread/cereal <u> </u>	Bread/cereal <u> </u>

1. Which diet is balanced? _____
 Why is it a balanced diet? _____


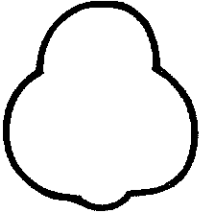
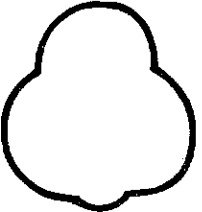



CONCEPT ACTIVITY

Health

Emotions

Introduction: Emotions are how you feel. They include anger, loneliness, sadness, happiness, jealousy.

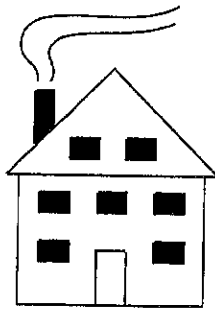
Directions to Student: Draw a picture showing how each person would feel. Then write a possible reason for that emotion. The first one has been done for you.

Picture	Reasons
<p>Draw Harry's Lonely Face</p> 	<p>Harry is lonely because <u>his best friend</u> <u>went on vacation.</u></p>
<p>Draw Mary's Angry Face</p> 	<p>Mary is angry because _____</p> <p>_____</p>
<p>Draw Chuck's Happy Face</p> 	<p>Chuck is happy because _____</p> <p>_____</p>
<p>Draw Sally's Sad Face</p> 	<p>Sally is sad because _____</p> <p>_____</p>
<p>Draw Bill's Sorry Face</p> 	<p>Bill is sorry because _____</p> <p>_____</p>
<p>Draw Carol's Proud Face</p> 	<p>Carol is proud because _____</p> <p>_____</p>

CONCEPT ACTIVITY

Math Story**Rounding Numbers**

Directions to Student: Read the story below then answer the questions that follow.

John's House**Sally's House****100 Maple Street****150 Maple Street****200 Maple Street****The Mean Dog Story**

John had always wanted to meet Sally. One day he got up enough nerve to walk to her house. He got to about 130 Maple Street, when this mean dog ran up to him. He had to make a split second decision. He thought to himself, "Should I run to Sally's or back home?" Since he was closer to his house, he ran back home.

When the coast was clear, he started out again. This time he got to 150 Maple Street. The mean dog struck again. What was he to do? He thought to himself, "Well, I'm halfway to Sally's house, I might as well go the whole way."

QUESTIONS:

1. What number is John's house? _____
2. What number is Sally's house? _____
3. If John gets to 180 Maple Street, to which house will he run? _____
4. If John gets to 120 Maple Street, to which house will he run? _____
5. If John gets to 140 Maple Street, to which house will he run? _____
6. If John gets to 170 Maple Street, to which house will he run? _____



Note to Teacher: Draw simple pictures on the board while telling the story. Allow students to act out stories like this to understand the concept.

Math Story

Credit Buying

Directions to Student: Read the story below. Then answer the questions that follow.

Shopping Story

Imagine you want to buy a new outfit. You go to the store and find the outfit. It cost \$125.00. You realize you do not have the money. You use a credit card to pay for the outfit so you can take it home today. Then every month for the next five months, you pay the store \$25.00 plus 10% interest to cover the cost of the dress.

1. Do you want the outfit now? _____
2. Do you have the money? _____
3. Do you get to take the outfit home? _____
4. Do you still have to pay for the outfit? _____
5. What do you use to buy the outfit? _____
6. How much do you owe every month? _____
7. How many months do you have to pay the \$25.00? _____ months
8. If the interest rate is 10%, how much extra money do you pay in interest each month?

9. This is called _____

CONCEPT ACTIVITY


















Social Studies

















Mercantilism





Introduction: Great Britain set up a system to gain wealth from its colonies in North America. This was called mercantilism.

Directions to Student: Read the picture story below and answer the questions that follow.

The Apple Story

Once upon a time there was a high  whose principal was named . Now  wanted to raise  for the .  made a contract with a nearby  orchard to buy all of its    each year. With these    students and teachers made many delicious products, such as ,  and . They sold the products and made a lot of .

One day the owner of the  orchard visited the  and tasted the delicious  . Soon after the visit, the owner of the  orchard decided to make her own  and . She began selling a tastier  and better . The  orchard began making  too and sold its products.  was furious. He could no longer get an unlimited supply of   . The students and teachers could not make as much .

1. What was mercantilism? _____
2. Does 's school represent Great Britain or the American colonies? _____
3. Does the  orchard represent Great Britain or the American colonies? _____
4. How could 's school make more  again? _____

CONCEPT ACTIVITY

Science

Adaptation

Introduction: Animals must be able to live in their surroundings. Sometimes there are changes in the environment where certain animals live. The animals must change in response to the new environment. This response is called adaptation.

Directions to Student: Read the story below. Then answer the questions that follow.

The Tornado Story

One spring day, a tornado struck the town of Happyville. The Success Elementary School was destroyed. The windows were blown out, the roof caved in and the furniture was ruined. It took a year to rebuild the school. During that year, classes were held in portable classrooms. Each grade level had all the classes in one trailer. Adaptation to the new environment had to take place.

Changes in the classroom environment

1. What happened to the windows of the school? _____
2. How long did it take to rebuild the school? _____
3. How would the length of the day change? _____
4. Where would students have a place to keep their things? _____
5. Where would after-school-activities take place? _____
6. How would students see their friends in other grades? _____
7. If books and supplies were damaged, what would they do? _____
8. What other changes may be necessary? _____

Adaptations to the Changes

1. How would you adapt to the changes? _____

2. How would you feel? _____

APPLICATION ACTIVITY

An Application Activity presents information in a structured format which enables students to apply learned information. These performance activities could include making a poster, drawing a picture, writing a letter, conducting an interview, building a model, simulating a real life experience or developing a new solution to a problem. These hands-on activities are authentic tasks which are connected to real-life experiences. Many of these activities are best accomplished in cooperative groups or pairs. Application Activities usually require two elements: a planning guide and a performance checklist or rubric. In addition, anchor papers or projects may be developed by the teacher or collected from former students to show models of proficient and/or exemplary work.

Planning Guides

Planning Guides are needed as a first step to organize and guide the students in a systematic, planned way. Some of the formats of planning guides are listed below:

- Report Planning Guides (pp. 111-113)
- Project Planning Guides (pp. 114-119)
- Story Summaries (pp. 120-123)
- Story Planning Guides (p. 124)
- Letter Planning Guides (pp. 125-126)
- Observation Guides (pp. 127-128)

Performance Tasks with Rubrics

Performance checklists or rubrics can be developed for each performance task to assess the quality of students' work. The criteria for evaluation needs to be presented with the task and thoroughly explained in order for the students to understand the teacher's expectations. This gives the student a clear understanding of what is needed to be successful to complete the task. When a student submits an activity, the teacher checks to see what is complete and returns the activity for further development or revision, if needed. Examples of performance tasks and rubrics are shown on pages 129-140.

Language Arts/English

Report Planning Guide - Sample

Directions to Student: Complete the planning guide below. Then use the planning guide notes to write a book report.

TITLE: _____

AUTHOR: _____

PLANNING GUIDE	
Questions	Answers
I. Summary:	
1. Where did the story take place?	1. _____
2. Who are the characters in the story?	2. _____ _____
3. What is the problem/plot in the story?	3. _____ _____
4. What are the ten most important events in the story in the order in which they occur?	4. _____ _____ _____ _____ _____ _____ _____
Evaluation	
5. Did you like this book?	5. _____
6. Why did you like or dislike the book?	6. _____ _____ _____



Note to Teacher: Students with reading problems could listen to a tape of the book and then complete the planning guide. Students with writing problems could dictate their responses.

APPLICATION ACTIVITY

Language Arts/English
Report Planning Guide - *Template*

Directions to Student:

TITLE: _____

AUTHOR: _____

PLANNING GUIDE	
Questions	Answers

Health

Report Planning Guide

Directions to Student: Choose an article about a health product from a consumer magazine. Use the planning guide below to help you report the information to the class.

PLANNING GUIDE

Name of health product: _____

Magazine: _____

Title of article: _____

1. What information does the article give about the benefits of the product? _____

2. What information does the article give about the dangers of the product? _____

3. What evidence was used to support the information? _____

4. Does the article recommend the product? _____

5. Would you buy or use the product? Why or why not? _____

APPLICATION ACTIVITY
English/Language Arts
 Project Planning Guide

Making a Video

Directions to Student: You are going to videotape the last scene in _____.
 Answer the following questions to plan your video.

Planning Guide	
Questions	Answers
1. Who is playing each role?	_____ _____
2. What costumes do you need?	_____ _____
3. What scenery do you need?	_____ _____
4. What furniture do you need?	_____ _____
5. Where would it be placed?	_____ _____
6. What props do you need?	_____ _____
7. How do you set the mood?	_____ _____
8. What sound effects do you need?	_____ _____
9. What stage directions do you need?	_____ _____
10. What else do you need?	_____ _____

Social Studies
Project Planning Guide

The Watergate Tapes

Directions to Student: Find the “Watergate event” that occurred on each date listed and record it in the journal below. You may then make your own Watergate tape recording by using the completed journal to help you.

10. January 27, 1972 (p. 688)

11. March 1972 (pp. 688-689)

12. June 1972 (p. 690)

13. August 1972 (p. 690)

14. Early 1973 (p. 690)

15. March 1973 (p. 690)

16. April 1973 (p. 691)

2. May 1973 (p. 691)

3. June 1973 (pp. 691-692)

4. October 20, 1973 (p. 693)

5. October 23, 1973 (p. 693)

6. May 1974 (p. 693)

7. August 1974 (p. 694)

8. August 7, 1974 (p. 694)

9. August 8, 1974 (pp. 694-695)

APPLICATION ACTIVITY
Social Studies
 Project Planning Guide

Prohibition: The Debate

Directions to Student: To plan for your debate, read the descriptions of the following people who were concerned about prohibition in the 1920's. Choose one of the people below and write arguments to support his/her point of view. Use the Planning Guides to help you prepare to debate a person with the opposing view.

Prohibitionist: Person who wanted to end alcohol drinking

Bootlegger: Person who made a profit smuggling alcohol

Antiprohibitionist: Person who was against prohibition

Gangster: Person who was involved in organized crime

Speakeasy owner: Person who illegally sold liquor during the prohibition period

PLANNING GUIDE	
<ul style="list-style-type: none"> • I am a _____ • I believe that prohibition is _____ • Three arguments for my position are: <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ • Arguments from the opposite view might be: <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ • I will respond to the arguments from the opposite view in this way: <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ • My summary statement will be: <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> 	

APPLICATION ACTIVITY

Social Studies
Project Planning Guide

The Earliest Americans

Directions to Student: Make a model or collage that represents the culture of one of the following Native American tribes. Use your textbook pages below to help you.

- | | |
|---|-----------------------------------|
| 1. Native Americans of the Eastern Woodland (p. 25) | 5. The Mayan Civilization (p. 29) |
| 2. Native Americans of the Plains (p. 26) | 6. The Aztec Empire (p. 30) |
| 3. Native Americans of the Northwest (p. 27) | 7. The Incan Civilization (p. 31) |
| 4. Native Americans of the Southwest (p. 27) | |

PLANNING GUIDE

Use the following guide to help you plan your project.

Native American Culture _____

Name of Project _____

Materials _____

Diagram of Completed Project

Date Due _____

APPLICATION ACTIVITY

Social Studies

Project Planning Guide

Step 1

Directions to Student: One of you will play the role of a person from the Civil War era, and one of you will play the role of the roving reporter. Use the list below and circle the name of the person about whom you are interested in learning.

Roles**Northern**

Abraham Lincoln
 Ulysses Grant
 Sailor on the Monitor
 Freedman in the Union Army
 Female factory worker
 Spectator at Ford Theater
 Union prisoner of war at Andersonville
 Clara Barton
 Northern soldier at Gettysburg
 Northern soldier at Vicksburg
 Northern reporter at Appomattox
 Northern General McClelland
 Northern General Sherman
 Northern General Farragut

Southern

Jefferson Davis
 Robert E. Lee
 A Cherokee Indian Chief
 Sailor on the Merrimac
 Wife of a plantation owner
 John Wilkes Booth
 Female Confederate spy
 Southern soldier at Gettysburg
 Southern soldier at Vicksburg
 Southern reporter at Appomattox
 Southern General Jeb Stuart
 Southern General Stonewall Jackson
 Southern General George Pickett
 Southern General P.G.T. Beauregard

Step 2

You will present your interview orally in front of the class. Indicate below the role each of you will play.

Roving Reporter _____

Civil War Personality _____

Step 3

Use the text, internet and additional resources in your library to help you complete the attached interview questionnaire. Then practice your interview before presenting it in front of the class.

INTERVIEW QUESTIONNAIRE

Plan your interview based on the following questions:

1. What role did you play in the Civil War? _____
2. What effect did the war have on your life? _____
3. What do you expect your life to be like after the war? _____
4. Do you have any regrets about what you did? _____
5. What effect do you think your actions will have on the country? _____
6. Make up your own question(s).
 Question: _____
 Answer: _____

Health

Project Planning Guide

Interview with an Expert

Step 1

Directions to Student: You will be involved in an interview activity. Work with a partner. One of you will play the role of a medical doctor who is an “expert” on drug abuse and one of you will play the role of a reporter. This “expert” is being interviewed by the reporter on the six o’clock evening news. You will present your interview to the class. Indicate below the role each of you will play.

Reporter _____

Doctor _____

Step 2

Directions to Student: Use the questions below as a guide in planning your interview. Practice your interview before presenting to the class.

-
1. Interviewer: What is drug abuse?

Doctor: Drug abuse is the incorrect use of drugs.

2. Interviewer: What are the effects of drug abuse?

Doctor: Drug abuse can have harmful social and physical effects. Harmful social effects are withdrawal from other people and neglect of personal appearance.

3. Interviewer: What are depressant drugs?

Doctor: Depressants are drugs that slow down the workings of the nervous system.

4. Interviewer: Why are narcotic drugs so dangerous?

Doctor: Narcotics are drugs that cause sleep and relieve pain. People can become dependent on narcotics and use them too often.

5. Interviewer: Describe the symptoms shown by a person taking a stimulant such as nicotine, caffeine, or cocaine.

Doctor: Stimulants speed up the workings of the nervous system and so a person's hands might shake or they may talk real fast.

Make up your own question(s).

Question: _____

Answer: _____

APPLICATION ACTIVITY
English/Language Arts
 Story Summary

Summarizing A Story

Directions to Student: Briefly answer the questions for the short story, "A Guest in the House." Then, using your responses, write a plot summary in the spaces to the right.

Questions	Summary
1. Who was Marcus Hunt? _____	_____
2. Identify Lewis Butler and tell why he was at the home of Marcus Hunt. (p. 39) _____	_____
3. Harriet Davies expressed a fear concerning her uncle. What was her concern? (p. 39) _____	_____
4. What object was stolen from Hunt's home? What happened to the thief? (p. 40-42) _____	_____
5. What mistake did Dr. Fell warn others about? (p. 44) _____	_____
6. How do you know that Hunt was not the burglar? (p. 47) _____	_____
7. Who was the murderer? _____	_____
8. How did the murderer throw suspicion from himself to Marcus Hunt? (p. 47) _____	_____

APPLICATION ACTIVITY
English/Language Arts
 Story Summary

Summarizing A Story

Directions to Student: Complete the paragraph below to summarize the story.

In the story (title) _____ by
(author) _____ the major character is
 _____ who
 _____. Another main character is
 _____ who _____

The problem the main character faces is that _____

The main character tries to solve the problem by _____

The problem is finally resolved when _____

The story ends with _____

The lesson I learned from reading this story was that _____

APPLICATION ACTIVITY

Social Studies**Story Summary****The Lost Colony of Roanoke – Survival on an Island**

Directions to Student: Pretend that you and about 20 other people are stranded on Roanoke Island in the late 1500's. Answer the following questions to figure out how you would survive.

1. What would you use for food? _____

2. What are two rules you and the others would make in order to try to get along? _____

3. Where would you get water? _____

4. What would you use for clothing? _____

5. What would you use for shelter? _____

6. What would you do for recreation? _____

7. What fears would you have? _____

8. How would you protect yourself from unfriendly natives? _____

9. What attempt would you make to be rescued? _____

10. If you could not leave the island for a long time, would you try to set up a government of some kind?
Why or why not? _____

APPLICATION ACTIVITY

Social Studies

Story Summary

The Story of the Alamo

Directions to Student: Imagine that you were one of the survivors of the battle of the Alamo. First outline your story by answering the questions in the planning guide. Use the page clues to help find information in your textbook.

Planning Guide	
Questions	Answers
1. On February 8 how many Texans were at the Alamo? (p. 286)	<hr/> <hr/> <hr/>
2. Who arrived with the Mexican army on February 23?	<hr/> <hr/> <hr/>
3. While Santa Anna bombarded the fort, what was happening inside the Alamo? (p. 286)	<hr/> <hr/> <hr/>
4. What did Travis tell the people after two weeks of bombardment? (p. 286)	<hr/> <hr/> <hr/>
5. When did the final all-out attack occur? (p. 287)	<hr/> <hr/> <hr/>
6. What was the final outcome of the battle? (p. 288) Who survived?	<hr/> <hr/> <hr/>

Adapted from *Our United States*, Silver Burdett Ginn (1997)

APPLICATION ACTIVITY
Reading/English
 Story Planning Guide

Planning Guide for Story Writing

Directions to Student: Complete the following information before you write your story.

1. What is the theme of your story? _____
2. What is the setting of your story? _____
 - A. When? _____
 - B. Where? _____
 - C. Mood (Ex. spooky, happy, sad, fun) _____

3. Who are the characters in your story?

	Names	Roles	Physical Appearance
A.	_____	_____	_____
B.	_____	_____	_____
C.	_____	_____	_____

4. Who is telling the story? (point of view) _____
5. What is the plot of your story?
 - A. Beginning _____
 - B. Problem _____
 - C. Important Events _____
 - D. Resolution _____
6. What is the title of your story? _____

APPLICATION ACTIVITY

Social Studies Letter Planning Guide

Letters About Slavery

Directions to Student: Choose one of the situations below and write a letter either defending slavery or defending freedom for slaves.

Pretend that you are a slaveholder in the 1840's. You are answering a letter from your brother who lives in the North. Explain to your brother why you are in favor of the plantation system and slavery.

June, 1840

Love,

Pretend that you are an escaped slave who learned to read and write. You have been able to smuggle a letter to your former master's daughter, who does not understand why you ran away. Tell her why you ran away.

August, 1840

Love,



Note to Teacher: These letters could become the impetus for role playing skits, etc.

APPLICATION ACTIVITY

Social Studies Letter Planning Guide

Letters from World War II

Step 1

Directions to Student: Imagine what it was like to live during World War II. Pretend you are one of the following people whose life changed during the war. Use your text, internet or other resources to help you.

American soldier fighting in Europe	Russian Jew, the only survivor in his family
American soldier fighting in North Africa	Japanese high school student at Hiroshima
American soldier fighting in the Pacific	when the Atom Bomb was dropped
American housewife forced to work in a textile factory	Japanese American relocated into a government
American farmer whose three sons joined the Army	camp
American college student drafted into the Navy	Mother of an American soldier missing in action
American Army nurse working in Europe	in the Pacific
Polish Jew in a concentration camp	Other: _____

I am: _____

Step 2

Decide to whom you might write a letter, describing how your life was affected by the war. Use the form below to help you write your letter.

I will write to: _____

Date _____

Dear _____

Sincerely,

Name _____



APPLICATION ACTIVITY

English
Observation Guide**Eating Out**

Directions to Student: The next time you go to a restaurant with your family, answer the questions below to describe your visit. Use this guide to write a personal narrative.

1. I went to _____ for dinner.
2. Why did you go? _____
3. When did you go? _____
4. Who went with you? _____
5. What did you eat? _____
6. How would you rate your meal? _____
7. Did anything unusual happen? _____ If so, what happened? _____
yes/no
8. How did you feel or react to the unusual situation? _____
9. Evaluate your "eating out" experience. _____

APPLICATION ACTIVITY

Social Studies**Observation Guide****Observation of a School Board Meeting**

Directions to Student: Visit a meeting of your local school district. Use the form below to record your observations. Then prepare an oral report for the class.

OBSERVATION FORM
Local School Board Meeting

Date: _____ **Place:** _____

1. List the names and titles of the school board members. Include the name of the superintendent.

Name _____ **Title** _____

2. List the names and titles of other community members or professionals who spoke at the meeting.

Name _____ **Title** _____

3. Check the major topics that were discussed.

<input type="checkbox"/> budget	<input type="checkbox"/> curriculum planning
<input type="checkbox"/> hiring of teachers	<input type="checkbox"/> textbook selection
<input type="checkbox"/> supervision of personnel	<input type="checkbox"/> other _____
<input type="checkbox"/> building concerns	_____

4. Check the issues that were discussed.

<input type="checkbox"/> higher taxes	<input type="checkbox"/> improvement of the educational system
<input type="checkbox"/> funds from the federal government	<input type="checkbox"/> falling enrollment
<input type="checkbox"/> quality of education	<input type="checkbox"/> reports on achievement of students
<input type="checkbox"/> conditions of school building	<input type="checkbox"/> other _____

5. List any additional observations you made at the meeting. _____

6. Describe your reactions to the school board meeting. _____



Note to Teacher: For an expanded activity, have students observe two school board meetings and compare and contrast topics, issues, etc.

APPLICATION ACTIVITY
Performance Task A
Social Studies - Sample

Student _____ Date _____

► **TASK**

- Title Colonial Diary
- Curriculum Area Social Studies
- Recommended grade level 5th - 6th grade
- Approximate time frame 2 class periods
- Resources and materials Poster board cover for diary, pages in diary

► **DESCRIPTION OF THE TASK**

"Back to the Future" becomes real life to you. You live in the 1850's in one of the 13 colonies. As an 11 year old with a large family (10 brothers and sisters), your life is filled with danger, hours of hard work, and very little schooling. Your life in 1850 is different from your life now. Use your diary to share with students of today what life was like back then. In your diary:

- Develop a title and a cover.
- Write about your activities for a three day period. One day must be Sunday.
- Include 25 events about your life in the 1850's.

► **STUDENT PRODUCT (S)**

Colonial Diary

► **CRITERIA FOR EVALUATING STUDENT PRODUCTS/PERFORMANCES**

- Cover for diary.
- 25 Facts.
- Three journal pages detailing the events of a three day period.
- Accurate information.



Note to Teacher: The student/teacher rubric is on page 130.

APPLICATION ACTIVITY
Performance Task Rubric
 Social Studies - *Sample*

Student _____ Product: Colonial Diary

Self Score	Teacher Score	Value	Criteria Evaluated	Comments
		10	<i>Develop a cover and a title for your diary.</i>	
		50	<i>Include 25 facts.</i>	
		10	<i>Write about 3 days in the life of a colonial family. One day must be Sunday.</i>	
		30	<i>Provide accurate information.</i>	
		Total Score		

General Comments: _____



Note to Teacher: The total score can be averaged, weighted or recorded individually.

APPLICATION ACTIVITY
Performance Task
Template

Student _____ Date _____

► **TASK**

- Title _____
- Curriculum Area _____
- Recommended grade level _____
- Approximate time frame _____
- Resources and materials _____

► **DESCRIPTION OF THE TASK**

► **STUDENT PRODUCT (S)**

► **CRITERIA FOR EVALUATING STUDENT PRODUCTS/PERFORMANCES**

APPLICATION ACTIVITY
Performance Task Rubric
Template

Student _____ **Product:** _____

Self Score	Teacher Score	Value	Criteria Evaluated	Comments
		Total Score		

General Comments: _____

APPLICATION ACTIVITY
Performance Task B
Social Studies - Sample

Student _____ Date _____

► **TASK**

- Title Holidays Around the World
- Curriculum Area Social Studies
- Recommended grade level Middle School
- Approximate time frame Five class periods
- Resources and materials Library resources, internet resources, large poster board, markers.

► **DESCRIPTION OF THE TASK**

There is a multi-cultural week at your school this month and your task is to research the holidays of a foreign country and present your findings to the fourth grade class. You need to do the following:

- Draw a map of your country on poster board. On your map show the capital city and all major cities. Show at least three natural features, i.e. rivers, lakes, mountain ranges. Include a key on your map.
- Write a two page report, describing three holiday customs in your country. Relate the country's holidays to American holidays and traditions. Use three reference sources.
- Share your map and report with the sixth grade students. Remember you are speaking to sixth graders so be entertaining and interesting.

► **STUDENT PRODUCTS**

Map of a Country, Written Report, Presentation

► **CRITERIA FOR EVALUATING STUDENT PRODUCTS/PERFORMANCES**

Map of Country
 Displays map neatly
 Appears colorful
 Shows capital and major cities
 Shows 3 natural features: rivers, lakes, and mountain ranges

Factual Information Report
 Describes 3 holiday customs
 Relates country's holidays to American holidays and traditions
 Uses 3 reference sources
 Organizes report clearly and logically
 Includes many details to support main point

Presentation
 Speaks loudly and clearly
 Looks at audience when speaking
 Appears to have practiced
 Presents project on time



Note to Teacher: The student/teacher rubric is on page 134.

Adapted from Maryland School Performance Assessment Program (1996)

APPLICATION ACTIVITY
Performance Task B: Rubric
Sample

Student _____

Country: _____

Map of the Country

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | displayed neatly |
| 1 | 2 | 3 | 4 | appeared colorful |
| 1 | 2 | 3 | 4 | detailed to show capital and major cities |
| 1 | 2 | 3 | 4 | detailed to show 3 natural features: rivers, lakes, and mountain ranges |

Factual Information Report

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | described 3 holiday customs |
| 1 | 2 | 3 | 4 | related country's holidays to American holidays and traditions |
| 1 | 2 | 3 | 4 | used 3 reference sources |
| 1 | 2 | 3 | 4 | organized report clearly and logically |
| 1 | 2 | 3 | 4 | included many details to support main point |

Presentation

- | | | | | |
|---|---|---|---|----------------------------------|
| 1 | 2 | 3 | 4 | spoke loudly and clearly |
| 1 | 2 | 3 | 4 | looked at audience when speaking |
| 1 | 2 | 3 | 4 | appeared to have practiced |
| 1 | 2 | 3 | 4 | presented on time |

What were the outstanding characteristics of this product and presentation?

There will be a 4 point scale for each item.

- | | |
|------------------|--|
| 4 = Outstanding! | - all requirements met and then above and beyond |
| 3 = Very Good | - all requirements met |
| 2 = Good | - adequate products and performance |
| 1 = Fair | - needed more to meet expectations |

Name of person completing this checklist (scoring guide):

 Student Teacher (circle one)

APPLICATION ACTIVITY
Performance Task B: Rubric
Template

Student _____

Topic: _____

 (product/performance)

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 _____

 (product/performance)

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 _____

 (product/performance)

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 _____

What were the outstanding characteristics of this product and presentation?

There will be a 4 point scale for each item.

- | | |
|------------------|--|
| 4 = Outstanding! | - all requirements met and then above and beyond |
| 3 = Very Good | - all requirements met |
| 2 = Good | - adequate products and performance |
| 1 = Fair | - needed more to meet expectations |

Name of person completing this checklist (scoring guide):

 Student Teacher (circle one)

APPLICATION ACTIVITY
Performance Task C
Science - Sample

Student _____

Date _____

► TASK

- Title Illustrated Vocabulary Dictionary
- Curriculum Area Science
- Recommended grade level Middle School
- Approximate time frame four-forty minute class periods
- Resources and materials Poster board cover for dictionary, pages in dictionary

► DESCRIPTION OF THE TASK

You and a partner are to create a dictionary for the new vocabulary words in Chapter 6, Space Frontiers. The dictionary needs to be at least twelve pages in length with two words per page. Each defined word will include an illustration, a pronunciation guide, word meaning, and related word forms. The dictionary will then be given to our foreign exchange student from Spain.

► STUDENT PRODUCT (S)

Dictionary of science terminology

► CRITERIA FOR EVALUATING STUDENT PRODUCTS/PERFORMANCES

- Cover for the dictionary
- Illustration for each word entry
- Twenty-four entries which include pronunciation guide, word meaning and related word forms
- Binding
- Overall Appearance

Adapted from Maryland School Performance
Assessment Program (1996)

APPLICATION ACTIVITY
Performance Task C: Rubric
 Science
Sample

Student _____ Product: Vocabulary Dictionary

Directions to Student: Use this guide to help you construct your dictionary. Include this with your project so that the teacher may fill in the SCORE column.

SCORE	VALUE	PART	ATTRIBUTES
_____	10 points	Cover	<ul style="list-style-type: none"> Title in large, bold lettering with color Name and due date
_____	20 points	Illustrations	<ul style="list-style-type: none"> Drawing, photo, or cartoon for each word Caption using each word correctly
_____	40 points	Entries	<ul style="list-style-type: none"> Pronunciation guide Word meaning Related word forms
_____	10 points	Binding	<ul style="list-style-type: none"> Secure pages (no loose pages) Easy to turn pages
_____	20 points	Overall	<ul style="list-style-type: none"> Interesting page layout No more than 2 words per page Finished draft form – typed or printed in ink
_____	10 points	Bonus	<ul style="list-style-type: none"> Optional Special Features you've included (Please write these on the line below) <hr/>

_____ **Final Grade**

100 Point Scale

Teacher Comments: _____

Student Comments: _____

APPLICATION ACTIVITY
Performance Task C: Rubric
Template

Student _____ Product: _____

Directions to Student:

SCORE	VALUE	PART	ATTRIBUTES
_____	points		
_____	points		
_____	points		
_____	points		
_____	points		
_____	points		

_____ **Final Grade**

100 Point Scale

Teacher Comments: _____

Student Comments: _____

APPLICATION ACTIVITY
Performance Task D
Interdisciplinary Unit - Sample

Student _____ Date _____

► **TASK**

- Title Famine in Eastern Europe - Interdisciplinary Unit
- Curriculum Area Social Studies/Math
- Recommended grade level Intermediate/Middle School level
- Approximate time frame one class period
- Resources and materials Meal Planning Chart; local grocery store circular

► **DESCRIPTION OF THE TASK**

You are living in Poland in the 1920's during a winter of famine. Your task is to survive on \$4.00 per day. You are to plan two or three meals per day using the price items from the local grocery circular. Plan meals for a week period.

► **STUDENT PRODUCT (S)**

- Completed Meal Planning Chart
- Oral presentation describing 1 day of "delicious" meals

► **CRITERIA FOR EVALUATING STUDENT PRODUCTS/PERFORMANCES**

- Completed Meal Planning Chart
- Accurate math computations, not to exceed \$4.00 daily
- Oral presentation

Adapted from Maryland School Performance Assessment Program (1996)

APPLICATION ACTIVITY
Performance Task D: Rubric
 Interdisciplinary Unit
Sample

Student _____ **Product:** _____

Directions to Student: Use this guide to help you complete your project. Include this with your project so your teacher can fill in the SCORE column.

SCORE	VALUE	PART	ATTRIBUTES
_____	20 points	<i>Completed meal planning chart</i>	<i>Each meal contains some nutritious items. The four basic food groups are included daily.</i>
_____	10 points	<i>Accurate math computation on the chart</i>	<i>Each day's items do not exceed \$4.00 based upon the grocery store flyer.</i>
_____	20 points	<i>Oral Presentation</i>	<i>Explanation of how the family manages on \$4.00 per day. The student speaks loudly and clearly and looks at the audience when speaking.</i>

_____ **Final Grade**

50 Point Scale

Teacher Comments: _____

Student Comments: _____

GAME

A game provides a different approach for students to practice and review. By using games, teachers can vary classroom routine, offer an alternative to a written assignment, and motivate students to learn. Many well known games such as Jeopardy, Tic-Tac-Toe, Twenty Questions, Bingo, Crazy Eights, etc. can be used in the following ways:

- To review for a test
- To provide additional practice
- To provide variety and motivation
- To provide tutoring for individual students.

Examples of different kinds of games are located on the following pages in this manual:

- Class games (pp. 142-145)
- Board games (pp. 146-148)
- Card games (pp. 149-150)

GAME

English**Who Wants to Be a Millionaire**

Players: Whole class

Materials:

- Four cards for each student labeled "A", "B", "C", "D".
- A set of review questions written on an overhead with four options ranging in difficulty (the more dollar value, the more difficult the question).

Object: To be the student with the highest dollar value.

Play: Questions are asked to the students starting at \$100 and progressing to \$1,000,000. The students hold up their cards to indicate their answer. The teacher scans the room. Those students with the correct answer will get the dollar amount indicated.

Sample \$100 Question

Who wrote Romeo and Juliet?

A. Charles Dickens

C. William Shakespeare

B. Pearl S. Buck

D. Pat Conroy



Note to Teacher: This game can be played with pairs.

GAME

Social Studies

Two Truths and a Lie

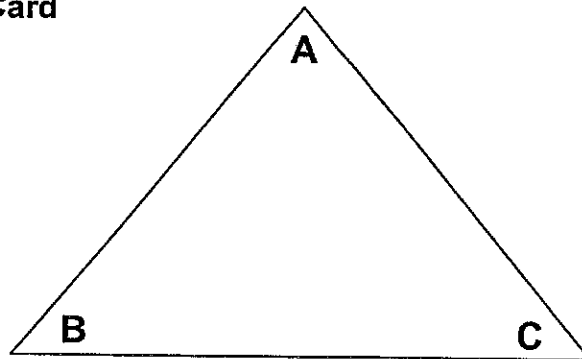
Players: Whole class

Materials:

- A triangle card for each student labeled "A", "B", "C" in each corner, large enough to read from the front of the room.
- A set of statements with two true statements and one false statement (lie).

Object: To be the student with the highest number of points.

Play: A set of three statements are given for each turn. The students must determine which statement is false and hold up the corner indicating their choice. Each student with the correct answer will get a point.

Sample Triangle Card

- A. Pittsburgh had the first radio station, KDKA, in the United States.
- B. Pittsburgh is called the "tin city."
- C. Pittsburgh has the most bridges in the United States.



Note to Teacher: This game can be played with pairs.

GAME

Social Studies

Jeopardy

Players: Two teams

Materials:

- A large sheet of oaktag with five columns (see diagram below).
- Five envelopes containing questions worth 10-20-30-40 or 50 points.
- Question cards at different difficulty levels

Object: To acquire points as a team. The team with the most points wins the game.

Play: Team One chooses a category and point value question. If no one can answer it, Team Two gets a chance to "steal" the points by answering correctly. The team that answers correctly gets to choose the next category and value.

Category: World War II

North Africa	European Theater	Air War	Pacific Theater	Atlantic Theater
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

GAME

Science

Progressive Trivia

Players: Two teams

Materials:

- Large class scoreboard.
- Four sets of questions with different point values (the higher the points, the more difficult the questions).

Object: To be the team with the most points after all the questions have been asked.

Play: Team One chooses the point value of a question to be asked. Then the teacher asks the team a question that matches the point value. If answered correctly, Team One earns the number of points specified. If an incorrect answer is given, Team Two may elect to answer the question.

SCOREBOARD

Directions: Place a ✓ over the point value of the question chosen by a player.
Place an X over the check mark when the question is answered correctly.

POINTS VALUES					TEAM POINTS	
					Team 1	Team 2
5	5	5	5	5		
10	10	10	10	10		
15	15	15	15	15		
20	20	20	20	20		

GAME

Social Studies

Tic Tac Toe

Players: Two teams

Materials: Tic Tac Toe Board with questions written in each space. Sample questions are listed below.

Object: To gain three in a row by answering the questions in the spaces.

Play: Team **X** chooses a question. If answered correctly, that team gets the **X**. Then Team **O** tries to block Team **X**. The play continues until one team gains three in a row.

SAMPLE BOARD

<p>Name 3 labor saving devices.</p> <p><i>(vacuum cleaner)</i> <i>(washing machine)</i> <i>(refridgerator)</i></p>	<p>Name the first radio station.</p> <p><i>(KDKA)</i></p>	<p>Name two pilots who flew across the Atlantic Ocean.</p> <p><i>(Amelia Earhart)</i> <i>(Charles Lindberg)</i></p>
<p>Name the man who developed mass production in the auto industry.</p> <p><i>(Henry Ford)</i></p>	<p>Name four spectator sports that became popular in the 1900's</p> <p><i>(Boxing)</i> <i>(Baseball)</i> <i>(Tennis)</i> <i>(Football)</i></p>	<p>Name the first "Talkie" movie.</p> <p><i>(The Jazz Singer)</i></p>
<p>Name the new music forms created in the 1920's.</p> <p><i>(Jazz)</i> <i>(Blues)</i></p>	<p>Name the famous trial concerning the theory of evolution.</p> <p><i>(Scopes trial)</i></p>	<p>Give the main cause of the Great Depression of 1929.</p> <p><i>(Stock Market Crash)</i></p>



Note to Teacher: This game can be played as a class game with questions given orally.

GAME

Social Studies

Survivor Game

Players: Two – Four

Materials: Game Board, dice, red, green and yellow cards

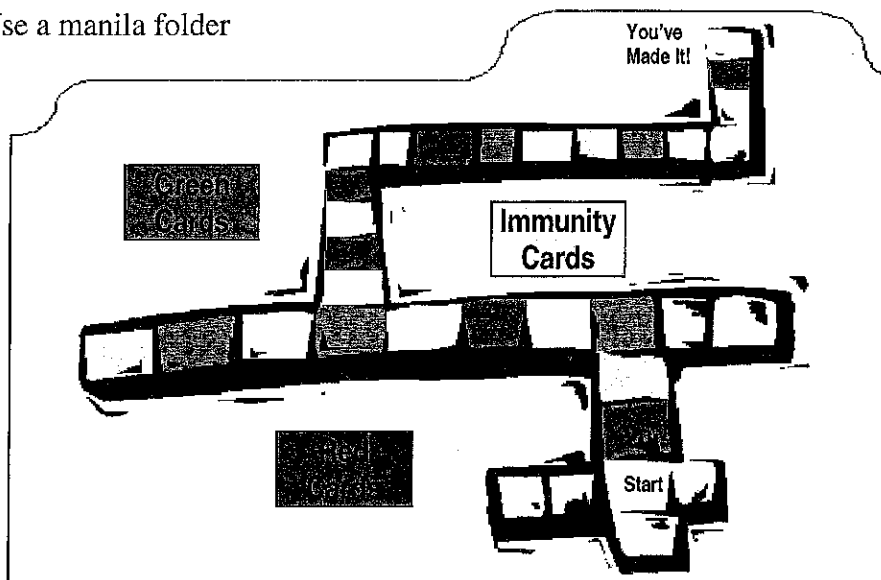
Object: To be the first player to reach the “You’ve Made It” square.

Play: Roll the die and move the correct number of spaces. If you land on an “Immunity” space, draw an Immunity card and follow the directions. If you land on a colored space, draw a matching color card and read it out loud. Complete the directions on that card and then give the die to the player on your left. The first player to reach the “You’ve Made It” square by throwing the **exact** number needed to reach the square is the winner.

Directions to Teacher: Use a manila folder to make the gameboard.

IMMUNITY CARDS

Save this card. When you land on a RED space, turn in this card.



Survival Cards

GREEN CATEGORY CARDS
You buy stocks at a low price. Move ahead 2 spaces.
You are able to work through the Depression because you own a beauty shop. Move ahead 3 spaces.
Your wife/husband goes to work. Move ahead 2 spaces.
A soup kitchen opens up around the corner from you. Move ahead 2 spaces.
You got a job repairing roads and schools with the Civil Works Administration. Move ahead 2 spaces.
You get a small business loan to build a bank from the Reconstruction Finance Corporation. Move ahead 3 spaces.

RED CATEGORY CARDS
You sell your stock at a great loss. Go back 3 spaces.
You are laid off of work because you work in a mill. Go back 2 spaces.
You cannot withdraw your money from the bank because it closed. Go back 2 spaces.
Your long spell of unemployment leaves you ashamed. Go back 1 space.
As a farmer, you pay very high prices for your farm equipment. Go back 1 space.
You have no money to buy food. Go back 3 spaces.

Adapted from Brun (1993)

GAME

Health

The Race for Physical Fitness

Players: Two teams

Materials:

- Game board (shown below)
- Markers
- List of questions

Object: To be the team that crosses the finish line first.

Play: Place each team's marker on the starting line. The leader reads the question to the first player. If the player successfully answers the question, the player advances 25 meters, and the play goes to the other team. If the player fails to answer the question correctly, the first player on the opposing team has a choice: to answer the missed question or answer a new question. Play continues until one team crosses the finish line.

25 meters	50 meters	75 meters	100 meters	125 meters	150 meters	175 meters	200 meters	225 meters	250 meters	275 meters	300 meters	325 meters	350 meters	375 meters	400 meters	FINISH LINE
-----------	-----------	-----------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	-------------

List of Questions for the Race for Physical Fitness:

1. What is a body system?
2. How does physical activity help the heart?
3. What is the job of the respiratory system?
4. How does physical activity help the respiratory system?
5. In what two ways can muscles be strong?
6. What is stress?
7. How does physical activity help relieve stress?
8. What are the four points you should check when doing a physical activity?
9. Why is it important to do warm-up exercises?
10. Why is it important to do cooling down exercises?
11. What are some warning signs to watch for during and after physical activity?



Note to Teacher: You may modify this game by using the rules of any popular sport.

GAME Science

Vocabulary Concentration

Players: One to Four

Materials:

- 12 vocabulary cards
- 12 definition cards

Object: To acquire the most pairs.

Play: Cards are shuffled and placed face down on a table. The first player chooses one card, reads it, and tries to locate the correct definition card. If the cards do not match, the player returns both cards to the original position and the player's turn ends. If the cards do match, the player keeps the pair and takes another turn. The player who collects the most pairs wins the game.

Content of Vocabulary and Definition cards:

VOCABULARY WORDS	DEFINITIONS
1. lever	a force acting on the machine
2. fulcrum	a fixed point
3. effort	a lever that has the resistance between the fulcrum and the effect
4. resistance	a straight rod or bar that moves around a fixed point
5. first-class lever	a lever that has the effort between the fulcrum and the resistance
6. second-class lever	the force a machine overcomes
7. third-class lever	a lever that has the fulcrum between the resistance and the effort
8. pulley	a sloping surface that moves things from one level to a higher level
9. inclined plane	the number of times the machine multiplies the force acting or the machine
10. wedge	a machine that acts like a lever
11. screw	an inclined plane wrapped around a round object
12. mechanical advantage	a simple machine that has long sides that slope from a pointed end to a wider end

GAME

Library

Scavenger Hunt

Players: Groups of three to four students

Materials:

- Sets of numbered question cards for each team. The total point value for each set of question cards is the same.
- Numbered answer sheet to match the questions
- Reference materials

Object: To be the team with the most points.

Play: Each question is placed on an index card with point values indicated. Each team selects a card and finds the answer in a reference book. The team answers on its team answer sheet. A reference source must be provided. Each team receives the points for the question answered correctly. If references are not given, no points are granted.

1. What Presidents were father and son?

30

2. How does Iowa count votes?

20

3. How does the electoral college work?

10

4. Compare the Presidential Election of 2000 and 1960.

40

MANIPULATIVE

A manipulative provides a hands-on approach for understanding new concepts, providing additional repetitions and helping students hurdle learning obstacles.

Making Abstract Concepts Concrete

Research (Marzano, Pickering & Pollock, 2001) indicates that engaging in a kinesthetic activity enhances students understanding of the concept. Manipulating objects to understand concepts increases retention rates and builds new pathways in the brain (Sprenger, 1999). Examples of manipulatives that make abstract concepts concrete include:

- Hands-on Activities (pp. 152-154)
- Pocket Charts (pp. 155-161)

Providing Additional Repetitions

A manipulative provides the opportunity for repeated practice and eliminates the need to write. Most students need many repetitions and opportunities to practice. Textbooks and workbooks do not usually provide enough repetitions for students to retain important concepts and skills. However, the use of manipulatives encourages repeated practice, giving students a better chance to transfer the learning to long term memory. Manipulatives also promote more interest and can be used in cooperative learning activities. Examples of manipulatives that provide additional repetition include:

- Pocket Charts (pp. 155-161)
- Puzzle Cards (pp. 162-163)

Helping Students Hurdle Learning Obstacles

For some students, a concept or skill seems impossible for them to remember (e.g., steps in a process, number facts, the parts of a system). If students are provided with or make manipulatives that allow them to check the steps, find the number fact or locate the part, they feel less apprehensive and may learn the skill by using it regularly. Examples of manipulatives that help students hurdle learning obstacles include:

- Wheels (pp. 164)
- Cue Cards (pp. 165-168)

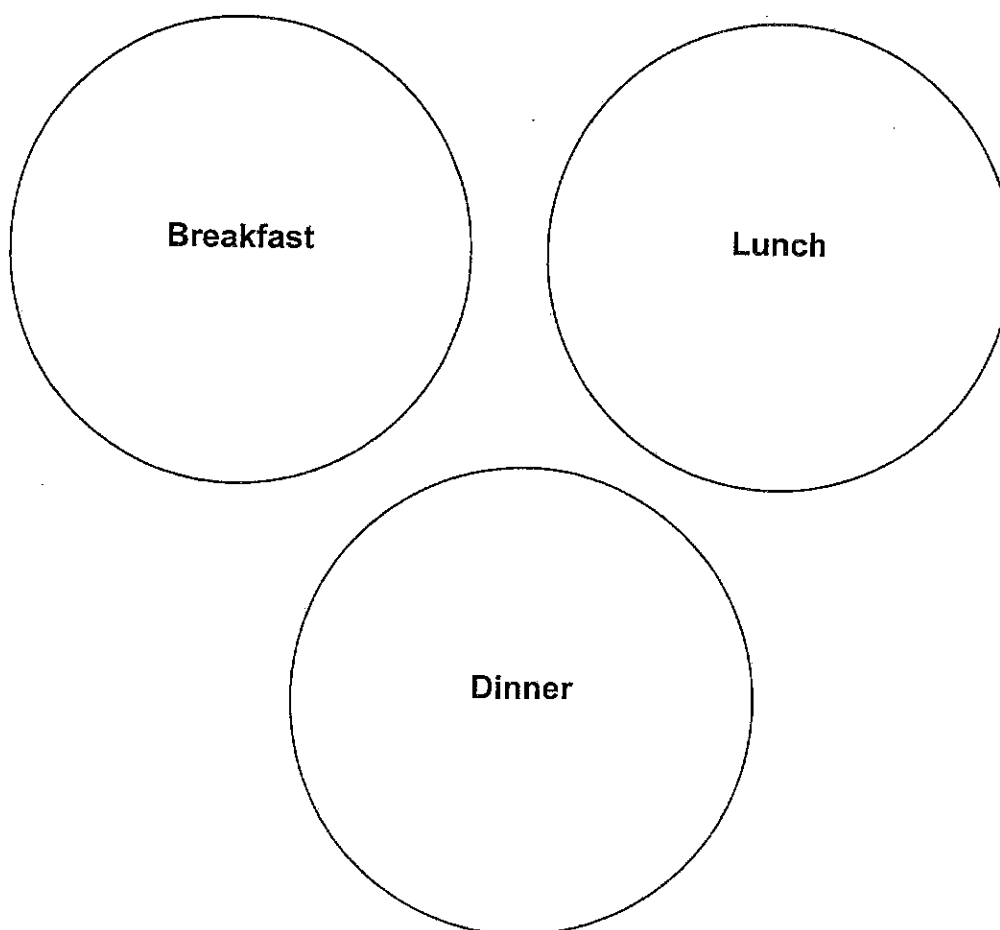
MANIPULATIVE

Health

Balanced Diet

Directions to Teacher: Provide the students with paper plates labeled breakfast, lunch, dinner. Have students cut out pictures of foods. Then have them paste the pictures of the food on the correct plate to make balanced meals.

MEAL PLATES



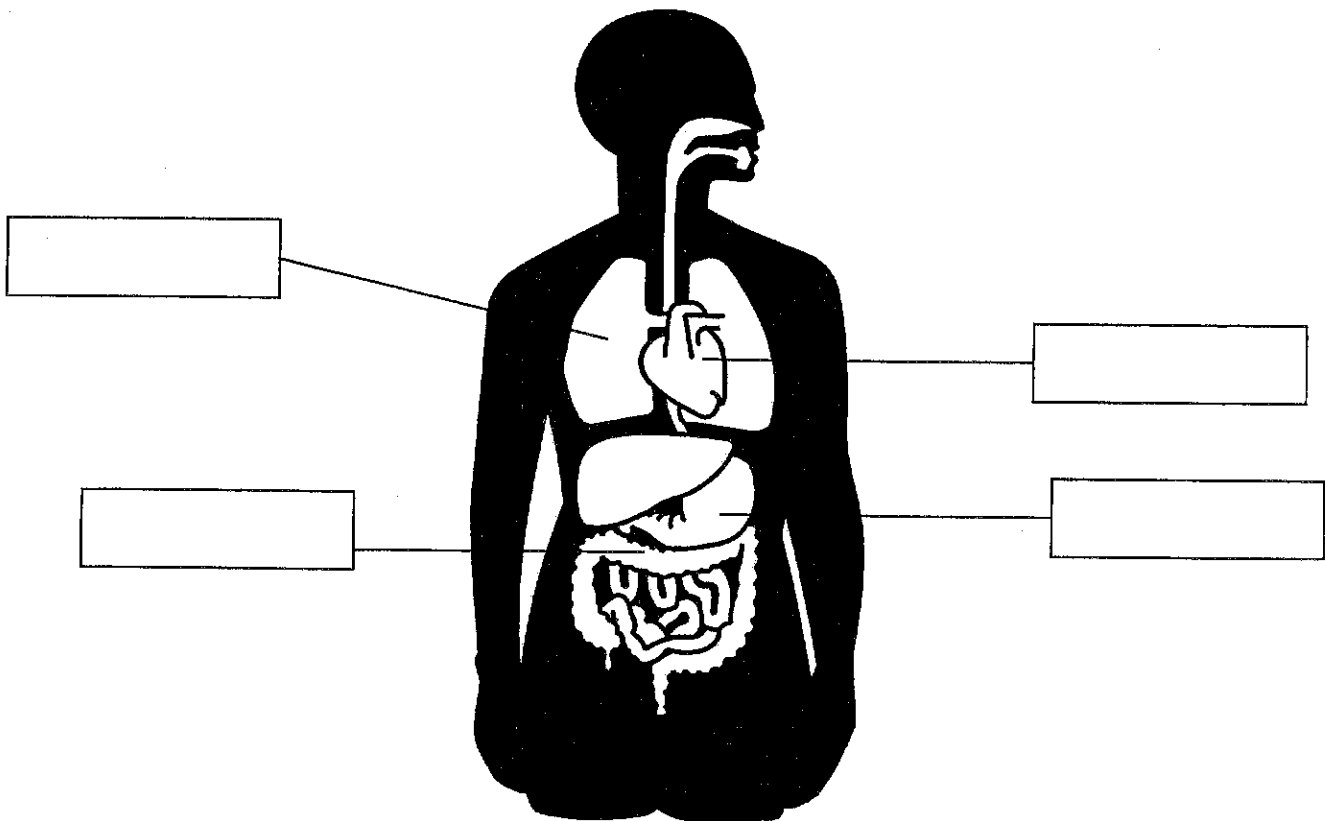
MANIPULATIVE

Health

Organs of the Body

Directions to Student: Look at the names of organs in the organ bank. Cut out each word and paste it on the correct box to label the organ.

ORGAN BANK	
Heart	Stomach
Lungs	Intestines



MANIPULATIVE

Library

Dewey Decimal System of Classification

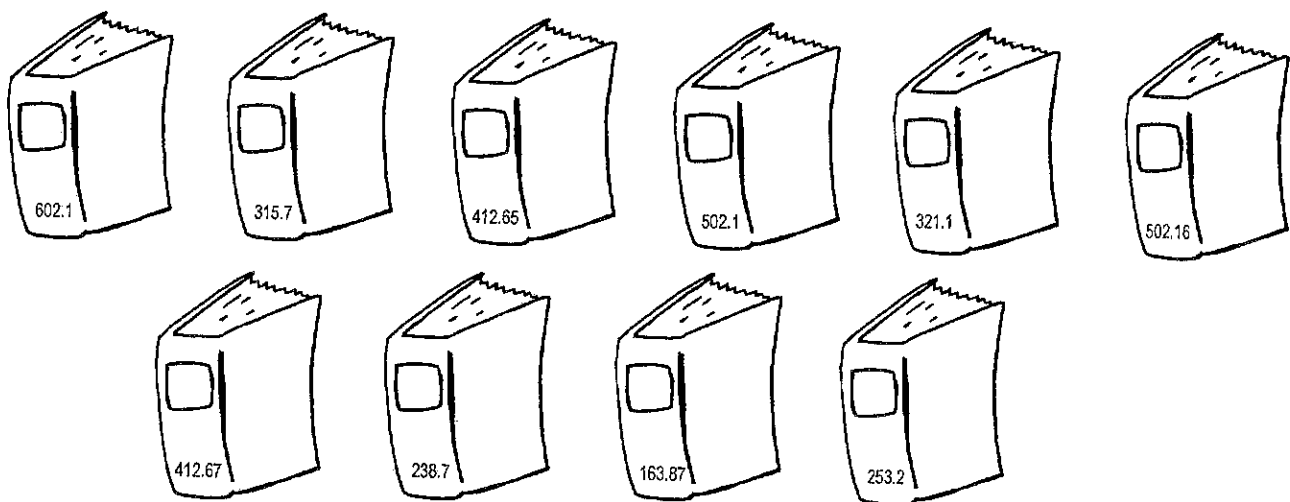
Directions to Teacher:

- Select a set of ten nonfiction books.
- Make sure the set has a variety of classification numbers.
- The books should be in random order.
- Place each set of books on a separate table.

Directions to Student:

- Arrange the ten nonfiction books in correct decimal order. When you think you have arranged the books correctly, raise your hand. The librarian will check the arrangement.
- After the librarian has checked your arrangement of books, mix the books up and move on to a second table.
- Again, arrange the books applying your understanding of the decimal system. Raise your hand to signal the librarian. After the arrangement has been checked for accuracy, mix the set up and move on to a third table.
- Continue until you have arranged books at all of the tables.

Sample Set of Books

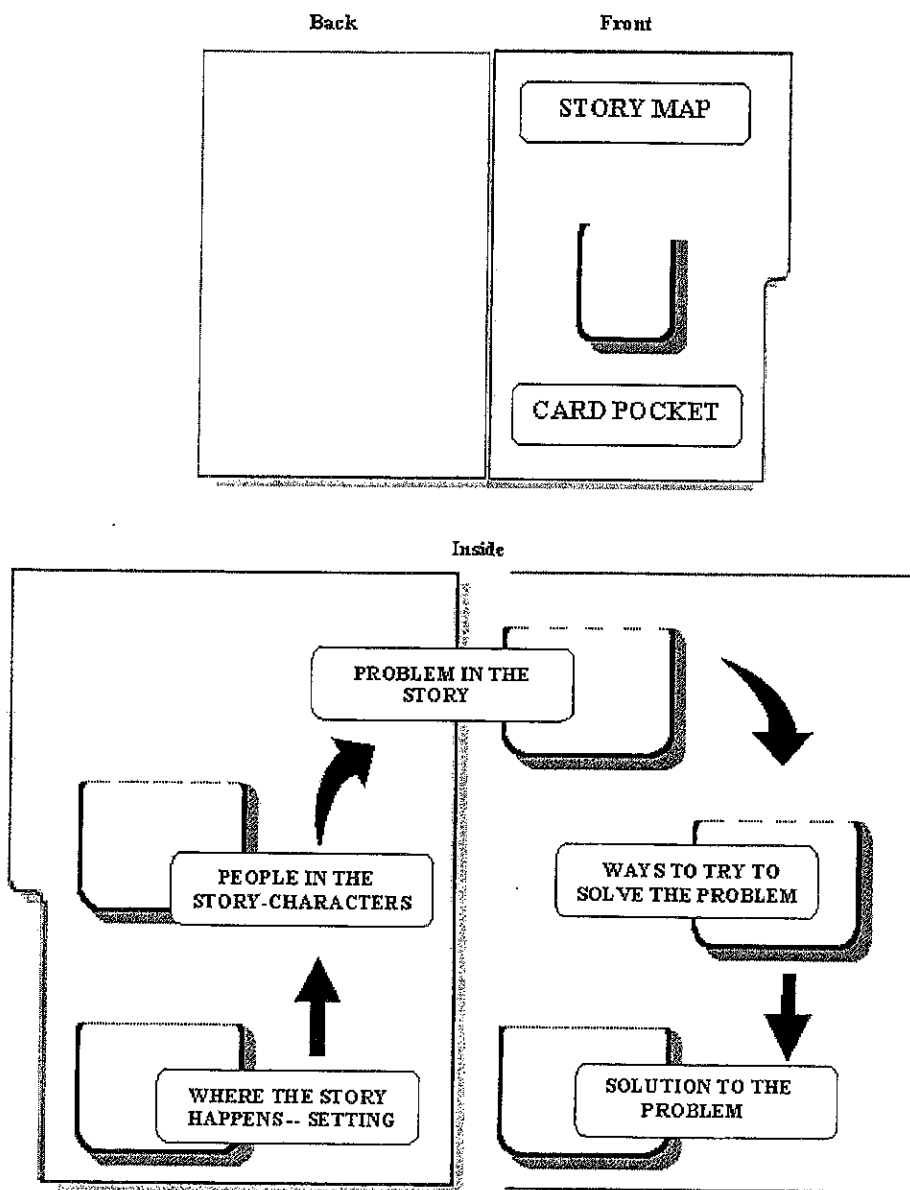


Note to Teacher: Students may work in small groups or pairs to complete this activity. Provide graph paper to help student align place value.

Reading

Story Map

Directions to Student: After reading the story, take the cards from the card pocket and place them into the correct pocket in the story map. Use the cards to retell the story in the correct order.



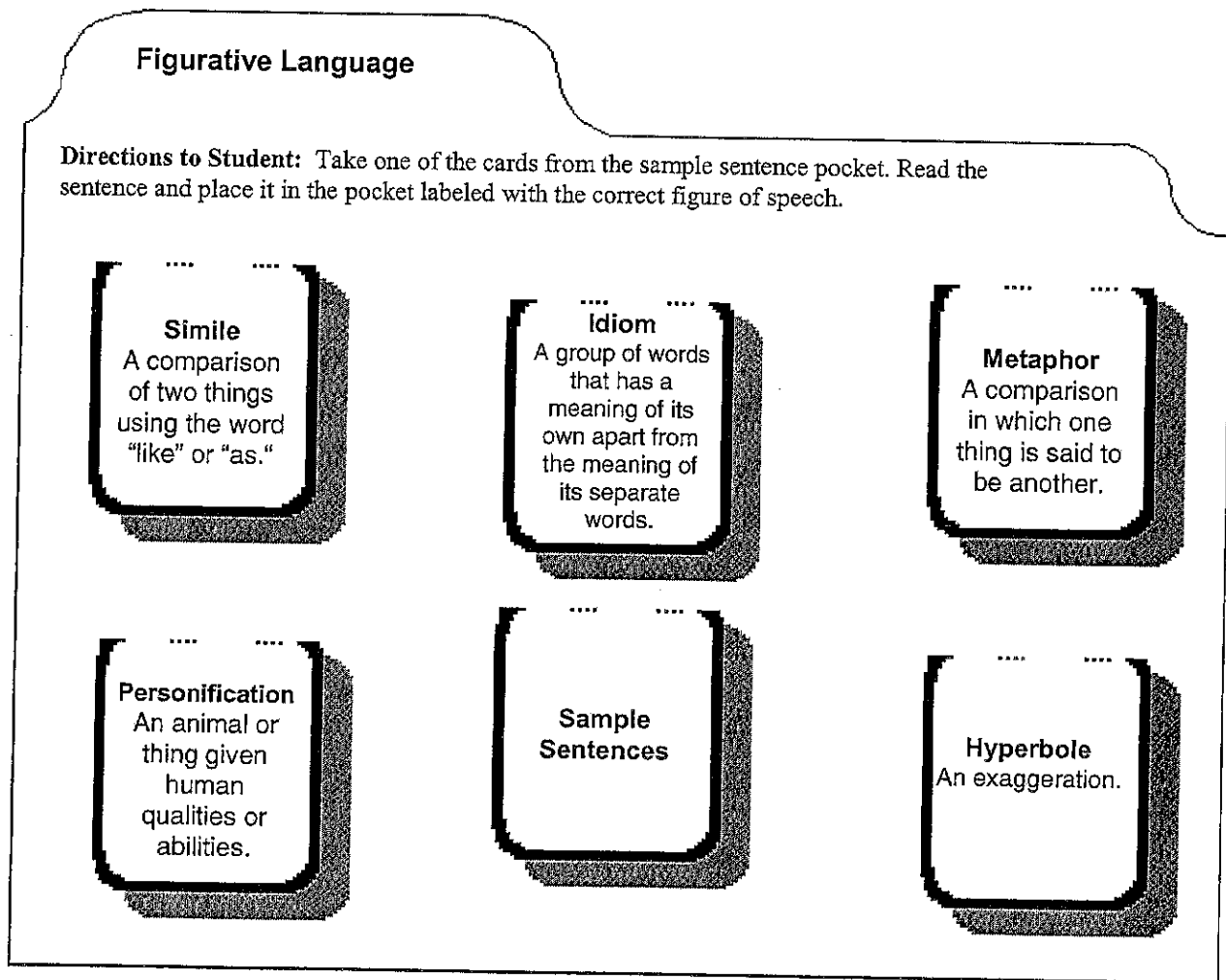
Note to Teacher: Create this story map in a folder. Then use it at three levels. First, insert cards with answers into the front card pocket. Have students arrange the cards and use them to retell a story. Second, insert blank cards and have students write notes about each topic. Have them use their own notes to retell a story. Third, have students use the story map inside the folder as a cue card to retell the story.

MANIPULATIVE

English

Figurative Language

Directions to Teacher: Use a manila folder to make a pocket chart that looks like the diagram below. Write the name of one of the five types of figurative language and its definition on each pocket. Then make sentence cards using different types of figurative language.

**Sample for sentence cards**

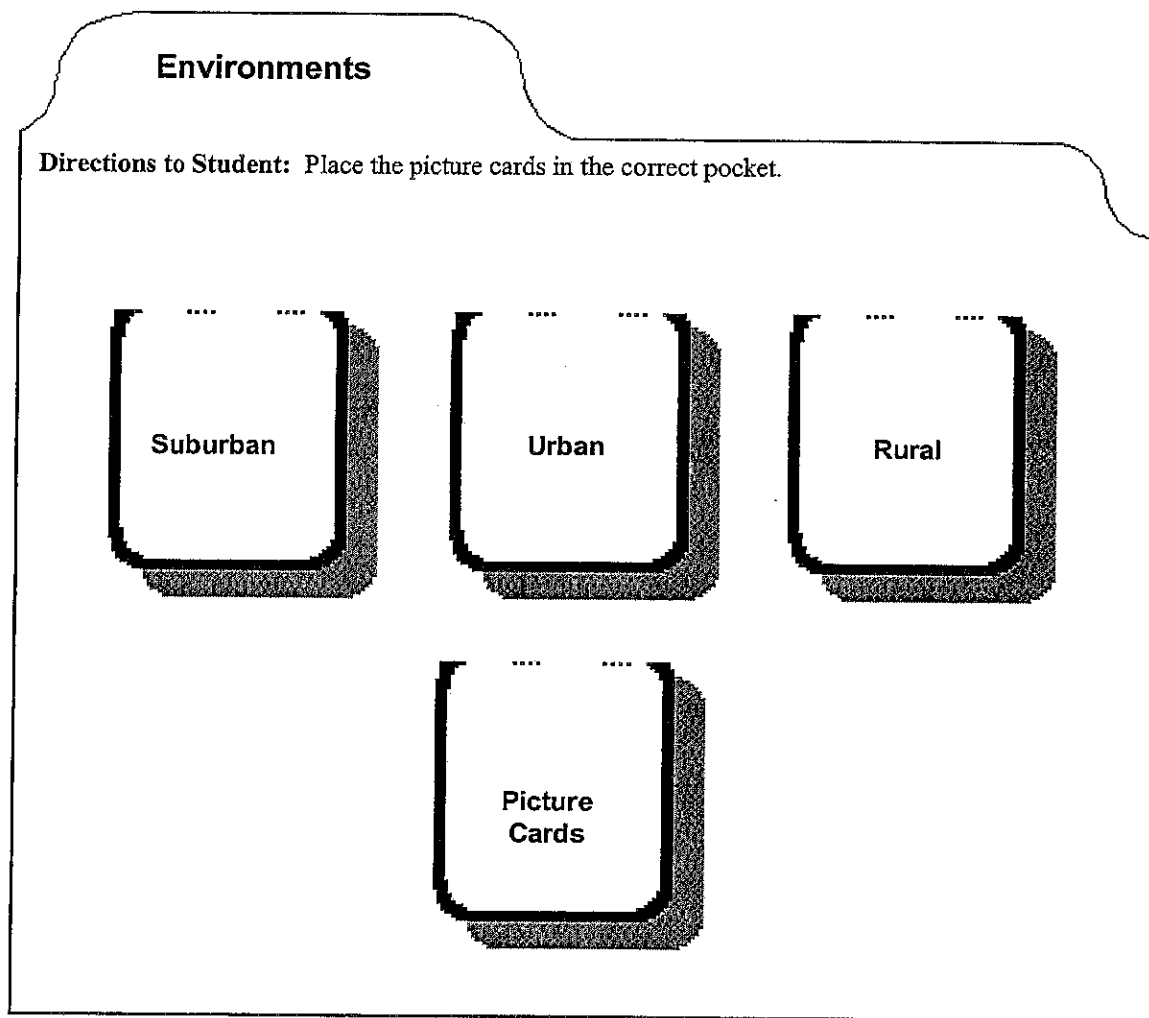
The chicken tasted like rubber.	That test was a piece of cake.	His eyes were bigger than his stomach.	The wind whistled through the trees.	I have a million things to do.
---------------------------------	--------------------------------	--	--------------------------------------	--------------------------------

MANIPULATIVE

Social Studies

Environments

Directions to Teacher: Use a manila folder to make a pocket chart that looks like the diagram below. Prepare picture cards or have students cut out pictures. Ask students to place the picture cards in the correct pocket.

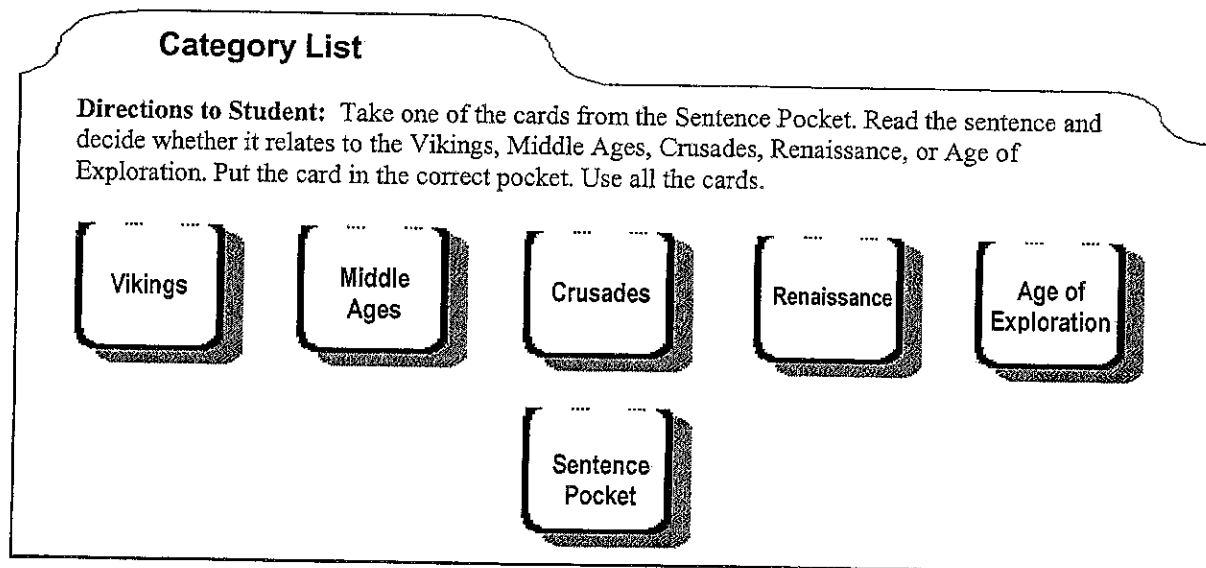


MANIPULATIVE

Social Studies

The European Exploration of America

Directions to Teacher: Use a manila folder to make a pocket chart that looks like the picture below. Write each fact from the Category List on a separate card and place all the cards in the Sentence Pocket.

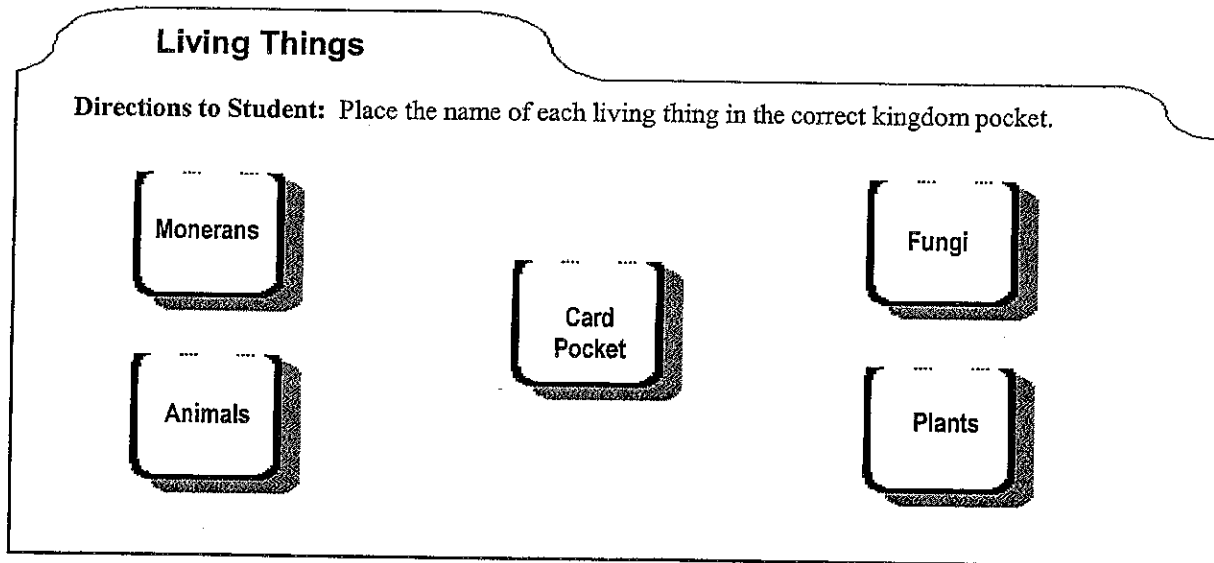


Category List	
VIKINGS The name of these people means "to go raiding." They named a cold land in the Atlantic Ocean <i>Greenland</i> .	One of their explorers was Eric the Red. They were fierce warriors from Scandinavia.
MIDDLE AGES Travel was unsafe and trade became difficult during the early part of this period. Warfare among landholding nobles was common during the early part of this period.	People lived on manors or estates during this period. Most of the manors where people lived were self-sufficient.
CRUSADES These wars were fought to regain the Holy Land from the Moslems. These wars began in A.D. 1096.	These wars led to increased trade in Europe. People who fought these wars returned with spices and silks from the Middle East.
RENAISSANCE Scholars were employed by kings and nobles to study art and science. Great works of art were created during this period.	This was a period of rebirth in learning. This rebirth in learning began in Italy in the 1300's.
AGE OF EXPLORATION Columbus led a voyage westward to America. Columbus landed on San Salvador in the Caribbean Sea.	Brazil became Portugal's only land in America. Sebastian Cabot discovered the Hudson Straits.

Science

Classifying Living Things

Directions to Teacher: Use a manila folder to make a pocket chart that looks like the picture below. Write one of the kingdoms on each pocket. Make cards with the names of living things on them.



Sample list of living things to place on cards.			
Monerans Blue-green algae Bacteria		Fungi Club fungi Imperfect fungi Sac fungi Slime molds	
Plants Ferns Mosses Algae Liverworts		Animals Sponges Flatworms Coelenterates Roundworms Mollusks Annelids Arthropods Echinoderms Chordates	

Adapted from *Experiences in Life Science*, Laidlaw Brothers



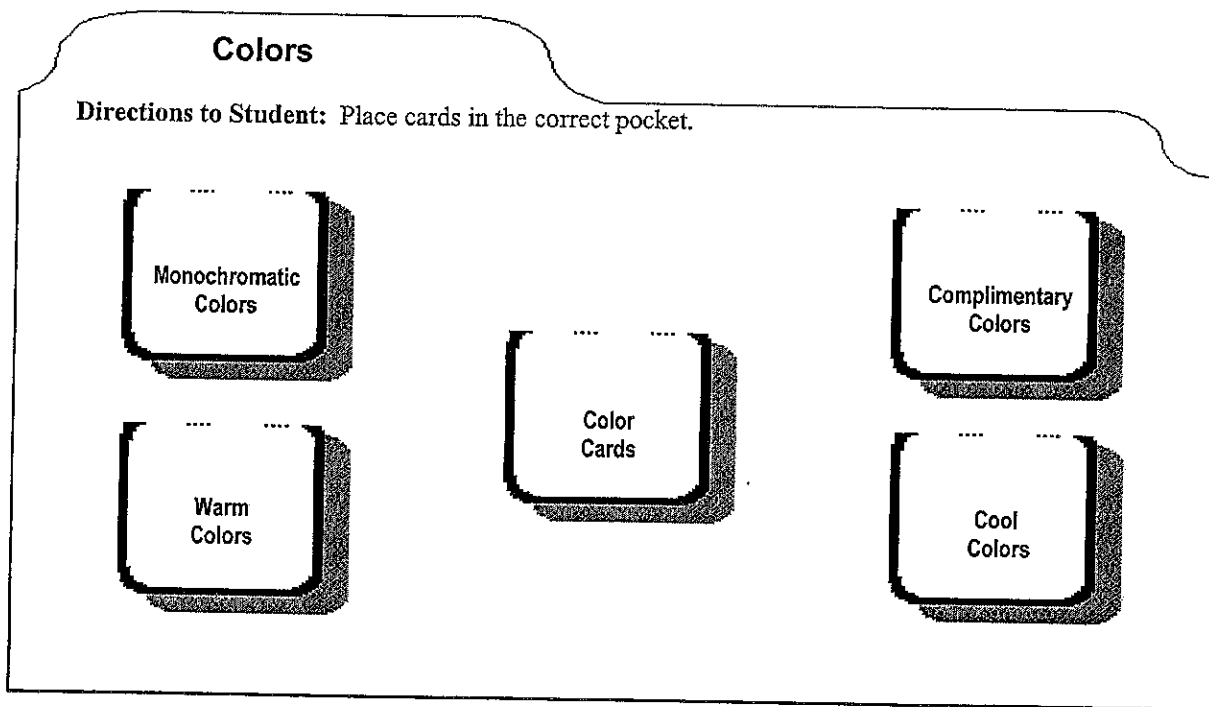
Note to Teacher: For students that need an additional clue, write the number of cards needed to complete each pocket.

MANIPULATIVE

Art

Color

Directions to Teacher: Use a manila folder to make a pocket chart that looks like the picture below. Prepare cards with the name of a color on each.

**Words for color cards:**

Yellow-green	Dark green	Red	White	Light blue
Red-orange	Yellow	Blue	Orange	Turquoise
Yellow-orange	Green	Black	Yellow-purple	Dark blue
Blue-orange	Purple	Red-purple	Blue-green	Pink
Red-green	Mint green	Blue-purple		Maroon

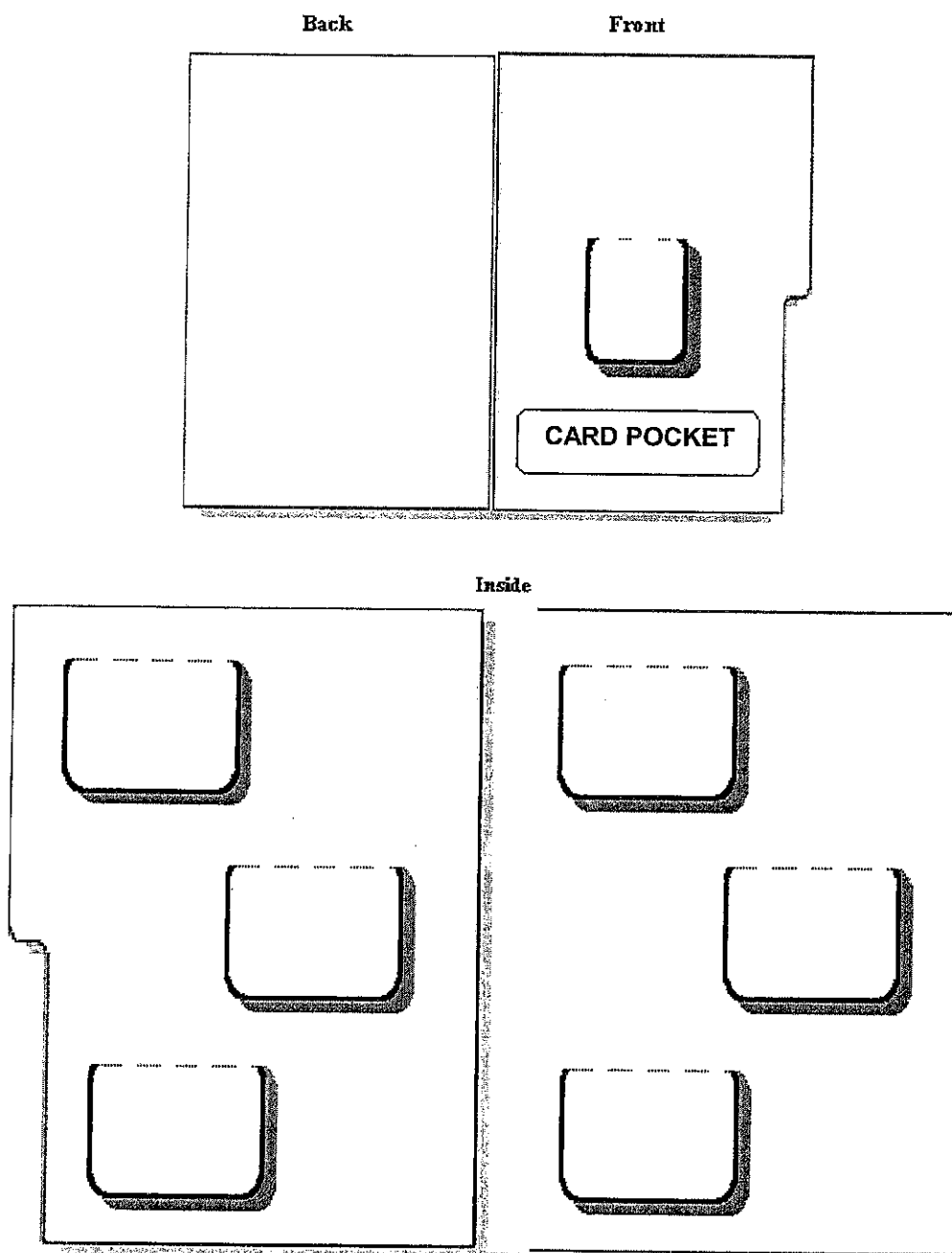


Note to Teacher: You may need to color-code the cards if a student cannot read the color words.

Template

Directions to Teacher:

- Use manila folders to make pocket charts.
- Make generic pocket charts or have students make their own.
- Follow the pictures shown below.
- Laminate each folder.



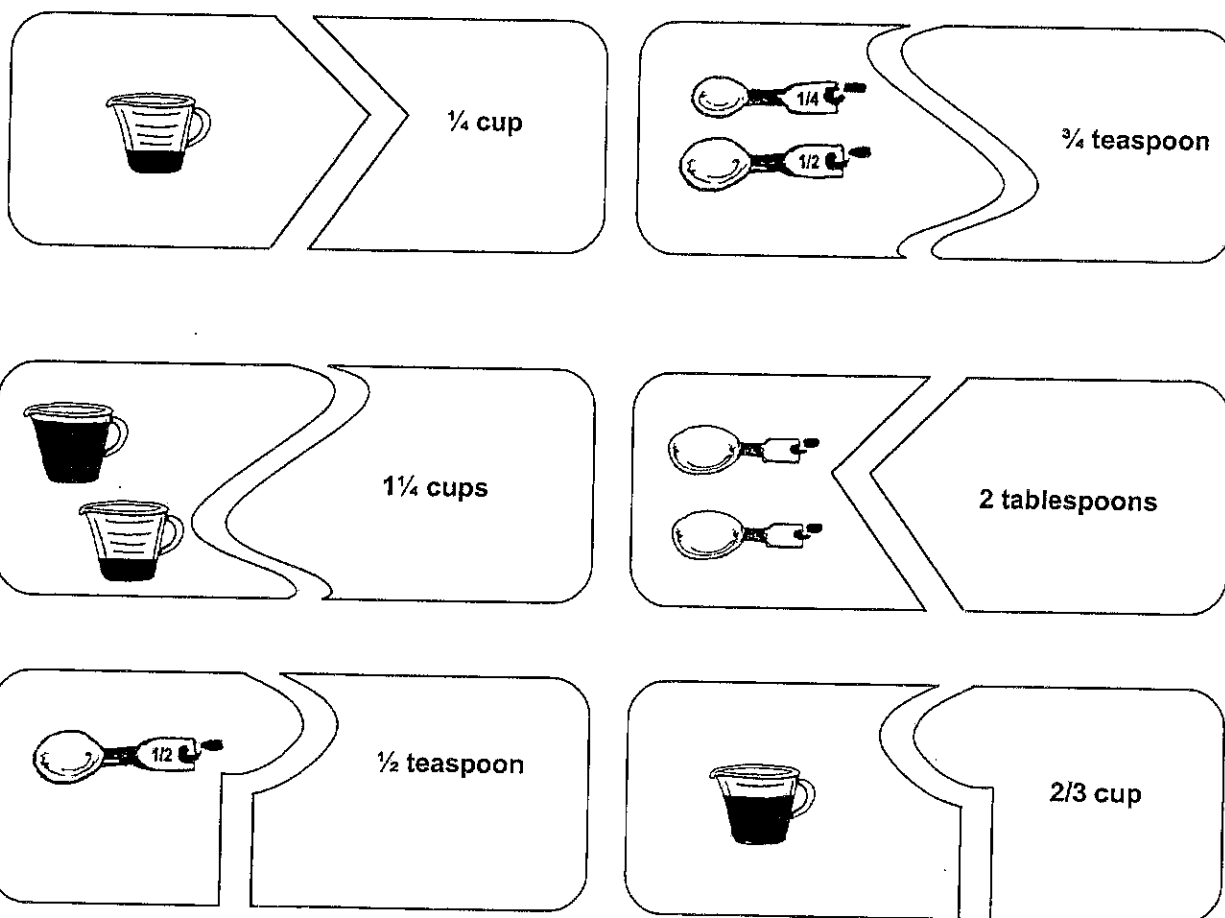
Note to Teacher: These pocket charts can be used numerous times with different content.

MANIPULATIVE

Math

Liquid Measurement

Directions to Teacher: Make a set of puzzle cards like the examples below.



Directions to Student: Match the measurement to the picture. They will fit together like a puzzle.



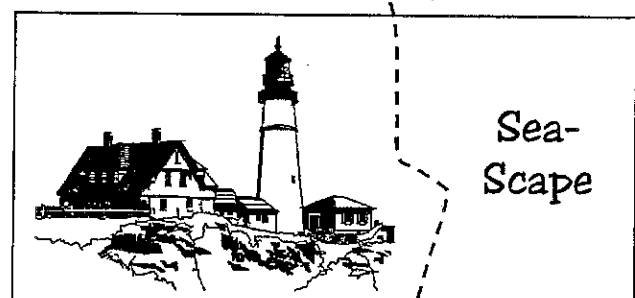
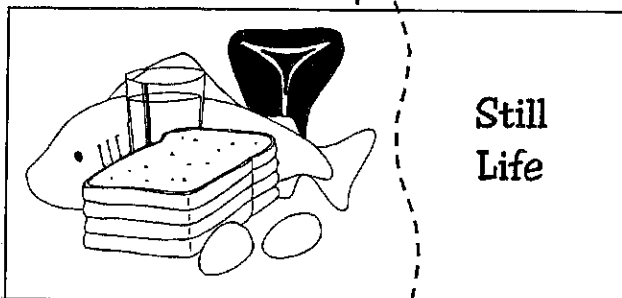
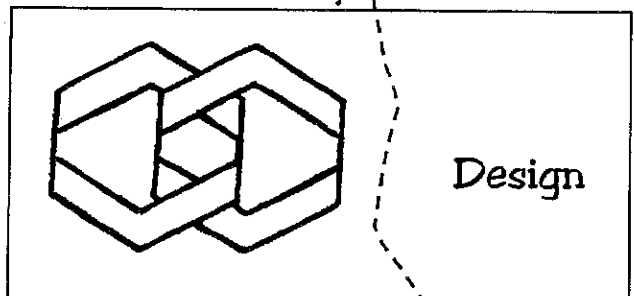
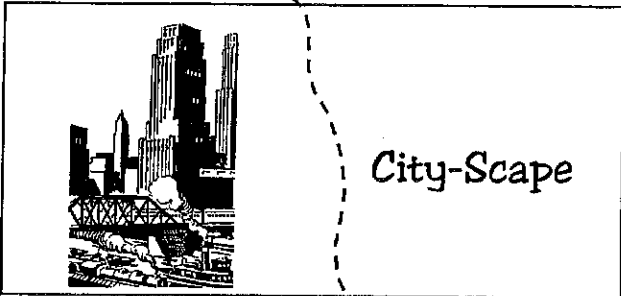
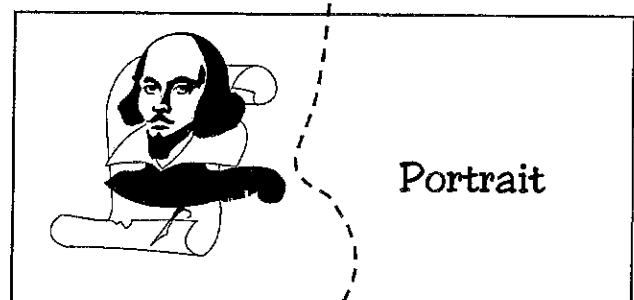
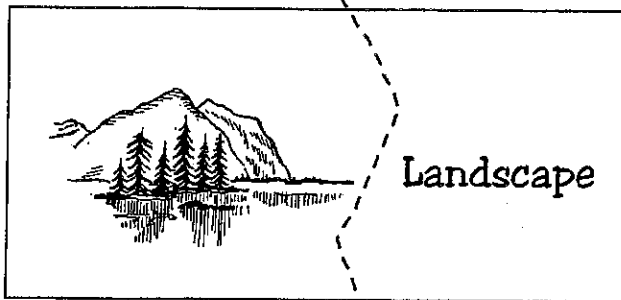
Note to Teacher: At a more advanced level, eliminate the puzzle cue.

MANIPULATIVE

Art

Types of Paintings

Directions for Teacher: Make a set of puzzle cards like the examples below.



Directions to Student: Match the cards. They will fit together like a puzzle.



Note to Teacher: At a more advanced level, eliminate the puzzle cue.

MANIPULATIVE

Math

Activity 1: Equivalent Fraction Wheel**Directions to Teacher:**

- Cut an 8" diameter circle from manila paper. Draw 7" diameter circle, 6" diameter circle, and 5" diameter circle on this large circle. All 16th fractions go on the outer circle, 8th fractions go on the 7" diameter circle, 4th fractions go on the 6" diameter circle, and $\frac{1}{2}$ fractions go on the 5" diameter circle. It looks like Fig. 1.
- Cut a 7" diameter circle with a slit in it as shown in Fig. 2.
- Fasten the two circles together in the middle with a brass fastener. The smaller circle is placed on top of the larger circle.
- Have students find the equivalent fractions for each conversion problem.

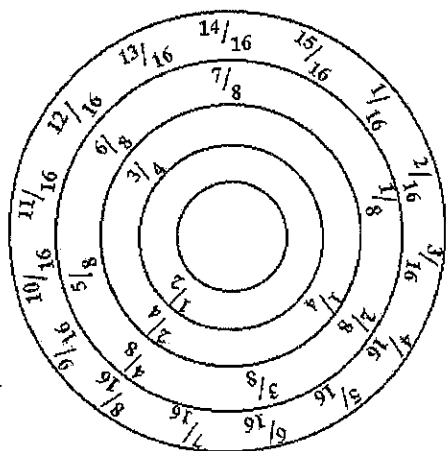


Fig. 1

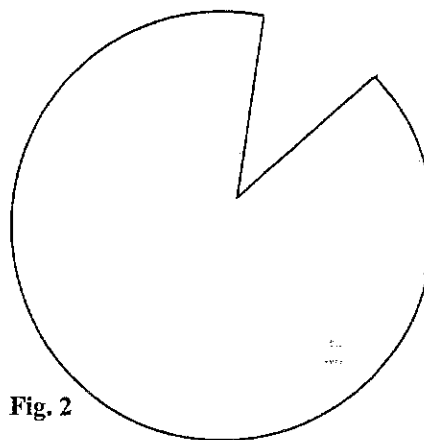
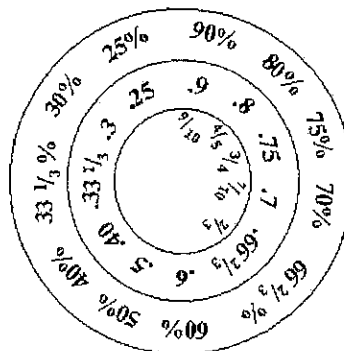


Fig. 2

Activity 2: Percents/Decimals/Fractions**Directions to Teacher:**

- The same wheel can be made when teaching conversions from percents to decimals to fractions. Common percents are on the outer circle, equivalent decimals are on the middle ring and equivalent fractions are on the inner ring.



Note to Teacher: Have the students make their own wheels. Laminate the wheels so that they can be tools for students to use in learning this concept.

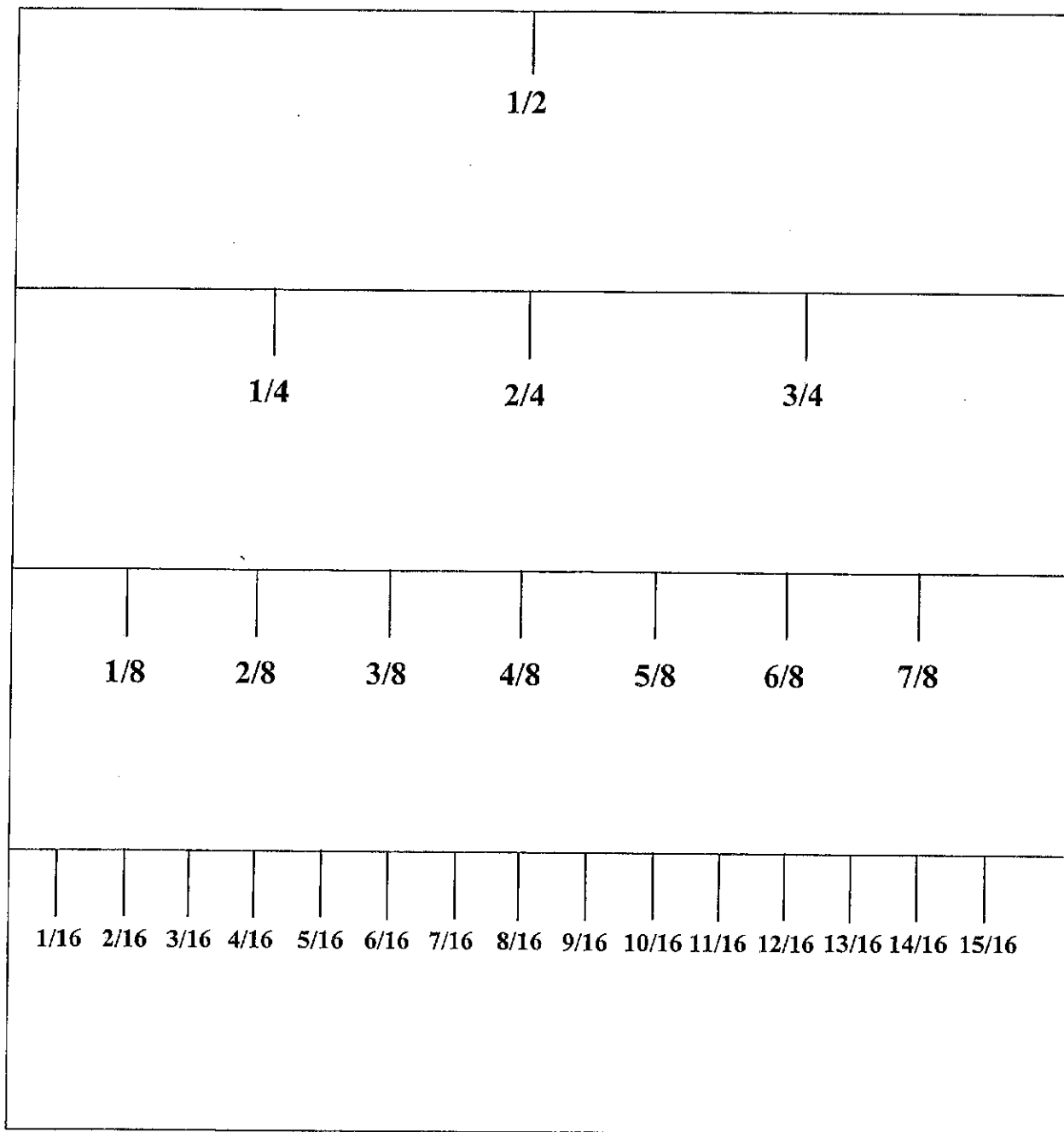
MANIPULATIVE

Technology/Math

Measurement

Directions to Student: Use this cue card to find equivalent fractions.

The Inch

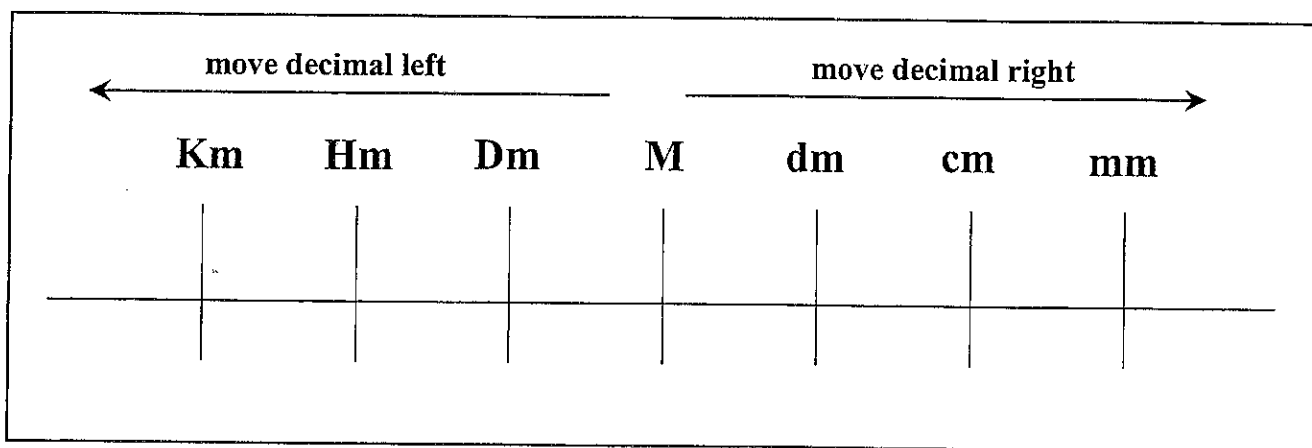


Note to Teacher: Duplicate and laminate this cue card for students.

MANIPULATIVE

Math**Metrics**

Directions to Student: Use this cue card to determine which direction to move the decimal when converting metrics.

**Mnemonic**

Directions to Student: Use this sentence to remember the order of metric measures. The first letter of every word in the sentence corresponds to the first letter of the metric system, starting with the largest and moving to the smallest.

**KING HECTOR DOESN'T MIND DRINKING
CHOCOLATE MILK**

MANIPULATIVE

Math
Metric Conversions

Directions to Student: Look at the linear example and use it to complete the chart for mass and volume. Then use your completed chart when converting metrics.

Linear (meter)	Mass (gram)	Volume (liter)
Kilometer		
Hectometer		
Dekameter		
Meter		
Decimeter		
Centimeter		
Millimeter		

MANIPULATIVE

Computer Science**Computer Processes**

Directions to Student: Each operation on the computer involves many steps. Make yourself cue cards listing every step. Stick them on your computer or in your computer journal. Examples of cue cards are shown below.

*Samples***Inserting a Disk and
Saving to Disk**

1. Put disk in "A" drive
2. Go to File - click Open
3. At Look in window, hit arrow key and move down to 3½ Floppy (A:) line
4. Click once
5. Highlight file name and click Open
6. Go to File - Save As
7. Go to Save in window
8. Hit arrow down
9. Highlight (C:)
10. Double click on My Documents
11. Save

Finding a Site on the Internet

1. Leave <http://www> in window
2. Type in the internet address
3. Push enter

SECTION THREE

DIFFERENTIATED ADAPTED ACTIVITIES

Differentiating Instruction is proactively adjusting teaching and learning by systematically modifying content, processes and products according to student readiness, interests and learning profile. A basic principle in differentiating instruction is that every student can learn. What is important to look at is the student's instructional level, the size of the task and the pace of instruction. These must be varied and adjusted to form an instructional match for the student based on continuous formal or informal assessment. This provides feedback to teachers so they can make decisions regarding the appropriate instructional assignments and/or grouping for students.

This section is divided into the following four parts:

- Definitions of Differentiated Activities (p. 171)
- Guidelines for Differentiating Instruction (p. 172)
- ADAPT Activities to Differentiate Instruction (pp. 173-180)
 - Structured Study Guides (p. 173)
 - Information Organizers (p. 174)
 - Skeletal Outlines (p. 175)
 - What You Need to Know Charts (p. 176)
 - Concept Activities (p. 177)
 - Application Activities (p. 178)
 - Games (p. 179)
 - Manipulatives (p. 180)
- Differentiating ADAPT Activities at Three Different Skill Levels (p. 181-186)

DEFINITIONS OF DIFFERENTIATED ACTIVITIES

There are many different categories of differentiated activities. The chart below defines these activities.

Differentiated Activities	Definitions
Tiered Activities	Activities used to focus all students on key ideas, understandings and skills but at different levels of complexity, abstractness, and open-endedness ensuring that each student gains these key skills and understandings at his/her level of challenge.
Flexible Grouping	A variety of small group instructional arrangements including literature circles, group investigation, interest groups, peer tutoring or cooperative learning groups.
Peer Tutoring	A system of instruction in which pairs of students help and coach one another and learn by teaching.
Learning Center	<ul style="list-style-type: none"> • An area in the classroom developed to help students explore topics of personal interest focusing on mastery or extension of skills and concepts. • Centers include important learning goals, growth promoting materials and a wide variety of activities. • These activities move from simple to complex, concrete to abstract, structured to open-ended. A plan for assessment and record keeping should be developed.
Interest Center	An area in the classroom that has activities or materials to provide instruction on a skill or to reinforce or expand upon a skill or concept.
Independent Study	<ul style="list-style-type: none"> • Individualized assignments designed to meet students' needs according to their interests and readiness levels. • Students pursue topics that interest them, identify questions, develop plans to answer the questions, set goals and criteria, and assess their progress, gradually moving toward greater independence.
Learning Contract	<ul style="list-style-type: none"> • A contract between student and teacher that allows student choice and independence on what is to be learned, when it will be done and how it will be evaluated. • Contracts include specific working conditions, positive consequences, criteria, and signatures.
Varied Questions	<ul style="list-style-type: none"> • A differentiation of student response by varying the types of questions given to learners based on their readiness, interests and learning style. • Questions are adjusted by how complex and abstract they are, moving from questions on the knowledge level to questions on the evaluation level. • Varied questions are embedded into the other differentiated activities.

This section suggests how to differentiate instruction using ADAPT activities. Teachers can use them in a variety of ways, not only to adapt instruction but also to differentiate instruction.

Adapted from Tomlinson (1999)

GUIDELINES FOR DIFFERENTIATING INSTRUCTION

The following guidelines are suggested to differentiate instruction:

- Base differentiated instruction on formal or informal assessment
- Proactively adjust teaching and learning
- Systematically modify content, process and/or product
- Modify according to the student's readiness, interests, and the way the student learns
- Provide a moderate challenge for most students
- Provide different opportunities to link new information with old
- Identify essential concepts, principles and skills
- Become knowledgeable about student needs
- Scaffold according to readiness by giving step-by-step directions, reteaching, providing additional modeling, and adapting activities as needed
- Create different products based on readiness, interest levels and learning preferences
- Use a variety of strategies including learning stations, cooperative learning, flexible grouping, tiered assignments, varied questions, adapted worksheets, independent studies and peer tutoring.
- Vary levels of complexity, abstractness, materials, student expression and range of applications
- Use several different ADAPT activities on the same topic and have students complete them at different learning centers

Adapted from Tomlinson (1995)

ADAPT ACTIVITIES TO DIFFERENTIATE INSTRUCTION

Structured Study Guides (examples on pages 16 - 22)

Tiered Activities	<ul style="list-style-type: none"> • Vary the difficulty level of a Structured Study Guide by doing the following: <ul style="list-style-type: none"> – do not use word banks – eliminate page clues – turn statements into questions – eliminate headings and have students supply them – have students develop a Structured Study Guide for other students to use • Provide a completed Structured Study Guide for students to study prior to a lecture or discussion
Flexible Grouping	<ul style="list-style-type: none"> • Have students use a Structured Study Guide in a Jigsaw Activity • Have students work in small groups to complete the Structured Study Guide
Peer Tutoring	<ul style="list-style-type: none"> • Have one student assist another student in completing and correcting the Structured Study Guide • Have students use the Structured Study Guide as a test review

ADAPT ACTIVITIES TO DIFFERENTIATE INSTRUCTION

Information Organizers (examples on pages 24 - 66)

Tiered Activities	<ul style="list-style-type: none"> • Vary the difficulty level of an Information Organizer by doing the following: <ul style="list-style-type: none"> – add word banks – eliminate word banks, but maintain an Information Organizer template (format) – have students develop their own Information Organizer
Flexible Grouping	<ul style="list-style-type: none"> • Use Information Organizers of various levels in pre-selected ability groups (See Tiered Activities)
Peer Tutoring	<ul style="list-style-type: none"> • Have students complete an Information Organizer together • Have students develop an Information Organizer together
Learning Center	<p>Make Information Organizers into Manipulatives that can be completed by students at a learning center (e.g., pages 27, 30, 31, 32, 33)</p>
Interest Center	<ul style="list-style-type: none"> • Have students expand on a topic of interest using an Information Organizer and provide materials on different levels. (e.g., using the Information Organizer on page 53, students select which Civil War battle they want to study more thoroughly)
Independent Study	<ul style="list-style-type: none"> • Have students select an interest area on the topic and develop an Information Organizer
Learning Contracts	<ul style="list-style-type: none"> • Have students complete an Information Organizer as part of a learning contract

ADAPT ACTIVITIES TO DIFFERENTIATE INSTRUCTION

Skeletal Outlines (examples on pages 68 - 76)

Tiered Activities	<ul style="list-style-type: none"> • Vary the way the Skeletal Outline is used by doing the following: <ul style="list-style-type: none"> – have some students use Skeletal Outlines for guided listening – have some students write paragraphs from different kinds of Skeletal Outlines – have some students use Skeletal Outlines in place of Structured Study Guide for guided reading – have some students use Skeletal Outlines for reports and compositions
Flexible Grouping	<ul style="list-style-type: none"> • Have groups of students use different kinds of Skeletal Outlines
Peer Tutoring	<ul style="list-style-type: none"> • Have pairs of students use Skeletal Outlines to review for tests
Independent Study	<ul style="list-style-type: none"> • Have students use Skeletal Outlines to structure their independent studies
Learning Contracts	<ul style="list-style-type: none"> • Have students complete a Skeletal Outline as part of a learning contract

ADAPT ACTIVITIES TO DIFFERENTIATE INSTRUCTION

What You Need To Know Charts (examples on pages 78 - 95)

Tiered Activities	<ul style="list-style-type: none"> • Vary the difficulty level of a What You Need To Know Chart by doing the following: <ul style="list-style-type: none"> – have students develop their own What You Need To Know Charts – eliminate page clues – use different kinds of What You Need To Know Charts for different students – provide definitions and have students locate the vocabulary word
Flexible Grouping	<ul style="list-style-type: none"> • Have students drill each other in small groups • Have small groups of students review vocabulary in a game format
Peer Tutoring	<ul style="list-style-type: none"> • Have students drill each other in pairs • Have students check each other's What You Need To Know Chart <ul style="list-style-type: none"> – have pairs of students review vocabulary for a test – have pairs of students develop their own What You Need To Know Chart • Have pairs of student use a What You Need to Know Chart to review content or vocabulary
Learning Center	<ul style="list-style-type: none"> • Have students complete a What You Need To Know Chart at a learning center • Make What You Need To Know Charts into manipulatives and have students use them at a learning center • Use a What You Need To Know Chart at a learning center to review content or vocabulary
Learning Contracts	<ul style="list-style-type: none"> • Have students complete a What You Need To Know Chart as part of a learning contract

ADAPT ACTIVITIES TO DIFFERENTIATE INSTRUCTION

Concept Activities (examples on pages 97 - 109)

Tiered Activities	<ul style="list-style-type: none"> • Develop Concept Activities at different levels of abstractness and complexity • Use a variety of materials on different levels to develop conceptual understanding of one concept
Flexible Grouping	<ul style="list-style-type: none"> • Have some students complete a Concept Activity in a small group
Learning Center	<ul style="list-style-type: none"> • Make Concept Activities into Manipulatives that can be completed by students at a learning center (e.g. pp. 97 and 98)
Independent Study	<ul style="list-style-type: none"> • Have students complete a Concept Activity according to their interests and readiness levels as part of an independent study
Learning Contracts	<ul style="list-style-type: none"> • Have students complete a Concept Activity as part of a learning contract

ADAPT ACTIVITIES TO DIFFERENTIATE INSTRUCTION

Application Activities (examples on pages 111 - 140)

Tiered Activities	<ul style="list-style-type: none"> • Vary the difficulty level of an Application Activity by doing the following: <ul style="list-style-type: none"> – have students dramatize, write, or draw a picture (e.g. pp. 114 - 117) – eliminate some of the questions or tasks – have students repeat the activity and make comparisons (e.g., p. 128 visit two school board meetings and compare meetings)
Flexible Grouping	<ul style="list-style-type: none"> • Have a small group of students complete an Application Activity together
Peer Tutoring	<ul style="list-style-type: none"> • Have pairs of students assist each other in completing a task by using an Application Activity together
Learning Center	<ul style="list-style-type: none"> • Have students apply what they have learned at a learning center using an Application Activity as a planning guide
Interest Center	<ul style="list-style-type: none"> • Allow students to choose an Application Activity according to interest, product or process
Independent Study	<ul style="list-style-type: none"> • Have students select interest areas and provide them with an Application Activity to guide their study
Learning Contracts	<ul style="list-style-type: none"> • Have students develop an Application Activity with the teacher as part of a learning contract

ADAPT ACTIVITIES TO DIFFERENTIATE INSTRUCTION

Games (examples on pages 142 - 150)

Tiered Activities	<ul style="list-style-type: none"> • Vary the questions according to levels of difficulty and complexity • Have some students develop their own games
Flexible Grouping	<ul style="list-style-type: none"> • Use a game for review in small groups
Peer Tutoring	<ul style="list-style-type: none"> • Have pairs of students use a game to help each other review
Learning Center	<ul style="list-style-type: none"> • Place games at a learning center for student practice and review
Interest Center	<ul style="list-style-type: none"> • Allow students to select games according to their interest • Use games to stimulate interest • Have some students create their own games according to their interests
Learning Contracts	<ul style="list-style-type: none"> • Have students develop a game as part of a learning contract

ADAPT ACTIVITIES TO DIFFERENTIATE INSTRUCTION

Manipulatives (examples on pages 152 - 168)

Tiered Activities	<ul style="list-style-type: none"> • Vary tasks or questions according to levels of difficulty and complexity • Use Manipulatives as an optional assessment
Flexible Grouping	<ul style="list-style-type: none"> • Have students use Manipulatives to introduce a new skill in a small group • Have students use Manipulatives to review in small groups
Peer Tutoring	<ul style="list-style-type: none"> • Have pairs of students use Manipulatives to help each other learn, practice or review a skill or concept
Learning Center	<ul style="list-style-type: none"> • Assign students to learning centers to use Manipulatives according to student readiness level
Interest Center	<ul style="list-style-type: none"> • Assign students to interest centers and place Manipulatives there for students to use
Independent Study	<ul style="list-style-type: none"> • Have students develop Manipulatives for other students to use
Learning Contracts	<ul style="list-style-type: none"> • Have students develop and/or use Manipulatives as part of a learning contract

Differentiating ADAPT Activities at Three Different Skill Levels

Structured Study Guide – *Labeled Examples*

Many adapted activities can be differentiated to meet students' individualized needs. Following on pages 181 to 183 are labeled examples of a Structured Study Guide that is presented at three different skill levels. Students can begin work at any skill level according to need and progress to more difficult skill levels.

STUDY SKILL: Locating Information and Finding the Main Ideas in Content Material
ADAPT ACTIVITY: STRUCTURED STUDY GUIDES
PURPOSE: To teach students how to locate and find main ideas.

Directions to Teacher: Give students the study guide that matches their skill levels. Highlight and model the use of key strategies which are indicated by bullets on these examples. Then help the student complete the study guide.

Structured Study Guide – Level 1

This sample includes open ended statements, parallel wording and the same text sequences.

STRUCTURED STUDY GUIDE

Science

Chapter 20: The Planet and Moon System (pp. 607-614)

Directions to Student: Use your book to complete the statements.

Planets and Moons

Changing Ideas

(p. 608)

1. For many years, people believed that the earth was _____.
2. People believed that the sun _____.
3. Nicolaus Copernicus had the idea that the _____ is the center of the universe.
4. Johannes Kepler was able to prove that _____.
5. The sun and objects that revolve or go around the sun make up our _____.
6. The objects that revolve around the sun are the _____ and the _____.

The Planets

(p. 610)

1. Planets appear to _____ from stars in their background.
2. Stars seem to be _____ in their position in the sky.
3. Planets differ in _____.
4. Most of the smaller planets are close to the _____.
5. All nine planets in the solar system are always moving in an _____ or path around the sun.
6. One trip around the sun is called a _____ which is a year in the life of a planet.
7. The orbits of the planets are somewhat _____.
8. A planet's distance from the sun _____.

(p. 612)

9. Each planet revolves around the sun at a different _____.
10. The planets that are closer to the sun _____ than those that are farther away.
11. The sun's _____ pulls more strongly on the planets closer to the sun.

Adapted from Huck & Wilson (1996)

Differentiating ADAPT Activities at Three Different Skill Levels

Structured Study Guide – Level 2

This sample changes the wording so it does not closely parallel the text and requires the student to provide more of the open ended statement. Some of the words are bolded to provide clues for locating the information.

STRUCTURED STUDY GUIDE

Science

Chapter 20: The Planet and Moon System (pp. 607-614)

Directions to Student: Use your book to complete the statements.

Planets and Moons

(p. 608) 1. For a long time **people believed** that the earth was _____.

2. **Copernicus** thought that _____.

3. **Kepler** was able to prove that _____.

4. The sun and objects that **revolve** around it make up our _____.

5. The objects that **revolve around the sun** are _____.

(p. 610) 1. **Planets differ** in _____ and appear to wander away from the stars in their background, while _____ seem to be fixed in their position in the sky.

2. Most of the **smaller planets** _____.

3. All nine planets in the solar system are always moving in an _____.

4. The somewhat **oval path** that the nine planets take around the sun is called an _____.

5. A **planet's year** is one trip or _____.

6. Each **planet revolves** around the sun at a different _____.

7. The sun's **gravity** pulls more strongly on the planets _____ to the sun so that the planets that are closer to the sun _____ than those that are farther away.

Write the name of ADAPTEd Activity →

Have students provide subheadings in the text →

Paraphrase wording in text →

Move from single word answers to completion of sentences using phrases →

Require students to provide more of the open-ended statement →

Sequence statements in same order as text →

Highlight key words →

Provide page clues →

Adapted from Huck & Wilson (1996)

DIFFERENTIATED ADAPTED ACTIVITIES

Differentiating ADAPT Activities at Three Different Skill Levels

Structured Study Guide – Level 3

This sample uses focus questions instead of incomplete statements. Students are required to answer in complete sentences.

Have students provide headings and subheadings in the text

Provide questions that lead the students to summarize the text

As student skill levels increase, gradually increase difficulty of responses level

STRUCTURED STUDY GUIDE

Science

Chapter 20: The Planet and Moon System (pp. 607-614)

Directions to Student: Use your book to answer the following focus questions:

(write heading)

(write sub heading)

1. What belief did early people have about the earth and its relationship to the sun?

2. What was Nicolaus Copernicus's idea about the sun?

3. What was Johannes Kepler's theory about the center of the universe?

4. What are the parts of our solar system?

(write sub heading)

1. What are the two common characteristics of all the planets?

2. What is considered to be a planet's year?

3. How does the sun's gravity affect the planets?

DIFFERENTIATED ADAPTED ACTIVITIES

Differentiating ADAPT Activities at Three Different Skill Levels

Information Organizer – Labeled Examples

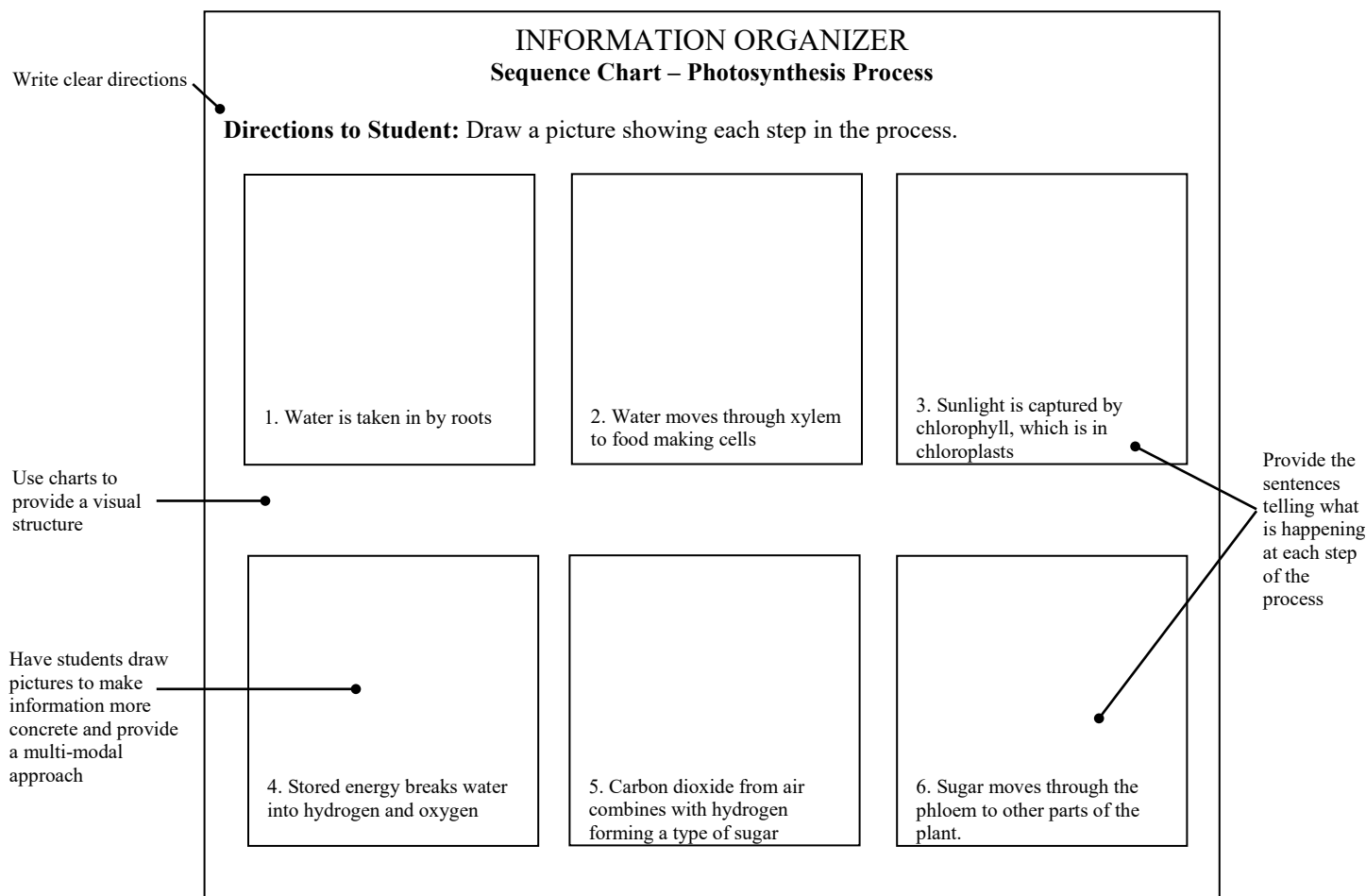
Many adapted activities can be differentiated to meet students' individualized needs. Following on pages 184 to 186 are labeled examples of an Information Organizer that is presented at three different skill levels. Students can work at any skill level according to need and progress to more difficult skill levels.

STUDY SKILL: Organizing information using a chart or graphic format
ADAPT ACTIVITY: INFORMATION ORGANIZER
PURPOSE: To teach students how to organize information for short and long term retention.

Directions to Teachers: Give students the Information Organizer that matches their skill levels. Highlight and model the use of key strategies which are indicated by bullets on these examples. Then help the students complete the Information Organizers.

Information Organizer – Level 1

This sample includes information for each part of the chart.



Adapted from Huck & Wilson (1996)

Differentiating ADAPT Activities at Three Different Skill Levels

Information Organizer – Level 2

This sample includes only partial information. The student supplies the majority of the information.

INFORMATION ORGANIZER
Sequence Chart – Photosynthesis Process

Directions to Student: Draw a picture showing each step in the process. Then write a sentence in the blanks telling what is happening in the picture.

<div style="position: relative; height: 100%;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%;"></div> <div style="position: absolute; bottom: 10px; left: 10px;"> 1. Water is taken in by roots </div> </div>	<div style="position: relative; height: 100%;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%;"></div> <div style="position: absolute; bottom: 10px; left: 10px;"> 2. _____ _____ </div> </div>	<div style="position: relative; height: 100%;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%;"></div> <div style="position: absolute; bottom: 10px; left: 10px;"> 3. _____ _____ </div> </div>
<div style="position: relative; height: 100%;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%;"></div> <div style="position: absolute; bottom: 10px; left: 10px;"> 4. _____ _____ </div> </div>	<div style="position: relative; height: 100%;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%;"></div> <div style="position: absolute; bottom: 10px; left: 10px;"> 5. _____ _____ </div> </div>	<div style="position: relative; height: 100%;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%;"></div> <div style="position: absolute; bottom: 10px; left: 10px;"> 6. Sugar moves through the phloem to other parts of the plant. </div> </div>

Adapted from Huck & Wilson (1996)

DIFFERENTIATED ADAPTED ACTIVITIES

Differentiating ADAPT Activities at Three Different Skill Levels**Information Organizer – Level 3**

This sample provides only a skeletal chart format.

INFORMATION ORGANIZER Sequence Chart – Photosynthesis Process		
Directions to Student: Draw a picture showing each step in the process. Then write a sentence in the blanks telling what is happening in the picture.		
<div>1. _____ _____ _____</div>	<div>2. _____ _____ _____</div>	<div>3. _____ _____ _____</div>
<div>4. _____ _____ _____</div>	<div>5. _____ _____ _____</div>	<div>6. _____ _____ _____</div>

Adapted from Huck & Wilson (1996)

SECTION FOUR

EVALUATION

The purpose of the evaluation section is to provide teachers with alternatives for meeting the needs of students who have difficulty demonstrating mastery of content material through traditional evaluation procedures. All of the ideas have been designed to make evaluation a more successful and positive experience for students. The section is divided into the following four parts:

- Preparing for Tests
 - Test Taking Strategies (p. 190)
 - Strategies for When You Don't Know an Answer (pp. 191-194)
 - Mnemonics (pp. 195-196)
 - Test Vocabulary (pp. 197-198)
- Adapting Written Tests (pp. 199-220)
- Alternatives to Written Tests (pp. 221-233)
- Accommodations for Standardized State and District Assessments (pp. 234-237)

Preparing for Tests

Some students lack the study skills necessary to be successful on tests. They need specific instruction on preparing for tests. Several skills that may need to be taught include using test-taking strategies, using mnemonics for remembering information and understanding test vocabulary.

Adapting Written Tests

For other students, the written test itself poses problems. Teachers may need to adapt the written questions, modify testing procedures or simplify the response level so students are more successful on written tests.

Alternatives to Written Tests

Some students would be more successful with an alternative to a written test. Teachers can provide alternatives to traditional written tests by using performance tasks that are evaluated by checklists or scoring rubrics.

Accommodations for Standardized State and District Assessments

Standardized tests can also present problems for students who are not successful with traditional tests. Many states have designated accommodations that are allowed during standardized testing. A guide to facilitate the decision-making process for identifying accommodations and sample accommodation checklists are included.

PREPARING FOR TESTS

Many children need techniques and skills for test preparation. Some students come to school with exceptional memory abilities, but most need to acquire these skills through specific instruction and modeling. Test vocabulary also prevents some students from being successful test takers.

The techniques to address these issues are:

- Using specific test-taking strategies
- Using mnemonics
- Understanding the vocabulary commonly used in test directions and questions

Students can learn how to use test-taking strategies, allowing them to be more efficient and effective. These strategies need to be taught, modeled and practiced in steps that are easy to remember. A step-by-step test-taking strategy is outlined on p. 190. Strategies for "*When you Don't Know an Answer*" are found on pp. 191-194.

Mnemonics are techniques for remembering information. The chart on pp. 195-196 includes definitions and examples of the most commonly used mnemonics. Several options are provided because different students profit from different approaches.

Students who do poorly on tests because they do not understand the vocabulary used in the test directions and questions need specific instruction to learn test vocabulary. Teachers can prepare students by introducing commonly used words and providing them with definitions and examples. The chart on pp. 197-198 lists those most commonly used words with definitions and examples.

PREPARING FOR TESTS

Test-Taking Strategy

Run/Rest

Prepare students to take tests by teaching and modeling different test-taking strategies. The acronyms below provide a step-by-step strategy that students can use to maximize their test-taking abilities. After teaching this strategy, provide adequate practice for students to achieve automaticity.



<R>ead instructions carefully

<U>nderline what to do

<N>otice where to answer



<R>ead each question carefully

<E>nsure all questions are answered

<S>witch an answer only if you are sure

<T>ackle the hard questions at the end

Adapted from Lyerla and Schumaker (1991)

Strategies for When You Don't Know an Answer

Directions to Teacher: Present these strategies as “last resort” techniques in order for students to become “smart test takers.” After teaching this strategy, use the practice test on p. 193 or your own practice test for reinforcement.

Multiple Choice Questions

1. Avoid absolutes

Examples: **always, every, never, none, only**

2. Reduce the choices by eliminating those you know are not correct

Example: The three parts of a plant are

- A. soil, stem, flower
- B. sun, stem, roots
- C. roots, stem, flower
- D. roots, stem, soil

3. If two of the answers are correct, choose “all of the above.”

Example: A property of neutrons is

- A. has no charge ●————— correct
- B. has about the same mass as a proton ●————— correct
- C. is one part of the nucleus of an atom
- ☒ D. all of the above

4. Eliminate similar answers

Example: The average length of the four-toed cremuth is

- ~~A.~~ One foot C. Three feet
- ~~B.~~ Twelve inches D. Eighteen Inches

5. Look at other sections of the test where questions might already be answered

Example: Question 1

The Battle of Ares took place because of

- a. religion c. oak
- b. greed d. a and b

Question 2

Write “True” or “False”

_____ The greedy Ares stockpiled their gold.

PREPARING FOR TESTS

Strategies for When You Don't Know an Answer

Matching

1. Start with the definition and look for the correct word even if the definition is on the right hand side of the page.

Example:

- ___ 1. Neutron
- ___ 2. Electron
- ___ 3. Proton

- A. has a positive charge
 - B. has no charge
 - C. has a negative charge

**Start
Here**

Example:

**Start
Here**

- 1. small growth
 - 2. used to purchase goods
 - 3. red or green fruit
 - 4. form of transportation

- ___ A. Apple
- ___ B. Sethol
- ___ C. Train
- ___ D. Money

True and False

1. Choose **true** when the statement is long.

Example: True The New England colonies were settled by people who wanted religious freedom.

2. Choose **false** when absolute words are used.

Example: **always, every, never, none, only**



Note to Teacher: An original practice test and a labeled example follow this page. The labeled example demonstrates what strategy to use for different kinds of questions. Stress that these techniques are often correct, but are not “sure proof.”

PREPARING FOR TESTS

Strategies for When You Don't Know an Answer Practice Test

Section 1 - Put a circle around the letter next to the best choice.

1. Working conditions during the early Paleonic Period were

A. Always fair	C. Usually fair
B. Never fair	D. Never dangerous
2. The average length of the four-toed cremuth is

A. One foot	C. Three feet
B. Twelve inches	D. Eighteen inches
3. The Argualan colonists fought the King because of

A. Land rights	C. Water rights
B. Cruelty	D. Unfair taxation of export products from their homeland
4. The Battle of Ares took place because of

A. Religion	C. Famine
B. Greed	D. A and B

Section II: Match the term on the left with the word(s) on the right that means the same thing. Write the letter in the blank beside the number of the appropriate term.

- | | |
|-----------------|---------------------------|
| _____ 1. Apple | a. Small growth |
| _____ 2. Sethol | b. Used to purchase goods |
| _____ 3. Train | c. Red or green fruit |
| _____ 4. Money | d. Form of transportation |

Section III: Write "True" or "False" in the blank.

- | | | |
|-------|--|--|
| _____ | 1. Low levels of monoplast in the blood always indicate endemantic infection. | |
| _____ | 2. Many of the countries in the lower peninsula region depend on irrigation for crop watering. | |
| _____ | 3. If sendium is added to phosphorus, it never fails to ignite. | |
| _____ | 4. Most cancerous cells contain a form of skotema. | |
| _____ | 5. The greedy Ares always stockpiled their gold. | |

Adapted from Lyerla and Schumaker (1991)

PREPARING FOR TESTS

Strategies for When You Don't Know an Answer

Practice Test

Answer Key

Section 1 – Put a circle around the letter next to the best choice.

Multiple Choice

1. Working conditions during the early Paleonic Period were

A. Always fair

B. Never fair

C. Usually fair

D. Never dangerous
2. The average length of the four-toed cremuth is

A. One foot

B. Twelve inches

C. Three feet

D. Eighteen inches
3. The Argualan colonists fought the King because of

A. Land rights

B. Cruelty

C. Water rights

D. Unfair taxation of export products from their homeland
4. The Battle of Ares took place because of

A. Religion

B. Greed

C. Famine

D. A and B

Avoid absolute words

Choose longest answer

Section II: Match the term on the left with the word(s) on the right that means the same thing. Write the letter in the blank beside the number of the appropriate term.

- Answer the knowns first

C 1. Apple

A 2. Sethol

D 3. Train

B 4. Money

- A. Small growth

B. Used to purchase goods

C. Red or green fruit

D. Form of transportation

Discover the answer to "sethol" by process of elimination

Section III: Write "True" or "False" in the blank.

- Answer true for long statements

T 1. Low levels of monoplast in the blood always indicates endemetic infection.

T 2. Many of the countries in the lower peninsula region depend on irrigation for crop watering.
- Answer false if absolute words are used

F 3. If sendium is added to phosphorus, it never fails to ignite.

T 4. Most cancerous cells contain a form of skotema.

F 5. The greedy Ares always stockpiled their gold.

PREPARING FOR TESTS

Remembering Important Ideas

Directions to Teacher: Use the following activities to help students discover what instructional strategies they use or would use to help them remember main ideas or important details.

Activity 1

Teacher Directions: “I am going to show you 10 words for 10 seconds. Try to memorize many of these words. When I take the words away, you need to write down as many of the words as you remember.”

Word Chart

Trailer	Apartment
Bed	House
House	Table
Couch	Sausage
Chair	Tent

Discussion After Activity: “How many of your words were correct (elicit student responses)? How were you able to remember so many words (elicit strategies from students)?”

Activity 2

Teacher Directions: “This time you are going to do much better. Instead of having 10 seconds to look at the words, you will have 1 minute. But your task is different this time (show chart). You will pair two words and draw one picture. For example, you might pair ‘fish’ and ‘tie’ and draw a fish with a tie around his neck. Ready, draw.”

Word Chart

Fish	Tie
Dish	Basketball
Flower	Desk
Dog	Balloon
Stove	Elephant

Discussion After Activity: “How many of your words were correct (elicit student responses)? How were you able to remember so many more words (elicit strategies from students)?”

PREPARING FOR TESTS

Remembering Important Ideas, con't.

Directions to Teacher: As students suggest strategies, chart them and comment about the importance of these strategies. The chart might include these instructional strategies.

Remembering Important IdeasStrategies that might be suggested from Activity 1

- Saying words over and over
- Clumping words into categories: furniture and shelters
- Finding the odd words: 2 beans and belts
- Creating a sentence using the first letter of each word: The bear hid cookies and candies.

Strategies that might be suggested from Activity 2

- Pairing words (reduce memory task from 10 to 5 memory units)
- Drawing funny pictures
- Giving more time
- Personalizing the information

Discussion After Activity: Help students decide which of these strategies they will use to increase their memory capacity. Reinforce these strategies several times prior to testing. Emphasize the main ideas and details that are important to remember for the test. Then brainstorm with the students what strategies they could use to remember the information.

PREPARING FOR TESTS

Definitions of Test Vocabulary

Directions to Teacher: Give students a chart that teaches the specific test vocabulary you will use. The definitions need to be taught and practiced periodically prior to testing.

Test Words	Example Questions	What You Need to Do
<i>Classify/Organize</i>	Classify these foods into 4 main food groups.	Organize items into related groups.
<i>Compare</i>	Compare a hurricane and tornado.	Tell how things are alike and different.
<i>Predict</i>	Predict the ending of a short story.	Present solutions that could happen.
<i>Define</i>	Define photosynthesis.	Give the meaning without using the word.
<i>Summarize</i>	Summarize the story.	Write the main events in sequential order.


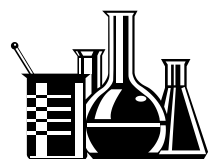


Note to Teacher: Specific subject words could be added to this chart, i.e. technical words in math might include variables, factors, numerals, digits, etc.

PREPARING FOR TESTS

Definitions of Test Vocabulary, con't.

Directions to Teacher: In specific subject areas, create bookmarks emphasizing the common subject words. An example of a science bookmark is shown.

Science Bookmark	My Personal Word Bank
<div data-bbox="397 1661 613 1818">  </div> <div data-bbox="649 1808 711 1835">front</div>	<div data-bbox="987 1661 1203 1818">  </div> <div data-bbox="862 1808 922 1835">back</div>

ADAPTING WRITTEN TESTS

Students who know the content often have difficulty demonstrating mastery through written tests. Adaptations in the test format, type of test questions, response level and testing procedures may become necessary in order to measure a student's progress. This section includes a guide for adapting written tests and gives examples of original and adapted tests.

The guide for adapting written tests contains two parts:

- **Modification of Written Questions** (pp. 200-205)
This part describes the possible adaptations that could be made for oral testing and for multiple choice, matching, true/false, completion and essay formats.
- **Modification of Testing Procedures** (p. 206)
This part addresses modifications for time, length, frequency and content.

Some students have problems recalling information or thinking abstractly. Included are examples of original and adapted tests at three different levels:

- **Intermediate** (pp. 207-211)
- **Middle School** (pp. 212-216)
- **High School** (pp. 217-220)

A labeled example format for each adapted test is included to show teachers how to make modifications to the original test.

ADAPTING WRITTEN TESTS

Guide For Adapting Written Tests

Modification of Written Questions

Oral Tests – Allow students to take oral tests in one of the following ways depending on their needs:

- Read the test and have the students respond either orally or in writing.
- Allow students to listen to the test on tape and respond either orally or in writing.
- Allow students to read the test and respond orally.
- Allow the students to draw a picture illustrating key concepts and then explain to the teacher or the whole class.
- Allow the students to draw a comic strip showing major events in a sequence and explain to the teacher or whole class.

Matching Questions

- Present sets of questions and answers in small groups (no more than 5 to 8 in a set).
- Provide only one extra answer.
- Underline the clue words.
- Use CAPITAL letters.
- Put the definitions on the left and the words on the right.

Conventional Matching

Questions

- | | |
|------------------------|---|
| 1. Tyrant | a. A ruler who uses power in a cruel and unjust way |
| 2. Writs of Assistance | b. Brings goods to a country secretly and illegally |
| 3. Smuggle | c. Search warrants |
| | d. Increase in power |
| | e. A democratic ruler |

Modified Matching

- | | |
|---|------------------------|
| 1. A <u>person</u> who uses power in a cruel and unjust way | A. Tyrant |
| 2. An <u>act</u> where people bring goods to a country secretly and illegally | B. Writs of Assistance |
| 3. <u>Documents</u> that are used as search warrants | C. Smuggle |
| | D. Kidnap |

ADAPTING WRITTEN TESTS

Guide For Adapting Written Tests

Modification of Written Questions

<p>Multiple Choice Questions</p> <ul style="list-style-type: none"> • List the choices in vertical columns. • Eliminate the use of combination answers such as "all of the above", "A and B" • Offer fewer choices or eliminate similar choices • Use CAPITAL letters for choices • Avoid absolutes (e.g., all, always, every, no, never, none, only). 	<p>Conventional Multiple Choice Questions</p> <p><i>Boycotts were used in Colonial America to:</i></p> <ol style="list-style-type: none"> a. damage American Trade b. challenge Parliament's power to tax colonies c. increase the power of British merchants d. b and c e. none of the above <p>Modified Multiple Choice</p> <p><i>Boycotts were used in Colonial America to:</i></p> <ol style="list-style-type: none"> A. damage American trade B. challenge Parliament's power to tax the colonies C. increase the power of British merchants
<p>True/False Questions</p> <ul style="list-style-type: none"> • Use simple straightforward statements. • Avoid negative or comparative words. • <u>Underline</u> the key words that make the statement true or false. • Use "yes" or "no" instead of true and false. 	<p>Conventional True/False Questions</p> <p>Anti-prohibitionists believed that alcohol was not a problem to society.</p> <p>Modified True/False Questions</p> <p>Prohibitionists believed that alcohol <u>was</u> a problem to society.</p>

ADAPTING WRITTEN TESTS

Guide For Adapting Written Tests

Modification of Written Questions

<p>Completion Questions</p> <ul style="list-style-type: none"> • Provide a word bank of possible answers. • Provide partial letters clues for missing words. • Do not count spelling errors. • Allow students to use the text and provide page clues. • Give a separate spelling test. • Allow the students to use a spelling list as a word bank. • Provide an organizer for the student to complete. 	<p>Conventional Completion Question</p> <ul style="list-style-type: none"> • What are some valuable resources found in Norway's mountains? <p>Modified Completion Questions</p> <ul style="list-style-type: none"> • What are <u>two</u> valuable natural resources found in Norway's mountains?
<p>Essay Questions</p> <ul style="list-style-type: none"> • Give students the option of answering two out of three essay questions, three out of five, etc. • Give the questions a few days ahead of time and allow students to prepare answers using their books and notes. • Allow students to use their books during the test to locate information. • Allow students to tape answers. • Provide an idea bank or list of topics to include in their answers. 	

ADAPTING WRITTEN TESTS

Guide For Adapting Written Tests

Modification of Written Questions

Essay Questions			
Hierarchy of Difficulty Level 1. Ask students to complete a sentence stem. 2. Ask students to list answers. Include the specific number of answers. 3. Ask students to complete a chart. 4. Allow students to answer questions in the form of an outline by providing a planning guide with sequential questions. Then have students write an essay using the outline.	Examples 1. A major cause of the War of 1812 was: _____ _____ 2. List the five phases of mitosis. 3. Complete the chart below listing two properties for each part of the atom.		
	Properties of Proton	Properties of Neutron	Properties of Electron
	1. _____ _____	1. _____ _____	1. _____ _____
	2. _____ _____	2. _____ _____	2. _____ _____
	4. Write the account of the final assault in the Battle of the Alamo.		
	Planning Guide		My Story of the Alamo
	1. On February 8, how many Texans were at the Alamo? (p. 286) 2. Who arrived with the Mexican Army on February 23? 3. While Santa Anna bombarded the fort, what was happening inside the Alamo?	1. _____ _____ 2. _____ _____ 3. _____ _____	



Note to Teacher: Notice that the response level of each adapted essay question increases in difficulty.

ADAPTING WRITTEN TESTS

Guide For Adapting Written Tests

Modification of Written Questions

Essay Questions											
<p>Modification of Original Question</p> <ul style="list-style-type: none"> Break multiple questions into separate questions. 	<p>Original Question:</p> <p>Sometimes strong storms called typhoons strike Japan. What is a typhoon and how does it differ from a hurricane? When do typhoons usually occur and what happens after they move over land?</p> <p>Adapted Question:</p> <p>Sometimes strong storms called typhoons strike Japan.</p> <ol style="list-style-type: none"> What is a typhoon? When do typhoons usually occur? What happens to a typhoon when it moves over land? Show how a typhoon differs from a hurricane by completing the chart below. <table border="1"> <thead> <tr> <th>Typhoon</th><th>Hurricane</th></tr> </thead> <tbody> <tr> <td>1.</td><td>1.</td></tr> <tr> <td>2.</td><td>2.</td></tr> <tr> <td>3.</td><td>3.</td></tr> <tr> <td>4.</td><td>4.</td></tr> </tbody> </table>	Typhoon	Hurricane	1.	1.	2.	2.	3.	3.	4.	4.
Typhoon	Hurricane										
1.	1.										
2.	2.										
3.	3.										
4.	4.										

Adapted from Wood, Miederhoff, & Ulschmid (1989)



Note to Teacher: Notice that the response level of each adapted essay question increases in difficulty.

ADAPTING WRITTEN TESTS

Guide For Adapting Written Tests

Modification of Written Questions

Essay Questions	
<p>Modification of Original Essay Question</p> <ul style="list-style-type: none"> Provide Information Organizers or Skeletal Outlines to help students answer the question. 	<p><i>Original Question:</i> Discuss life in both Germany and the United States by comparing and contrasting the governments, societies, and economic systems of the two countries.</p> <p><i>Adapted Question 1</i> Complete the diagram below to compare and contrast life in Germany and the United States.</p> <div data-bbox="470 772 1412 1119"> </div> <p><i>Adapted Question 2</i> Compare and contrast life in Germany and the United States by completing the diagram above. Take the information from the chart and use it to write a paragraph comparing life in Germany and the United States.</p> <p><i>Adapted Question 3</i> COMPARE and CONTRAST life in Germany and the United States. Use this outline to help in writing your answer.</p> <ol style="list-style-type: none"> I. Similarities (Compare) (How are they alike?) <ol style="list-style-type: none"> A. How is daily life the same in the United States and Germany? B. Give two examples II. Differences (Contrast) (How are they different?) <ol style="list-style-type: none"> A. How is daily life different in the United States and Germany? B. Give two examples.



Note to Teacher: Notice that the response level of each adapted essay question increases in difficulty.

ADAPTING WRITTEN TESTS

Guide For Adapting Written Tests

Modification of Testing Procedures

MODIFICATIONS FOR:	EXAMPLES
<ul style="list-style-type: none"> • Time 	<p>Allow students more time to complete the test.</p>
<ul style="list-style-type: none"> • Length 	<p>Reduce the number of test items.</p>
<ul style="list-style-type: none"> • Frequency 	<p>Provide short tests on a more frequent basis.</p>
<ul style="list-style-type: none"> • Content 	<p>Test only important content that was reviewed in class. During the review specify information that will be tested.</p>
<ul style="list-style-type: none"> • Level of Assistance 	<p>Vary the level of assistance according to student need.</p>

ADAPTING WRITTEN TESTS

Sample Original Test

Intermediate Level

Chapter 6: Growth and Behavior of Plants (pp. 242-254)

Answering Questions

Directions: Write the correct answer to each of the following questions. (6 points each).

1. Why are seed leaves important? Seed leaves have stored food, which the new plant needs in order to grow.
2. Where can spores be found on a fern plant? Spores can be found in small brown dots on the back of the leaves of a fern plant.
3. What three things are needed by seeds and spores in order to sprout? Seeds and spores need water, air, and warmth in order to sprout.
4. What happens to seeds when they are put in moist ground? The seeds swell with water and their seed coats open. The tiny plants then start to grow.
5. What do plants need to make food? Plants need sunlight, chlorophyll, water, and carbon dioxide to make food.

Filling in Blanks

Complete each of the following sentences correctly. (5 points each)

6. The beginning of a tiny root and a tiny shoot may be found in a new plant.
7. The shoot becomes the stem and the leaves of a seed plant.
8. A plant is made up of many cells, or tiny units of living matter.

ADAPTING WRITTEN TESTS

Sample Original Test

Intermediate Level

Filling in Blanks – con't.

9. A plant cell gets its shape from the cell wall.
10. Plants grow larger as their cells grow larger and divide into new cells.
11. Plants have chlorophyll, a green coloring matter, which is needed to make their food.
12. Carrots store food in the cells of their roots.
13. The nucleus of each cell stores information about the way a seed should grow.
14. Seeds need oxygen from the air in soil to get the energy that they need to sprout and grow.
15. New plants may be started from parts taken from a growing part, called cuttings.

Writing the Answer

Discuss how a plant grows larger and the cells divide into new cells.

Adapted from *The New Exploring Science*, Laidlaw Brothers.

ADAPTING WRITTEN TESTS

Sample Adapted Test

Intermediate Level

Labeled

Chapter 6

Growth and Behavior of Plants (pp. 242-254)

I. Multiple Choice

Directions: Choose the correct answer and write it on the blank to the left of each number.

Write clear,
concise
directions

_____ 1. Carrots store food in the cells of their _____.

- A. Stems
- B. Roots
- C. Leaves

_____ 2. Information about how a seed should grow is stored in the _____ of each cell.

- A. Nucleus
- B. Cytoplasm
- C. Cell Wall

_____ 3. In order for seeds to sprout and grow, the air in the soil must have _____.

- A. Hydrogen
- B. Nitrogen
- C. Oxygen

_____ 4. A green coloring matter which is needed for plants to make oxygen is called _____.

- A. Oxygen
- B. Photosynthesis
- C. Chlorophyll

Use capital
letters
for all choices

_____ 5. The shoot becomes the stem and the _____ of a seed plant.

- A. Leaf
- B. Root
- C. Flower

_____ 6. A plant is made up of tiny units of living matter called _____.

- A. Molecules
- B. Atoms
- C. Cells

_____ 7. A plant cell gets its shape from the

- A. Cell Wall
- B. Nucleus
- C. Cytoplasm

Write the
answers in
vertical
columns

Limit the
number
of choices

ADAPTING WRITTEN TESTS

Sample Adapted Test

Intermediate Level

Labeled

II. Completion

Directions: Write the correct answer to each of the following questions. Find the answer in the book using the page clues given.

8. Why are seed leaves important? p. 243

9. Where can spores be found on a fern plant? p. 244

10. What three things are needed by seeds and spores in order to sprout? p. 254

11. What happens to seeds when they are put in moist ground? p. 252

12. What do plants need to make food? p. 249

Include page clues for short answer questions

Provide enough lines for students to write their answers

ADAPTING WRITTEN TESTS

Sample Adapted Test

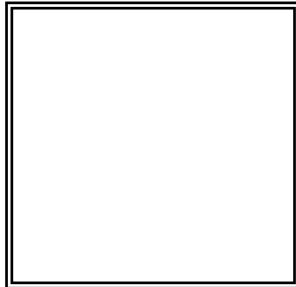
Intermediate Level

Labeled

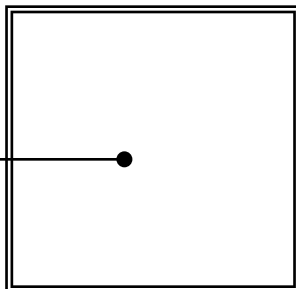
III. Essay

Directions: Draw 3 pictures showing how a plant grows from a seed.. Tell in sentences what is happening in each picture.

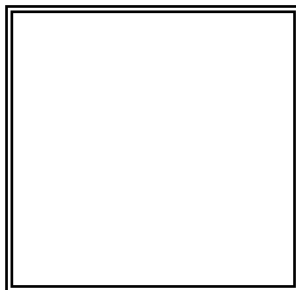
Beginning Stage



Middle Stage



Final Stage



Instruct students to draw a picture before they write their answers.

ADAPTING WRITTEN TESTS

Sample Original Test

Middle School Level

Chapter 11: Lands of the Northern Coast

Words You Should Know

Match the words in List A with their definitions in List B.

List A	List B
___ 1. Fjords	a. having few people
___ 2. Stockfish	b. having many people
___ 3. Co-operatives	c. fish dried in the open air
___ 4. Population map	d. a business in which farmers together sell their produce
___ 5. Sparsely populated	e. shows where the people live
___ 6. Densely populated	f. deep, narrow bays formed by the sea between mountains
___ 7. Dikes	g. broad banks of rock, sand, gravel, and clay, built to hold back the tide
___ 8. Polders	h. low fields reclaimed from the sea

Looking at Maps

Look at Norway, Sweden, Finland, and Denmark on the maps on pages 160-161 and 184.

1. Which country is the most mountainous?

2. Which country is made up entirely of lowland plains?

3. Which country has many small lakes?

4. Which country has a network of rivers and lakes, linked by canals, through its southern part?

ADAPTING WRITTEN TESTS

Sample Original Test Middle School Level

The Scandinavian Countries

1. Why do many Norwegian men and women make their living from the Sea?

2. Why is the sea an important means of transportation in Norway?

3. What are Sweden's main resources?

4. What is Finland's chief resource? What is done with it?

5. Why is Denmark a good country for dairy farming?

6. Why is trade important to the Scandinavian countries, especially to Norway and Denmark?

Questions

1. What valuable natural resources are found in Norway's mountains?

2. How do the Finns make use of their lakes, rivers, and canals?

3. Why have farmers in Denmark and other countries formed co-operatives?

4. Why does the Netherlands have good farming lands? What great problem did its people have to face to keep those farming lands?

5. What kinds of products do the Dutch manufacture?

6. What chief natural resources have helped industry to grow in Belgium? In Luxembourg?

Adapted from *Our World*, Ginn and Company

ADAPTING WRITTEN TESTS

Sample Adapted Test

Middle School Level

Labeled

Chapter 11: Lands of the Northern Coast

I. Matching

● **Directions:** Place the letter of the vocabulary word in the space provided.

- | | |
|---|-----------------------|
| ___ 1. having few people | A. Fjords |
| ___ 2. having many people | B. Stockfish |
| ___ 3. fish dried in the open air | C. Co-operatives |
| ___ 4. a business in which farmers together sell their produce | D. Population map |
| ___ 5. shows where the people live | E. Sparsely populated |
| ___ 6. deep, narrow bays formed by the sea between mountains | F. Densely populated |
| ___ 7. broad banks of rock, sand, gravel, and clay, built to hold back the tide | G. Dikes |
| ___ 8. low fields reclaimed from the sea | H. Polders |
| | I. Relief Map |

II. Chart/Map

● **Directions:** Look at the maps on pages 160-161 and 184 to complete the chart below.
Put a check under the country which answers the question.

Question	Norway	Sweden	Finland	Denmark
1. Which country is the most mountainous?				
2. Which country is made up entirely of lowland plains?				
3. Which country has many small lakes?				
4. Which country has a network of rivers, lakes, linked by canals, through its south part?				

● Provide a chart to answer the questions

Write clear, concise directions

Put definitions into sets of 5 to 10 per group

Put the definitions on the left and the vocabulary words on the right

ADAPTING WRITTEN TESTS

Sample Adapted Test Middle School Level

Labeled

III. Completion

Directions: Write the correct answer for each of the following questions. Find the answer in the book using the page clues given.

1. What are two of Sweden's main resources? (p. 188)

1. _____
2. _____

2. The forest is Finland's chief resource. What are 3 things that are done with the wood from the forest? (p. 189)

1. _____
2. _____
3. _____

3. What are the two valuable natural resources found in Norway's mountains? (p. 185)

- (1.) _____
- (2.) _____

4. What are two reasons why Denmark's climate is good for dairy farming? (p. 190)

- (1.) _____
- (2.) _____

5. What are two products that Dutch manufacture? (p. 192).

- (1.) _____
- (2.) _____

Specify the number of answers required

Allow students to use the text and provide page clues

Underline key words

Provide page clues as an option

ADAPTING WRITTEN TESTS

Sample Adapted Test Middle School Level

Labeled

IV. Essay Questions

Directions: Read the two (2) essay questions. Answer one (1) of the two (2) questions in a complete paragraph. Complete the planning guides before writing the essay.

Allow students to choose which questions to answer

1. Why is the sea an important means of transportation in Norway?

Planning Guide

Provide planning guide to organize thoughts

Question	Answer
1. Where do most of the people live in Norway?	1.
2. What function do the fjords serve?	2.

Paragraph: _____

2. Why have farmers in Denmark and other countries formed co-operatives?

Planning Guide

Specify the number of answers required

Question	Answer
1. What three (3) benefits do farmers get by being a member of a large group?	1. 2. 3.
2. What three (3) services do the farmers get by being a member of a large group?	1. 2. 3.

Provide numbers for expected responses

Paragraph: _____

ADAPTING WRITTEN TESTS

Sample Original Test

High School Level

Unit 7: The Elements of the Novel

The Captain's Daughter, by Alexander Pushkin - Chapter Two

Recognizing Elements of the Novel

Directions: For each question, place the best answer in the space. (6 points each)

1. The major plot development in this chapter is 1. _____
 - a) Making peace with Savelich
 - b) Buying a hareskin coat
 - c) Meeting the Cossack in the storm
 - d) Dining with the general

2. Suspense is heightened when 2. _____
 - a) Piotr and Savelich are lost in a snowstorm
 - b) Savelich complains about Piotr's losing 100 rubles
 - c) Piotr gives away his coat
 - d) Brigands threaten Piotr

3. The setting of Chapter Two is 3. _____
 - a) France
 - b) A Polish village
 - c) Czechoslovakia
 - d) Various locations on the Russian steppes

4. A running conflict in the novel thus far is 4. _____
 - a) Savelich's inner doubts about his future
 - b) Piotr's defiance of his mother
 - c) Piotr's struggle to win at gambling
 - d) Savelich's attempts to guide Piotr wisely

5. On the way to the inn, Piotr dozes off and dreams of returning home. This frightening dream is an example of: 5. _____
 - a) Irony
 - b) Foreshadowing
 - c) Resolution
 - d) Metaphor

ADAPTING WRITTEN TESTS

Sample Original Test

High School Level

Interpreting Meanings - Part 2

Directions to Student: On a separate sheet of paper, write a paragraph explaining your point of view. Cite passages from the chapter that supports your opinion. (15 points)

1. What do you think are the effects of Piotr's inexperience and impulsive actions in Chapter Two?

2. Are they mostly favorable or unfavorable?

Developing Vocabulary

Directions to Student: Match each word in the left-hand column with the best meaning in the right-hand column. (3 points each)

- | | |
|-----------------|--|
| 1. Morose | ___ a. Against one's will |
| 2. To presage | ___ b. Calmness, self-control |
| 3. Habitation | ___ c. To be imprisoned |
| 4. Vicissitudes | ___ d. Misleading, idle, or empty talk |
| 5. Involuntary | ___ e. A meeting place |
| 6. Vagabond | ___ f. Gloomy, sullen |
| 7. Rendezvous | ___ g. A dwelling |
| 8. Palaver | ___ h. Over-indulgence in harmful places |
| 9. Dissipation | ___ i. Willingly |
| 10. Composure | ___ j. A tramp or wanderer |
| | ___ k. Sudden changes in circumstances |
| | ___ l. To foretell, give warning of |

ADAPTING WRITTEN TESTS

Sample Adapted Test

High School Level

Labeled

Label each section of the test

Limit point values for objective questions

Use all capital letters

Keep all responses in vertical columns

Limit each section to 5-10 items

Unit 7 - The Elements of the Novel

The Captain's Daughter, by Alexander Pushkin - Chapter 2

I. Recognizing Elements of the Novel

Multiple Choice

Directions: For each question, place the letter of the best answer in the space provided. (two points each)

Write clear, concise directions

- _____ 1. The major plot development in this chapter is
A. Making peace with Savelich
B. Buying a hareskin coat
C. Meeting the Cossack in the storm
D. Dining with the general
- _____ 2. Suspense is heightened when
A. Piotr and Savelich are lost in a snowstorm
B. Savelich complains about Piotr's losing 100 rubles
C. Piotr gives away his coat
D. Brigands threaten Piotr
- _____ 3. The setting of Chapter 2 is
A. France
B. A Polish village
C. Czechoslovakia
D. Various locations on the Russian steppes
- _____ 4. A running conflict in the novel thus far is
A. Savelich's inner doubts about his future
B. Piotr's defiance of his mother
C. Piotr's struggle to win at gambling
D. Savelich's attempts to guide Piotr wisely
- _____ 5. On the way to the inn, Piotr dozes off and dreams of returning home. This frightening dream is an example of:
A. Irony
B. Foreshadowing
C. Resolution
D. metaphor



Note to Teacher: If four choices are too difficult, reduce the number.

ADAPTING WRITTEN TESTS

Sample Adapted Test

High School Level

Labeled Example

II. Matching

Developing Vocabulary

Directions: Place the letter of the correct word in the space provided. (2 points each)

- | | |
|---------------------------------------|--------------------|
| ___ Against one's will | A. Morose |
| ___ Calmness, self-control | B. To presage |
| ___ Misleading, idle, or empty talk | C. Habitation |
| ● A meeting place | D. A meeting place |
| ___ Gloomy, sullen | E. Involuntary |
| ___ A dwelling | F. Vagabond |
| ___ Over-indulgence in harmful places | G. Rendezvous |
| ___ A tramp or wanderer | H. Palaver |
| ___ Sudden changes in circumstances | I. Dissipation |
| | J. Composure |

Put the definitions on the left

Use all capital letters

Provide one additional response

III. Essay

Making Judgements

Directions: Complete the planning guide before writing a paragraph in the box below.

Question: List three (3) of Piotr's actions and explain why the actions are favorable or unfavorable.

Limit topics to be discussed in essay

Planning Guide

Piotr's Inexperience & Impulsive Actions	Is the action		Reasons
	Favorable	Unfavorable	
1.			
2.			
3.			

Provide a chart to organize thoughts

Specify number of answers required

Paragraph

Limit the response to one paragraph

Provide test space to answer the essay questions

ALTERNATIVES TO WRITTEN TESTS

Many students need to demonstrate understanding using alternatives to written tests. Performance tasks are an alternative to written tests. When using performance tasks, students are evaluated using performance-based assessments that help students demonstrate their knowledge and skills through authentic tasks using scoring rubrics. The scoring rubrics specify the expectations and provide the students with **guidelines** for completing the task according to student need.

This section includes:

- A step-by-step process for developing performance assessment (p. 222)
- Performance tasks (p. 223)
- Descriptive terms for developing a scaled set of criteria (p. 224)
- Planning guides (pp. 225-226)
- Analytic rubrics (pp. 227-231)
- Performance rubrics (pp. 232-233)

ALTERNATIVES TO WRITTEN TESTS

Step-by-Step Process for Developing Performance Assessments

Step 1. Identify what to assess

Step 2. Choose the performance task and identify the purpose, target audience and product.
(See p. 223 for ideas)

A. Purpose _____

B. Target Audience _____

C. Product or Performance _____

Step 3. Develop a rubric or checklist for scoring the task.

- See p. 224 for the descriptive terms for developing a scaled set of criteria
- See p. 231 for an analytic rubric template
- See p. 233 for a performance rubric template

Step 4. Present the scoring rubric with the performance task.

Step 5. Adapt the scoring rubric as needed.

See the rubric on p. 230 that indicates the amount of assistance given to a student.

ALTERNATIVES TO WRITTEN TESTS

Menu for Developing Performance Tasks

<i>A. Purposes</i>	<i>B. Target Audiences</i>	<i>C. Products/Performances</i>
<ul style="list-style-type: none"> ⊞ Conduct an Experiment ⊞ Correct errors ⊞ Critique ⊞ Debate ⊞ Defend ⊞ Design/Create ⊞ Entertain ⊞ Explain ⊞ Identify ⊞ Improve upon ⊞ Investigate ⊞ Make a Plan/Proposal ⊞ Persuade ⊞ Reach a Decision ⊞ Solve a Problem ⊞ Summarize ⊞ Teach 	<ul style="list-style-type: none"> ⊞ Board Members ⊞ Bosses ⊞ Businesses ⊞ Celebrities ⊞ Community Members ⊞ Customers/Consumers ⊞ Editors ⊞ Elected Officials ⊞ Friends/Neighbors ⊞ Museum Visitors ⊞ Pen Pal(s) ⊞ Readers ⊞ Relative(s) ⊞ School Staff ⊞ Students (fellow/older/younger) ⊞ Travel Agent & Travelers ⊞ Visitors 	<ul style="list-style-type: none"> ⊞ Advertisement ⊞ Article ⊞ Audio-tape ⊞ Biography/Autobiography ⊞ Book/Movie Review ⊞ Brochure ⊞ Cartoon/Comic Strip ⊞ Computer Graphic ⊞ Critique ⊞ Dance ⊞ Diagram ⊞ Display ⊞ Drawing/Illustration ⊞ Editorial ⊞ Exhibit ⊞ Game ⊞ Interview ⊞ Letter ⊞ Model/Collage ⊞ Newscast/News Report ⊞ Oral Presentation ⊞ Parade ⊞ Play/Skit ⊞ Poem ⊞ Proposal ⊞ Questionnaire ⊞ Resume ⊞ Role Play/Simulation ⊞ Song/Jingle ⊞ Speech ⊞ Videotape ⊞ Written Report

Adapted from McTighe (1996)

ALTERNATIVES TO WRITTEN TESTS

Descriptive Terms for Developing a Scaled Set of Criteria

The following terms describe differences in degree when labeling the elements of a rubric.

Degrees of Quality

- ❖ Excellent
- ❖ Good
- ❖ Fair
- ❖ Poor

Degrees of Effectiveness

- ❖ Highly effective
- ❖ Effective
- ❖ Moderately effective
- ❖ Minimally effective
- ❖ Ineffective

Degrees of Quantity

- ❖ Many
- ❖ Some
- ❖ A few
- ❖ None

Degrees of Expertise

- ❖ Expert
- ❖ Advanced
- ❖ Intermediate
- ❖ Novice

Degrees of Frequency

- ❖ Always
- ❖ Usually/consistently
- ❖ Frequently
- ❖ Sometimes
- ❖ Rarely
- ❖ Never

Degrees of Understanding

- ❖ Thorough/Complete
- ❖ Substantial
- ❖ Partial/Incomplete
- ❖ Misunderstanding/Serious Misconceptions

Degrees of Assistance

- ❖ Without assistance
- ❖ With cuing
- ❖ Seldom
- ❖ Some of the time
- ❖ All the time

Adapted from McTighe (1996)

Performance Task Planning Guide

Sample

► TASK

- Title Getting a Job
- Curriculum Area Language Arts
- Recommended grade level 11th - 12th
- Approximate time frames 5 class periods
- Resources and materials Library materials, internet resources, video camera

► DESCRIPTION OF THE TASK

You are applying for a summer job and your task is to have the skills and products necessary to be hired. Your tasks are:

- Complete a one or two page resume including the following categories of information: education, job experience and achievements.
- Develop a list of 10 questions you think a prospective employer may ask during an interview. Provide a synopsis of the main points you will highlight when you answer those questions.
- Simulate a 15 minute interview with a peer taking the role of interviewer. Video tape this interview.

► STUDENT PRODUCTS

- Resume
- List of questions and answers
- Video tape of interview

► CRITERIA FOR EVALUATING STUDENT PRODUCTS/PERFORMANCES

Resume	Question & Answer List	Video of Interview
<ul style="list-style-type: none"> Accurate information for all categories. Use of a computer program to generate resume. Overall appearance. 	<ul style="list-style-type: none"> Ten questions are listed and answered appropriately. Answers are explicit and organized by points. Originality of answers is seen. 	<ul style="list-style-type: none"> Spoke clearly. Looked at interviewer when spoke. Answered questions in short accurate statements. Presented answers in logical, sequential order.

ALTERNATIVES TO WRITTEN TESTS

Performance Task Planning Guide *Template*

► **TASK**

- Title _____
- Curriculum Area _____
- Recommended grade level _____
- Approximate time frames _____
- Resources and materials _____

► **DESCRIPTION OF THE TASK**

► **STUDENT PRODUCTS**

► **CRITERIA FOR EVALUATING STUDENT PRODUCTS/PERFORMANCES**

ALTERNATIVES TO WRITTEN TESTS

Analytic Rubric

Labeled Sample

Purpose: To Entertain

Audience: Your Classmates and Parents

Identify the elements to be used.

Develop a scaled set of scores.

Elements *	Ideas	Organization	Word Choice	Sentence Structure	Mechanics
4	Fresh, original. Focused on topic. Supporting details.	Ideas connected. Strong beginning, middle, and end. Sequential and logical.	Wide variety used. Consistent and appropriate usage. Words "enhance" ideas.	Clearly written. Complete sentences. Variety of sentence length.	Few or no errors.
3	Some original ideas. General focus on topic. Most supporting details included.	Most ideas connected. Good beginning, middle, and end. Most ideas sequential and logical.	Some variety. Mostly consistent and appropriate. Words generally support ideas.	Most sentences clearly written. Simple sentences. Some variety of length.	Some errors.
2	Few original ideas. Moves away from focus. Few supporting details.	Some ideas connected. Attempts beginning, middle, and end. Not always sequenced and logical.	Common word choice. Some appropriate word choices. Little use of descriptive words.	Some unclear sentences. Run-on fragmented sentences. Little variety.	Many errors.
1	Incomplete ideas. Unfocused. Lacks detail	Few ideas connected. Lacks beginning, middle, and end. Little sequence and logic.	Limited word choice. Inappropriate word choices. No attempt to use descriptive words.	Sentences not clear. Frequent fragmented sentences. No variety.	Serious errors. No variety.

Develop a scaled set of criteria for each point on the scale.

Score _____

Total Score: _____



Note to Teacher: This rubric can be adapted by eliminating some elements, changing the number of scaled scores and/or modifying the characteristics.



Rubric



ALTERNATIVES TO WRITTEN TESTS

Analytic Rubric

Sample

Purpose: To Provide a Hypothesis

Audience: Your Teacher

Product: A Written Account of a Science Experiment

Elements *	Communication	Connection	Problem-Solving	Pattern/ Relationships
4	Information is stated clearly with supporting details that are organized and accurate.	Understands project by demonstrating the use of well-organized tables and pictures.	Conclusion is thorough and insightful with clear, focused, and complete facts.	Describes and explains thoroughly the reasons with detailed descriptions.
3	Information is stated with supporting details that are organized with few errors.	Understands projects by demonstrating the use of tables and pictures.	Conclusion is thorough with organized facts and few errors.	Describes and explains the reasons.
2	Information is stated but is unclear with many errors and few supporting details.	Understands project but demonstrates inaccuracies with tables and pictures.	Conclusion consists of facts but is disorganized and not easily understood.	Describes and explains the reasons with some errors.
1	Information is unclear with few supporting details or no details and is not easily understood.	Understands projects but demonstrates a lot of inaccuracies or missing tables and/or pictures.	Conclusion is incomplete and has incorrect facts or is missing.	Unable to describe and explain the reasons.

Score _____

Total Score: _____

ALTERNATIVES TO WRITTEN TESTS

Analytic Rubric

Sample

Purpose: <u>To Display and Summarize Data</u>
Audience: <u>Classmates and Teacher</u>
Product: <u>A Graph with an Explanation</u>

Elements *	Collection of Data	Drawing of Graph	Connections	Oral Presentation
4	Designed and used a frequency table to collect extensive data.	Chose an appropriate graph that was titled, labeled, and accurately represents the data.	Demonstrated the use of a well organized table and graph.	Information was stated clearly with supporting visual aids that are organized and accurate.
3	Designed and used a frequency table to collect data.	Chose an appropriate graph that was titled, labeled, and accurately represents the data with one error in editing.	Demonstrated the use of a table and graph.	Information was stated with supporting visual aids that are organized with few errors.
2	Collected data in an unsystematic fashion.	Chose a graph that was titled, labeled, and represents the data with several editing errors.	Demonstrated inaccuracies with table and graph.	Information was unclear with few supporting visual aids and is not easily understood.
1	Little accurate data was collected.	Chose an inappropriate graph.	Was missing a table or graph.	Information was unclear with inappropriate visual aids and is not easily understood.

Score _____

Total Score: _____



Rubric



ALTERNATIVES TO WRITTEN TESTS

Analytic Rubric

Sample

Purpose: To Apply Information About the Colonial Period

Audience: Classmates and Teacher

Product: A Story About Colonial Times

Elements	Requirements	Content	Mechanics	Neatness	Assistance
5	Seven to eight elements of colonial life were included. Followed all of the standards of proper format, margins, paper, heading, interview format.	Concepts were answered in depth. Information was clearly stated and easy to understand.	Complete sentences with appropriate capitalization and punctuation used consistently	Work was free of typing or handwriting errors and was also clean and wrinkle free.	Student worked without assistance.
3	Five to six elements about colonial life were included. Adequately followed the standards of proper format.	Concepts were covered adequately, but lacked depth. Information was understandable.	Complete sentences with appropriate capitalization and punctuation sometimes used.	Work contained some typing or handwriting errors and was somewhat soiled or wrinkled	Student worked with some assistance.
1	Fewer than 4 elements of colonial life were included. Standards of proper format were not adequately followed.	Concepts were not covered adequately. Information was not clearly stated.	Complete sentences with appropriate capitalization and punctuation seldom used	Work contained many errors in typing or handwriting. Paper was very soiled or wrinkled.	Student needed assistance throughout the entire project.

Score _____

Total Score: _____



Note to Teacher: This rubric contains a column to show the amount of assistance the student needs. Other categories could be added.

Analytic Rubric Format

Template

Purpose: _____ Audience: _____ Product: _____

Elements *				
4				
3				
2				
1				



Rubric



ALTERNATIVES TO WRITTEN TESTS

Performance Rubric

Planning Guide - Sample

Topic: Getting a Job

Resume

(product/performance)

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | <u>Accurate information in education, job experience, achievements</u> |
| 1 | 2 | 3 | 4 | <u>Use of computer program to generate resume</u> |
| 1 | 2 | 3 | 4 | <u>Overall appearance</u> |

Question and Answer List

(product/performance)

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | <u>Ten questions are listed and answered appropriately</u> |
| 1 | 2 | 3 | 4 | <u>Answers are explicit and organized point-by-point</u> |
| 1 | 2 | 3 | 4 | <u>Originality of answers is seen</u> |

Video of Interview

(product/performance)

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | <u>Interviewee spoke clearly</u> |
| 1 | 2 | 3 | 4 | <u>Interviewee looked directly at interviewer when answering questions</u> |
| 1 | 2 | 3 | 4 | <u>Interviewee answered questions in short, accurate statements</u> |
| 1 | 2 | 3 | 4 | <u>Interviewee presented answers in logical, sequential order</u> |

What were the outstanding portions of this product and presentation?

There will be a 4 point scale for each item on the scoring guide.

- | | |
|-----------------|--|
| 4 = Outstanding | - all requirements met and then above and beyond |
| 3 = Very Good | - all requirements met |
| 2 = Good | - adequate products and performance |
| 1 = Fair | - needed more to meet expectations |

Name of person completing this rubric (scoring guide): _____



Note to Teacher: This performance rubric can be adapted by eliminating some categories, deleting or changing some characteristics and/or modifying the scale.

ALTERNATIVES TO WRITTEN TESTS

Performance Rubric

Template

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Rubric

Topic: _____

(product/performance)

1	2	3	4	_____
1	2	3	4	_____
1	2	3	4	_____
1	2	3	4	_____

(product/performance)

1	2	3	4	_____
1	2	3	4	_____
1	2	3	4	_____
1	2	3	4	_____

(product/performance)

1	2	3	4	_____
1	2	3	4	_____
1	2	3	4	_____
1	2	3	4	_____

What were the outstanding characteristics of this product and presentation?

There will be a 4 point scale for each item.

- | | |
|-----------------|--|
| 4 = Outstanding | - all requirements met and then above and beyond |
| 3 = Very Good | - all requirements met |
| 2 = Good | - adequate products and performance |
| 1 = Fair | - needed more to meet expectations |

Name of person completing this rubric (scoring guide): _____

ACCOMMODATIONS FOR A STANDARDIZED STATE AND DISTRICT ASSESSMENT

Many students have difficulty taking standardized tests. Some lack basic skills such as reading the questions, interpreting the questions, defining the vocabulary, writing answers, or locating information. Other students have difficulty with the type of questions or tasks required to complete the tests. Therefore, accommodations may be needed for students with special needs.

Tools for determining accommodations for standardized tests include:

- The planning guide on p. 235 helps the teacher make decisions to determine the accommodations for individual students.
- The checklist on p. 236 helps the teacher determine the student's need for accommodations.
- The chart on p. 237 lists the accommodations allowed for the Pennsylvania System of Statewide Assessment (PSSA).

ACCOMMODATIONS FOR
STANDARDIZED STATE AND DISTRICT ASSESSMENTS

Decision Making Process

Directions to Teacher: Use this process to determine standardized test accommodations based upon needed classroom accommodations.

Student _____

Date _____

Standardized Test _____

Directions: Follow the steps below to plan the accommodations for each individual student.

1. What accommodations does the student usually need for instruction?
(see p. 236)

2. What accommodations does the student usually need for classroom
assessment? (see p. 236)

3. What accommodations will the student need for this standardized test?

4. Which accommodations are allowable for the standardized test? (see p. 237)

ACCOMMODATIONS FOR STANDARDIZED STATE AND DISTRICT ASSESSMENT

Name _____ Date _____

Directions to Teacher: Check each area of need.

Checklist to Determine Need for Accommodations
<p><u>Presentation:</u></p> <p>_____ Does the student have difficulty hearing?</p> <p>_____ Does the student have difficulty listening to and following oral directions given by an adult?</p> <p>_____ Does the student have difficulty remaining on task for the entire length of a typically administered portion of the test (e.g., 20-30 minutes)?</p>
<p><u>Response:</u></p> <p>_____ Does the student have difficulty tracking from a test booklet to a test response form?</p> <p>_____ Does the student have difficulty reading the assessment responses?</p>
<p><u>Test Modifications:</u></p> <p>_____ Is the student visually impaired?</p> <p>_____ Does the student have difficulty focusing on his or her work when large volumes of items are on a page?</p>
<p><u>Setting:</u></p> <p>_____ Does the student have difficulty focusing on his or her work with 25 or 30 other students in a quiet setting?</p> <p>_____ Does the student display behaviors that are distracting to other students?</p> <p>_____ Does the student have difficulty taking the test in the same way as it is administered to other students?</p>
<p><u>Timing/Scheduling:</u></p> <p>_____ Does the student have difficulty working continuously for the entire length of a typically administered portion of the test (e.g., 20-30 minutes)?</p> <p>_____ Does the student use accommodations that require more time to complete individual test items?</p> <p>_____ Does the student take medication that dissipates over time, so that optimal performance might occur at a certain time of day?</p> <p>_____ Does the student's anxiety level increase dramatically when working on certain content areas, so that these should be administered after all other content areas are assessed?</p>
<p><u>Assistive Devices:</u></p> <p>_____ Does the student have difficulty manipulating a pencil or other writing instrument?</p>

Adapted from Thurlow, Elliott, & Ysseldyke (1998)



ACCOMMODATIONS FOR A
STANDARDIZED STATE AND DISTRICT ASSESSMENT

Name _____ Date _____

Directions to Teacher: Check the accommodations the student needs.

Allowable Accommodations for PA. System of Statewide Assessment (PSSA)	
<p style="text-align: center;">Presentation</p> <p>___ Use sign language/Native Language</p> <p>___ Quietly repeat directions</p> <p>___ Have student demonstrate understanding</p> <p>___ Pair oral directions with written directions</p> <p>___ Cue student on task</p> <p>___ Read test items (math and writing only)</p> <p>___ Check periodically to ensure correct marking</p> <p>___ Provide physical assistant</p>	<p style="text-align: center;">Setting</p> <p>___ Use adaptive/special furniture</p> <p>___ Test in separate room or small group</p> <p>___ Reduce stimuli</p> <p>___ Provide appropriate lighting</p> <p>___ Use preferential seating</p> <p>___ Secure papers to work area</p>
<p style="text-align: center;">Response</p> <p>___ Write in booklet</p> <p>___ Point to response</p> <p>___ Answer questions orally</p> <p>___ Use audiotope (Math and Reading only)</p>	<p style="text-align: center;">Timing/Scheduling</p> <p>___ Increase/decrease opportunity for movement</p> <p>___ Provide additional breaks</p> <p>___ Allow extended time</p> <p>___ Provide flexible scheduling</p>
<p style="text-align: center;">Test Modifications</p> <p>___ Use Braille/Large print</p> <p>___ Use enlarged answer sheet</p> <p>___ Provide written steps for directions</p> <p>___ Highlight key words/phrases in directions</p> <p>___ Mask portion of test</p> <p>___ Utilize different positions of paper or alter test-taking position</p> <p>___ Use colored stickers for visual cues</p> <p>___ Use acetate color shield</p>	<p style="text-align: center;">Assistive Devices</p> <p>___ Allow augmentative communication systems</p> <p>___ Use FM or other type of listening device</p> <p>___ Provide magnifier, large-print, or Braille material</p> <p>___ Allow alternate writing system</p> <p>___ Use mounting system</p> <p>___ Use calculator (except for non-calculator section)</p>

Adapted from Pennsylvania Department of Education (2000)

SECTION FIVE

MANAGEMENT SECTION

The purpose of the management section is to provide teachers with strategies to assist students with

- Organization (pp. 240-249)
- Communication (pp. 250-256)
- Motivation (pp. 257-278)

Organization

Some students need specific instruction to improve organizational skills. Several skills that need to be taught include using mnemonics for getting organized for class, understanding classroom expectations and procedures, and using assignment sheets. The organization strategies can be used on an individual basis or can be taught to the whole class.

Communication

In order for some students to be successful, their academic and behavioral performance needs to be reinforced. Several forms are provided that can be used to reinforce and motivate student efforts. Included are teacher-to-teacher, teacher-to-student, and teacher-to-parent communication forms.

Motivation

Strategies that have been found to be effective in motivating students include goal setting and self-monitoring. Some students need to be taught directly how to set goals and monitor their own progress. There are several strategies and forms presented that may assist students in becoming more motivated to succeed academically and behaviorally.

All of the ideas presented in this section have been designed to assist students with organizational and behavioral challenges.

ORGANIZATION

The purpose of the Organization section is to provide teachers with strategies to help students with organizational skills. The strategies can be used with individual students or for the whole class.

The first five strategies in this section are to be taught at the beginning of the school year. These strategies are designed to help students:

- Understand classroom expectations and procedures (p. 241)
- Read for key points in a chapter (p. 242)
- Determine what information is important to a teacher (p. 243)
- Use mnemonic techniques to organize for class (p. 244)
- Record own progress (p. 245)

Additional strategies in this section include:

- Using an assignment notebook or planner (pp.246-247)
- Planning a long-term project (p. 248)
- Planning group projects (p. 249)

Students need to be taught how to use each of these planning tools. Also, time during class is needed to complete each planning guide.

How To Succeed With A Little Bit Of Effort

Name: _____ Date: _____

Subject: _____ Grade: _____

WHAT YOU NEED FOR CLASS

HOW TO BEHAVE IN CLASS

HOW TO GET GOOD GRADES

HOW TO GET HELP



Note to Teacher: This form is to be used at the beginning of each school year in two ways: 1) as a guide for developing your own list of classroom expectations and procedures; and 2) as a guide for developing a collaborative list written by both teacher and students.

Textbook Checklist

Name: _____

Textbook: _____

Chapter: _____ **Pages:** _____

Survey the chapter.

As I surveyed the chapter, I

- ☐ Noticed all major headings.
- ☐ Noticed all pictures, maps, charts, tables, graphs, etc.
- ☐ Read the summary at the end of the chapter.
- ☐ Read the study questions listed at the end of the chapter.

Read the chapter and take notes.

As I read the chapter, I

- ☐ Changed all main headings into study questions.
- ☐ Answered all the study questions
- ☐ Took notes on a separate piece of paper.
- ☐ Listed important events, concepts, or facts in order.
- ☐ Made 3" x 5" index cards of important terms, people and events.

Review the chapter.

As I reviewed the chapter, I

- ☐ Made sure I understood all the main points and how they relate to one another.
- ☐ Answered all the study questions at the end of the chapter.
- ☐ Reviewed notes to make sure I covered all key points.

Adapted from Sams, Whoric, Lewis, Homish & Cook (1996)



Note to Teacher: Use this form as a guide to teach students how to self-monitor when reading a chapter in a textbook.

ORGANIZATION

Read A Teacher

**TOP SECRET:**

- Each teacher does certain things when telling the class something really important.
- Finding out what these things are will help you know what to write in your notes and what to review before tests.

STEPS

1. Complete the “What Do They Do?” below.
2. Bring the completed worksheet to our secret meeting.
3. Participate in a secret class discussion about observations.
4. Make secret mental notes for the future.

WHAT DO THEY DO?

Directions to Student: Write the name of your teacher in the spaces at the tops of the columns. Observe your teacher carefully. Then put checks beside the things he/she does when telling the class important information.

Teacher _____

- | | |
|------------------------------|--------------------------|
| 1. Speaks louder _____ | 8. Pounds on desk _____ |
| 2. Speaks softer _____ | 9. Gives handout _____ |
| 3. Says it's important _____ | 10. Leans forward _____ |
| 4. Points _____ | 11. Leans backward _____ |
| 5. Repeats _____ | 12. Winks _____ |
| 6. Writes on board _____ | 13. Breathes fire _____ |
| 7. Pounds on board _____ | 14. Other _____ |



Note to Teacher: Give as a class assignment at the beginning of each school year when students are learning their class schedules and dealing with several different teaching styles. Ask permission to observe target teachers.

GET SET with TIPS

Organize for class and GET SET.

Get your handouts, outlines, textbook

Enter on time

Take your seat

Share ideas

Engage in discussion

Take notes

Remember these TIPS.

Titles including subheading

Introductory statement in each paragraph

Phrases in bold or italics

Summary at the end of the section or chapter

Adapted from Wall, Dellegratto, McFarland, DiMartino, & Bloom (1994)



Note to Teacher: Post this strategy in the classroom and teach the students the process. Use as an introductory activity at the beginning of each school year.


Student Self-Progress Record

To _____

Grade: _____

Directions to Student: Write the date, activity, and grade for each assignment.

[illegible]**TOTAL GRADE**

 **Note to Teacher:** Require students to complete this after every graded assignment. It is important for students to keep track of their progress either by using this form or a computer program.

Daily Planner Page

[illegible]

Note to Teacher: Teach students how to use a daily planner. Allow time at the end of each period for students to complete this chart.

ORGANIZATION

Monthly Planner

Name: _____

Grade: _____

Directions to Students: Record important dates such as when tests will be given and when projects are due.

Sat./Sun.				
Mon. _____ (Date)	Tues. _____ (Date)	Wed. _____	Thur. _____	Fri. _____
Sat./Sun.				
Mon. _____	Tues. _____	Wed. _____	Thur. _____	Fri. _____
Sat./Sun.				
Mon. _____	Tues. _____	Wed. _____	Thur. _____	Fri. _____
Sat./Sun.				
Mon. _____	Tues. _____	Wed. _____	Thur. _____	Fri. _____
Sat./Sun.				



Note to Teacher: Teach students how to plan for long-term assignments. Include these pages in the daily planner or agenda books.

LONG-RANGE PLANNER FOR PROJECTS

Name _____ Date _____

Assignment _____ Due Date _____

STEP 1 _____ Due Date _____

STEP 2 _____ Due Date _____

STEP 3 _____ Due Date _____

STEP 4 _____ Due Date _____

STEP 5 _____ Due Date _____

STEP 6 _____ Due Date _____

STEP 7 _____ Due Date _____

STEP 8 _____ Due Date _____

Sams, Whorric, Lewis, Homish & Cook (1996)



Note to Teacher: Teach and monitor how to plan for long-term projects. Have students write each step and the appropriate dates.

ORGANIZATION

Group Project Planning Log

Group Project: _____

Group Members: _____

What do we need to do?	Who will do it?	What is needed? (i.e., supplies, technology)	When will the step or activity be done?	When did we finish?
Step/Activity				
Step/Activity				
Step/Activity				
Step/Activity				



Note to Teacher: Use this as a preplanning tool and as an organizational tool during the project.

COMMUNICATION

The purpose of this section is to improve communication skills between teacher to parent, teacher to student and teacher to teacher. Included are forms and guidelines for teachers to use. The forms are used to reinforce, motivate, and report student progress.

- Teacher-to-parent forms facilitate communication about academic and behavior issues and ask for parent help with homework, reviewing for tests and assisting on projects. (p. 251)
- Teacher-to-student forms reinforce and motivate student performance and behavior. (pp. 252-254)
- Teacher-to-teacher forms report student progress, indicate areas of needed improvement, and report upcoming test information. (pp. 255-256)

COMMUNICATION

Parent Communication Letter

Date: _____

Dear (Name of Parent or Guardian):

Your child is working on _____

You may help in the following ways:

- o Review for tests
- o Complete assignments
- o Structure time and/or place for homework
- o Assist with reading
- o Assist with writing
- o Assist with research
- o Assist with projects/extra credit assignment
- o Locate information in text, internet or reference materials
- o Other _____

If you have any comments or concerns, indicate below.

Sincerely,

 (Teacher's Signature)

 (Subject/Class)

Please sign and return this form.

 (Parent/Guardian Signature)



Note to Teacher: This form may be completed and sent home daily or periodically according to student need.

Student Communication Memo

To: _____

From: _____

Date: _____

You have:

_____	Participated in class
_____	Turned in your homework
_____	Talked when appropriate
_____	Followed directions
_____	Expressed yourself appropriately
_____	Demonstrated self-control
_____	Finished your assignments on time
_____	Asked for help when you needed it
_____	Other _____

Additional comments]

--

] Provide specific feedback here. Personalize it for the student, e.g., “Your description of the Battle of the Alamo was exciting, factual and well organized.”



Note to Teacher: Use when appropriate for reinforcement and motivation to promote positive communication with the student. Frequent communication (daily and/or weekly) with a student can be very effective.

COMMUNICATION

Daily Progress Report

Name: _____

Date: _____

Classroom Behavior

Key:	μ Did not follow class rules
	4 Followed class rules and completed assignments
	: Demonstrated outstanding cooperation or work

Class	Behavior	Comments

Academic Performance

Key:	μ Did not complete all assigned tasks correctly
	4 Completed all assigned tasks
	: Completed all assigned tasks correctly

Class	Performance	Comments

Parent Signature: _____



Note to Teacher: Use this form as a daily progress report to be sent home and returned with a parent's signature. The student takes this form to each class attended throughout the day.

COMMUNICATION

Weekly Progress Report

Name: _____ Week of: _____

Classroom Behavior

Key: **μ** Did not follow class rules
 4 Followed class rules and completed assignments
 : Demonstrated outstanding cooperation or work

Class	Monday	Tuesday	Wednesday	Thursday	Friday

Comments: _____

Academic Performance

Key: **μ** Did not complete all assigned tasks correctly
 4 Completed all assigned tasks
 : Completed all assigned tasks correctly

Class	Monday	Tuesday	Wednesday	Thursday	Friday

Comments: _____

Parent Signature: _____



Note to Teacher: Use this form as a weekly progress report to be sent home and returned with a parent's signature. The student takes this form to each class attended throughout the week.

Inclusion Progress Report

Teacher _____ Class _____ Week of _____

Directions to Teacher: For each of the students listed below, please indicate the student's progress. If a student is not progressing satisfactorily, check the appropriate categories.

Name	Period	Progressing Satisfactorily	Progressing Unsatisfactorily	Not Completing Homework	Reading with Difficulty	Not Preparing for Tests	Not Taking Notes
1. _____	_____	_____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____	_____	_____	_____

Test will be on	Test will cover the following pages	Test will be in this format
_____	_____	_____

COMMUNICATION
Teacher to Teacher Memo
Checklist for Student

Student: _____ Teacher: _____
 Subject: _____

Direction to Teacher: Please complete this checklist and return it to my mailbox. Thank you.

 Teacher **Return by:** _____

I. PREPARATION

Check problem areas if they exist:

- _____ is late to class
- _____ is unprepared with paper, pencil and book(s)
- _____ does not complete homework (List assignments under "Comments")
- _____ other: _____

II. PARTICIPATION

Check problem areas if they exist:

- _____ does not complete assignments (List missing assignments under "Comments")
- _____ does not follow directions
- _____ does not take notes in class
- _____ does not ask teacher questions
- _____ does not answer questions
- _____ does not participate in class discussions
- _____ other: _____

III. BEHAVIOR

Check problem areas if they exist:

- _____ does not have a good attitude toward class
- _____ does not work quietly
- _____ distracts other students
- _____ uses inappropriate language and tone of voice
- _____ does not attend to task
- _____ interacts inappropriately with other students
- _____ other: _____

IV. EVALUATION

Check problem areas if they exist:

- _____ does not understand and/or complete tests
- _____ does not adequately prepare for tests

V. CONFERENCE

Do you desire a conference with me? _____

If so, when is a convenient time to meet? _____

VI. COMMENTS

Please describe problem areas below. _____



Note to Teacher: This form can be completed weekly, monthly, or at the beginning or end of each grading period.

MOTIVATION

The purpose of this section is to provide strategies to motivate students to learn through goal setting and self-monitoring.

The goal setting forms provide structure for setting, recording and evaluating academic and behavior goals. The forms on goal setting include:

- Know the SCORE for Motivating Students (p. 258)
- Goal Planning (pp. 259-260)
- Record of Weekly Goals (p. 261)
- Decision Making Chart (pp. 262-265)

The forms for self-monitoring help students monitor their own progress and receive feedback to encourage self-improvement. Different forms and completed samples are shown to assist students in monitoring their goals. The forms on self-monitoring include:

- Plan for Student Self-Monitoring (pp. 266-269)
- I Can Do It (pp. 270-271)
- Teacher/Student Monitoring (pp. 272-273)
- Self-Monitoring of Classroom Rules (p. 274)
- Weekly Self-Monitoring (pp. 275-276)
- Behavior Contract (pp. 277-278)

Strategies for Motivating Students to Learn

Know the SCORE for Motivating Students

Directions to Teacher: Use this checklist to identify areas of need in motivating students.

Success: the need for mastery

Did I?

- Clearly articulate the criteria for success and provide clear, immediate, and constructive feedback.
- Clearly and systematically model the skills needed to be successful.
- Clearly identify and show students that success is a valuable aspect of their personality.
- Provide opportunity for students to respond actively (e.g., manipulatives, role plays, games).
- State learning objectives and provide advanced organizers (e.g., Information Organizer, What You Need To Know Charts, Structured Study Guides, Skeletal Outlines).
- Teach goal setting and self-monitoring strategies.
- Reinforce successes.

Curiosity: the need for understanding

Did I?

- Provide relevant and complete information about a topic.
- Relate topic to students' personal lives and interests.

Originality: the need for self-expression

Did I?

- Connect creative projects to students' personal ideas and concerns.
- Expand what counts as an individual.
- Give students more choices.
- Teach decision-making strategies.

Relationships: the need for involvement with others

Did I?

- Provide opportunity for students to work with others to complete a project.
- Design cooperative learning to foster positive relationships.

Energy: the need for a complete and productive life

Adapted from Brophy (1987) and Strong, Silver, & Robinson (1995)



Note to Teacher: According to Brophy, the two most important criteria for motivation are: (1) Students' feeling that they can do the task or skill; (2) Students' understanding why it is beneficial to learn the new concept or skill, i.e., "What's in it for me!"



MOTIVATION

Goal Planning Form

Name _____ Class _____ Date _____

Sample Goal: I will organize my locker by using a chart before Friday.
goal measurement time

1. **GOAL** — What am I aiming for?

2. **MEASUREMENT** — How am I going to measure the outcome?

Goal Sheet _____

Checklist _____

Graph/Chart _____

Timeline _____

Products _____

Other _____

3. **TIME** — When will I complete my goal _____

4. **PLAN** — What steps will I take to reach the goal?

a. _____

b. _____

c. _____

Materials -What do I need to help me get there?

Location -Where will I work on the goal?

5. **OBSTACLES** — What obstacles may stop me from reaching my goals?

a. _____

b. _____

What can I do to overcome these obstacles?

a. _____

b. _____

What resources do I need?

a. _____

b. _____

6. **EVALUATION:** Did I reach my goal? _____ Yes _____ No

Adapted from Sams, Whoric, Lewis, Hornish, & Cook (1996)

MOTIVATION

Goal Planning Guide

Name _____

Date _____

Goal: I want _____

Steps: I will _____

Resources: I need _____

Targeted completion date: _____

Completion date: _____



Note to Teacher: Student completes this form with the assistance of a teacher.

MOTIVATION

Record Of Weekly Goals

Name _____ Date _____

SUBJECT	GOALS	HOW DID I DO?
	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Adapted from Sams, Whoric, Lewis, Hornish, & Cook (1996)



Note to Teacher: Have students number the goals in the order in which they will complete them.

MOTIVATION

Decision Making Chart

Sample

Step 1: Problem	<p style="text-align: center;">My Problem is</p> <p style="text-align: center;"><u>I don't complete my math homework.</u></p> <p>_____</p> <p>_____</p>
----------------------------	--

Step 2: Choices	My Choices Are		
	CHOICE 1	CHOICE 2	CHOICE 3
	<u>I could set</u> <u>aside a time</u> <u>and do my</u> <u>homework at that</u> <u>time every night.</u> _____	<u>I could write my</u> <u>assignments in an</u> <u>assignment book</u> <u>and have my mom</u> <u>check it every</u> <u>night.</u> _____	<u>I could ask</u> <u>my teacher for</u> <u>help when I don't</u> <u>understand how to</u> <u>do something.</u> _____
Step 3: Outcomes	<p style="text-align: center;">Results of Action</p> <u>But what if I</u> <u>forget to bring</u> <u>home some of my</u> <u>assignment? What</u> <u>if I don't</u> <u>understand how to</u> <u>do some</u> <u>problems?</u> _____	<p style="text-align: center;">Results of Action</p> <u>I better get my</u> <u>teacher to check</u> <u>the assignment</u> <u>book also so I</u> <u>don't forget</u> <u>anything.</u> _____ _____	<p style="text-align: center;">Results of Action</p> <u>I would know how</u> <u>to do the</u> <u>problems then.</u> <u>That would help.</u> <u>But some things</u> <u>are still too hard.</u> _____ _____

The best choice is:

I will write my assignments in an assignment book and have my mom check it
every night. I will ask my teacher for help if I don't understand something.

MOTIVATION

Decision Making Chart

Template

Step 1: Problem	My Problem is

Step 2: Choices	My Choices Are		
	CHOICE 1	CHOICE 2	CHOICE 3
Step 3: Outcomes	Possible Outcome	Possible Outcome	Possible Outcome

My choice of action next time it happens:

MOTIVATION

Decision Making Chart

Sample



Problem: Tomorrow is a vocabulary test. My friend wants me to go with him to see a movie tonight, but I need to study my vocabulary words.

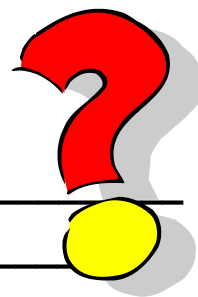
	CHOICE 1	CHOICE 2	CHOICE 3
1. What are my choices?	Go to the movie.	Stay home and study spelling.	Get up early and study in the morning.
2. What consequences will occur?	I may fail the test. Parents might be angry. My friend will be happy.	Good grade. Parents pleased. Friend disappointed.	Probably just pass test. Parents disappointed. Friend happy.
3. How would I feel if this happens?	Angry at myself	Satisfied and disappointed.	O.K.
4. Which choice is the best for me?			

Adapted from Goldstein & McGinnis (1997)



Note to Teacher: Remind students to use these steps and questions when they have to make a decision.

MOTIVATION
Decision Making Chart
Template



PROBLEM: _____

	ALTERNATIVE 1	ALTERNATIVE 2	ALTERNATIVE 3
1. What are my choices?	_____ _____ _____	_____ _____ _____	_____ _____ _____
2. What consequences will occur?	_____ _____ _____	_____ _____ _____	_____ _____ _____
3. How would I feel if this happens?	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
4. Which choice is the best for me?	_____ _____ _____ _____		

MOTIVATION

Plan for Student Self-Monitoring*Sample*Name CraigDate 5/26/02

Directions to Teacher: Use this step-by step process to identify a target behavior and develop a data recording form similar to the forms on pp. 270 to 276, to help students monitor their own behavior.

Step 1: Select a Target Behavior

- (a) Identify the target behavior.

Craig talks without raising his hand during structured class time. Craig talks to himself and to peers in a voice loud enough to be heard by the teacher standing two feet or more away from Craig.

- (b) Identify the alternative skill.

During structured class times, Craig will raise his hand and wait to be recognized by the teacher before talking.

Step 2: Define the Target Behavior

Write a clear description of the behavior (include conditions under which it is acceptable and unacceptable.)

Given a structured class setting with teacher-directed instructional activity, Craig will raise his hand and wait to be called on before talking 7 out of 9 times. Craig may talk without raising his hand during unstructured, non-instructional times and during class discussion.

Step 3: Design the Data Recording Procedures

- (a) Identify the type of data to be recorded.

Craig will make a plus mark (+) on his data sheet if he raises his hand and waits to be called on during each 5 minute interval for 9 intervals. If he talks without raising his hand, Craig will mark a minus (-).

- (b) Identify when the data will be recorded.

Craig will self-record during his third period English class.

- (c) Describe the data recording form.

Craig will use a 5x8 index card with 5 rows of 9 squares each, one row for each day of the week. At the end of each row will be a box marked "Total". Craig will record the total number of pluses earned each day.

Step 4: Teach the Student to Use the Recording Form

Briefly describe the instruction and practice.

The teacher will review the data recording form with Craig, showing him where and how to self-record. The teacher will model examples and nonexamples of appropriate hand raising. In addition, the teacher and Craig will role play how to use a timer.

Sample Self-Monitoring Plan – con’t.

Step 5: Choose a Strategy for Ensuring Accuracy

Craig will match his self-recording form with the teacher’s record at the end of each English period.

Step 6: Establish Goal and Contingencies

- (a) Describe how the student will be involved in setting the goal.

Craig will meet with the teacher and discuss his goal and then will share the goal with his parents.

- (b) Determine the reinforcement for meeting the goal.

Each day that Craig meets his performance goal, Craig will earn a soda.

Step 7: Review Goal and Student Performance

- (a) Determine how often the student and teacher will review performance.

Craig and the teacher will meet one time per week before school to review his progress and make new goals.

- (b) Identify when and how the plan will be modified to meet the goal.

If Craig has not met his performance goal for 3 consecutive days, the teacher will schedule an extra meeting with Craig. If Craig meets his goal for 3 consecutive days, the teacher and Craig will modify his goal at their next meeting.

Step 8: Plan for Reducing Self-Recording Procedures

Craig will match his self-recording form with the teacher’s record daily, then 3 days per week, and eventually 1 day per week.

Step 9: Plan for Generalization and Maintenance

Craig will self-record accurately in English only. When he can successfully self-record, accurately match the teacher’s record, and has met his performance goal in English for 2 weeks, he will begin self-recording in math and then social studies. When Craig has met his performance goal for 3 weeks, self-recording will be eliminated and Craig will earn the reinforcer for maintaining his performance goal.

Adapted from Carter (1993)



Note to Teacher: This step-by-step process can be completed by a team or an individual teacher.

MOTIVATION

Plan for Student Self-Monitoring

Template

Student _____ Date _____

Step 1: Select a Target Behavior

(a) Identify the target behavior.

(b) Identify the alternative skill.

Step 2: Define the Target Behavior

Write a clear description of the behavior (include conditions when it is acceptable and unacceptable.)

Step 3: Design the Data Recording Procedures

(a) Identify the type of data to be recorded.

(b) Identify when the data will be recorded.

(c) Describe the data recording form.

Step 4: Teach the Student to Use the Recording Form

Briefly describe the instruction and practice.



Plan for Student Self-Monitoring – con't.

Step 5: Choose a Strategy for Ensuring Accuracy

Step 6: Establish Goal and Contingencies

- (a) Describe how the student will be involved in setting the goal.

- (b) Determine the reinforcement for meeting the goal.

Step 7: Review Goal and Student Performance

- (a) Determine how often the student and teacher will review performance.

- (b) Identify when and how the plan will be modified to meet the goal.

Step 8: Plan for Reducing Self-Recording Procedures

Step 9: Plan for Generalization and Maintenance

Adapted from Carter (1993)

MOTIVATION

I Can Do It!*Sample*

Name _____

Date _____

Put a check if you did this.

GOALS	SUBJECTS			
	History	Math	Science	Social Studies
I followed the directions.	4		4	4
I finished all my work.	4		4	4
I raised my hand until the teacher called my name.			4	4
I organized my materials.	4	4	4	
I did neat work.	4		4	4
Total	4	1	5	4

Adapted from Parker (1992)

Teacher's Initials: _____



Note to Teacher: Determine with the student the subjects and goals the student will self-monitor. If a student can only self-monitor for a part of a period, break the period into shorter time periods. Have the student graph progress.



MOTIVATION
I Can Do It!
Template

Name _____

Date _____

Put a check if you did this.

GOALS	SUBJECTS			
Total				

Teacher's Initials: _____

MOTIVATION

Teacher/Student Self-Monitoring Checklist*Sample*

Name _____ Date _____

Rate each target behavior using the following scale:

3 Very good**2** Satisfactory**1** Needs Improvement

	<u>Self Rating</u>	<u>Teacher Rating</u>
<u>MATH</u>		
Stayed on task	<u>2</u>	<u>1</u>
Completed work	<u>3</u>	<u>3</u>
Checked work for accuracy	<u>1</u>	<u>1</u>
Completed assignment book	<u>3</u>	<u>3</u>
Total	<div><div>9</div></div>	<div><div>8</div></div>
<u>LANGUAGE ARTS</u>		
Stayed on task	<u>1</u>	<u>1</u>
Completed work	<u>3</u>	<u>3</u>
Checked work for accuracy	<u>2</u>	<u>2</u>
Completed assignment book	<u>3</u>	<u>3</u>
Total	<div><div>9</div></div>	<div><div>9</div></div>
<u>SOCIAL STUDIES</u>		
Stayed on task	<u>3</u>	<u>2</u>
Completed work	<u>2</u>	<u>2</u>
Checked work for accuracy	<u>1</u>	<u>1</u>
Completed assignment book	<u>2</u>	<u>2</u>
Total	<div><div>8</div></div>	<div><div>7</div></div>
<u>SCIENCE</u>		
Stayed on task	<u>2</u>	<u>1</u>
Completed work	<u>3</u>	<u>3</u>
Checked work for accuracy	<u>2</u>	<u>1</u>
Completed assignment book	<u>3</u>	<u>3</u>
Total	<div><div>10</div></div>	<div><div>8</div></div>

COMMENTS:

**Note to Teacher:** Teacher can reinforce students for improved performance and accurate self-ratings.



MOTIVATION

Teacher/Student Self-Monitoring Checklist

Template

Name _____ Date _____

Rate each target behavior using the following scale:

3 Very good

2 Satisfactory

1 Needs Improvement

		<u>Self Rating</u>	<u>Teacher Rating</u>
<u>MATH</u>			
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
	Total	<input type="text"/>	<input type="text"/>
<u>LANGUAGE ARTS</u>			
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
	Total	<input type="text"/>	<input type="text"/>
<u>SOCIAL STUDIES</u>			
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
	Total	<input type="text"/>	<input type="text"/>
<u>SCIENCE</u>			
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
	Total	<input type="text"/>	<input type="text"/>

COMMENTS:

MOTIVATION

Self-Monitoring of Classroom Rules

Name _____ Date _____

Rating Scale: 1 = Needs Improvement 2 = Satisfactory 3 = Great!

Classroom Rules	Math	English	Science	History
	1 2 3	1 2 3	1 2 3	1 2 3
	1 2 3	1 2 3	1 2 3	1 2 3
	1 2 3	1 2 3	1 2 3	1 2 3
	1 2 3	1 2 3	1 2 3	1 2 3
	1 2 3	1 2 3	1 2 3	1 2 3

Comments:



Note to Teacher: Teachers can also record their rating using a different color pen or marker. Teachers can reinforce students for improved performance and accurate self-ratings.

MOTIVATION

Weekly Self-Monitoring

Sample

Name _____

Week of _____

Directions: Have Student and Teacher complete chart weekly. Write a **Y** for yes and an **N** for no in the appropriate spaces

Expected Behaviors	CLASS PERIODS																		
	1		2		3		4		5		6		7		8		9		
	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	
Did I respect my classmates?	Y	Y	N	N	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	N	N
Did I respect my teachers?	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N	Y	Y
Did I come to class prepared?	N	N	Y	Y	N	N	Y	Y	Y	Y	Y	Y	N	N	N	N	Y	Y	Y
Did I participate in class?	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N	Y	Y
Did I complete assignments expected this week?	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y

Adapted from Sams, Whorric, Lewis, Homish, Cook (1996)



Note to Teacher: Have student evaluate first; then teacher evaluates. Individualize the “ Expected Behaviors based upon the needs of the student.

MOTIVATION

Weekly Self-Monitoring

Template

Name _____ Week of _____

Directions: Have Student and Teacher complete chart weekly. Write a **Y** for yes and an **N** for no in the appropriate spaces.

Expected Behaviors	CLASS PERIODS																		
	1		2		3		4		5		6		7		8		9		
	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	
Did I respect my classmates?																			
Did I respect my teachers?																			
Did I come to class prepared?																			
Did I participate in class?																			
Did I complete assignments expected this week?																			

Behavior Contract



I, _____, agree to do the following behaviors:

1. _____
2. _____
3. _____

When: _____

How Well: _____

If I am successful, I will receive _____,
given by _____, on _____.

Bonus Clause _____

Penalty Clause _____

(Student Signature) Date

(Teacher Signature) Date

Adapted from Jenson, Rhode, & Reavis (1994)

CONTRACT

I, _____, do hereby declare that I will:

I, _____, do hereby declare that in exchange for
_____ fulfilling his/her contract as stated above,

I will _____
_____.

In WITNESS WHEREOF, we have subscribed our names on this date.

Date: _____

Student's Signature: _____

Teacher's Signature: _____

Witness' Signature: _____



Adapted from Parker (1992)

SECTION SIX

GUIDED PRACTICE ACTIVITIES

To prepare teachers for implementing the strategies in this manual, several practice activities have been included in the areas of assessment, instruction, evaluation and management. The practice activities in this section enable teachers to conduct an error analysis, label the eight ADAPTEd activities, adapt a test and apply a management tool to a case study.

- **Conducting an Error Analysis of a Student's Work** (pp. 281-289)
An example of a completed student test and interview is provided for analysis using the Error Analysis Worksheet.
- **Labeling the Eight ADAPTEd Activities** (pp. 290-299)
One example of each of the eight adapted activities is provided for teachers to examine and label.
- **Adapting a Teacher-Made Test** (pp. 300-302)
One example of an original test is provided for teachers to adapt and revise.
- **Applying Management Tools to a Case Study** (pp. 303-305)
A case study will be provided for teachers to examine and then develop an action plan to address problem areas.



GUIDED PRACTICE ACTIVITIES

Conducting an Error Analysis of a Student's Work

Purpose

This is a guided practice activity to enable educators to use the ADAPT error analysis assessment to address student needs.

Directions to Teacher: Use the Error Analysis of Student Work to guide your assessment.

1. Answer the questions on the Error Analysis of Student Work after examining the student's Science Test on p. 282 and develop a hypothesis concerning the problem areas.
2. Read the transcript of a Student Interview on pp. 284-287 to verify your hypothesis.
3. Complete the Action Plan to address the student's needs on p. 288.
4. Compare your Action Plan with the Completed Action plan on p. 289.

CONDUCTING AN ERROR ANALYSIS OF A STUDENT'S WORK

Science Test

CHAPTER 1 CLIMATE

NAME Jeff
PD 7 SECTION 7-D

13
22 -9

Matching: Letter answer.

- | | | |
|---------------------------|-----------------------------|-----------------------------|
| <u>A</u> . revolution | <u>E</u> . monsoons | <u>I</u> . tropical zone |
| <u>B</u> . Gulf Stream | <u>F</u> . climate | <u>J</u> . orbit |
| <u>C</u> . temperate zone | <u>G</u> . Humboldt Current | <u>K</u> . prevailing winds |
| <u>D</u> . rotation | <u>H</u> . axis | <u>L</u> . latitude |

- B 1. A large warm ocean current in the Atlantic Ocean
- C TF 2. Latitude climate zone which features drastic seasonal changes
- D 3. The spinning of the earth on its axis; causes day and night.
- E TK 4. Winds that change directions from season to season.
- G 5. A large cold ocean current in the Pacific Ocean; Peru Current.
- I 6. Latitude climate zone which features hot temperatures year round.
- A 7. The movement of the earth on its orbit; completed in 1 year.
- K TE 8. Winds that blow from the same direction almost all the time.
- J 9. The circular path which the earth follows around the sun.
- L 10. The measurement of distance from the equator.

Completion: fill in the blanks.

11. The Northern Hemisphere is that half of the Earth north of the equator.
- T12. The tropical zone (polar zone) is the climate zone furthest from the equator which features cold temperatures year round.
13. The axis is an imaginary line through the Earth from pole to pole on which the Earth spins like a top.
14. Winds or waters which flow in constant movement are called current.
- T15. Humboldt current (climate) is the pattern of weather in a place over a long period of time.
- 16.-19. List four (4) factors which effect the climate of an area.
- 16) latitude T18) temperate
- 17) currents T19) climate
- 20-22 Name the 3 climate types or zones highlighted in the textbook.
- 20) tropical zone T21) ocean currents
- T22) wind currents



Note to Teacher: Corrected answers are in parenthesis.



CONDUCTING AN ERROR ANALYSIS OF A STUDENT'S WORK

Error Analysis of Student Work

Teacher _____ Student _____ Subject _____ Date _____

I. Analysis of the Student's Work

Directions to Teacher: Answer the questions below after examining the student's work in a particular skill area or content area.

1. What errors do you notice?
2. What patterns do you see?
3. What hypothesis can you form as to the source of the errors?

II. Interview of the Student

Directions to Teacher: Interview the student to ascertain how he/she tried to complete the assignment.

(See the Transcript of a Student Interview on pp. 284-287)

III. Revision of Hypothesis and Identification of Interventions

Directions to Teacher: Revise your hypothesis after the interview by answering the questions below.

1. What seems to be the source of the errors?
2. What interventions can you use for each error pattern to prevent errors in the future?

CONDUCTING AN ERROR ANALYSIS OF A STUDENT'S WORK

Transcripts of a Student Interview

Matching Questions

Question 2: Latitude climate zone which features drastic seasonal changes.
(*temperate zone is correct, Jeff put climate*)

- Teacher: You wrote climate. Why, Jeff?
- Jeff: Because I thought that was the right answer.
- Teacher: Why did you write climate? Why did you put that down? Do you know?
- Jeff: I thought it was the answer ...drastic season changes – I thought it would be climate.
- Teacher: Because you thought the seasonal changes meant climate. Is that right?
- Jeff: Yes
- Teacher: But really what did it mean?
- Jeff: Temperate zone.
- Teacher: Temperate zone. Because, what were they looking for, Jeff?
- Jeff: They were looking for a - - - I don't know.
- Teacher: They were looking for a zone and you didn't pick that up. You thought it was a seasonal change. Okay! Okay thanks.

Question 4: Winds that change directions from season to season.
(*monsoons is correct, Jeff put down prevailing winds*)

Question 8: Winds that blow from the same direction almost all the time.
(*prevailing is correct, Jeff put down monsoons*)

- Teacher: On question 4 and 8 they're kinds of wind. What did you do wrong on question 4 and 8? What did you confuse here? Read 4.
- Jeff: Winds that change direction from season to season ... ah - - - I had K. (*K is the letter provided in a multiple choice list.*)
- Teacher: You had K.
- Jeff: I had a prevailing wind.
- Teacher: But you were sort of right. What was right about that answer?
- Jeff: It had - - - winds.
- Teacher: Right! So you knew you were looking for winds. But it was really monsoons.

CONDUCTING AN ERROR ANALYSIS OF A STUDENT'S WORK

Transcripts of a Student Interview --- Con't.

Jeff: Monsoons – They really change directions from season to season.

Teacher: And what's a prevailing wind do?

Jeff: They blow in the same direction almost all the time.

Teacher: Okay. So you got the winds confused, but you knew they were winds.

Jeff: Yeah.

Teacher: Why did you get those confused?

Jeff: Cause it's hard to tell monsoon from prevailing winds.

Teacher: Okay. You confused the definitions? Is that what you did?

Jeff: Yeah.

Teacher: Okay.

Completion Questions

Teacher: Are these harder or easier than the matching?

Jeff: Harder

Teacher: Why are they harder?

Jeff: They could be any word that is around. They could be the right answer or the wrong answer.

Teacher: Here (*matching questions*) you can look up here to see what the answers are. Here (*fill in the blank*) it can be any answer, is that right?

Jeff: These are the answers. (*Pointing at list of words provided for matching questions.*)

CONDUCTING AN ERROR ANALYSIS OF A STUDENT'S WORK

Transcript of a Student Interview --- Con't.

Question 12: The _____ is the climate zone furthest from the equator which features cold temperatures year round.
(Jeff wrote tropical zone, correct answer is polar zone.)

- Teacher: On this one, number twelve, the BLANK is the climate zone furthest from the equator which features cold temperatures year round. You put tropic zone - - why was that wrong, Jeff?
- Jeff: Cause it's hot there!
- Teacher: Because it's hot there. You missed a real important word in this. What was the real important word you missed, Jeff?
- Jeff: Furthest from the equator.
- Teacher: Furthest from the equator - - - and what would that do if it was furthest from the equator?
- Jeff: Cold
- Teacher: It would be cold there. Okay? And so why couldn't it be the tropic zone?
- Jeff: Um - - tropic zone is always hot.
- Teacher: All right.
- Jeff: That leaves the polar zone is cold.
- Teacher: So when you read that - - why do you think you put the tropic zone when it is really the polar zone?
- Jeff: Ah - - - uh - - - hum
- Teacher: What do you think you missed - - when you were reading that?
- Jeff: Furthest from the equator.
- Teacher: Didn't you read that?
- Jeff: Yeah - I read it.

CONDUCTING AN ERROR ANALYSIS OF A STUDENT'S WORK

Transcript of a Student Interview --- Con't.

Teacher: Well, what happened there, then?

Jeff: I thought it said hot temperatures all year round.

Teacher: Okay.

Question 15: _____ is the pattern of weather in a place over a long period of time. (*Jeff wrote Humboldt Current, correct answer is climate.*)

Teacher: You missed number 15, which said, "is a pattern of weather over a long period of time.

Jeff: Which is climate.

Teacher: It's climate.

Jeff: But I had Humboldt Current which is a sea current that goes through South American – Peru, Chile and those countries on one side of South America.

Teacher: How could you confuse climate with a current? Why did you write that down?

Jeff: um - - - cause I thought it was the right answer.

Teacher (*laughing*): I know you thought it was the right answer.

Jeff: I don't know which one is the right answer or which one is the wrong answer.

Teacher: Did you understand what a pattern of weather is? What's a pattern of weather?

Jeff: A pattern of weather is where it can be spring, oh, for four months, summer for three months, autumn for two months (*questioning expression*), and winter for three months.

Teacher: Okay. So pattern of weather means that ---

Jeff: -- stays that way all season.

CONDUCTING AN ERROR ANALYSIS OF A STUDENT'S WORK Action Plan

Teacher _____ Student _____ Subject _____ Date _____

Directions to Teacher: List the problems the student has in this class. Identify adaptations needed and the person(s) responsible for designing and implementing them.

Problems	Instructional adaptations	Person(s) responsible for designing the adaptations (general ed. teacher, special ed. teacher, para-professional, parent, counselor, reading specialist, etc.)	Person(s) responsible for implementing the adaptations (general ed. teacher, special ed. teacher, para-professional, parent, counselor, reading specialist, etc.)

CONDUCTING AN ERROR ANALYSIS OF A STUDENT'S WORK Completed Action Plan

Teacher _____ Student _____ Subject _____ Date _____

Directions to Teacher: List the problems the student has in this class. Identify adaptations needed and the person(s) responsible for designing and implementing them.

Problems	Instructional adaptations	Person(s) responsible for designing the adaptations (general ed. teacher, special ed. teacher, para-professional, parent, counselor, reading specialist, etc.)	Person(s) responsible for implementing the adaptations (general ed. teacher, special ed. teacher, para-professional, parent, counselor, reading specialist, etc.)
1. Jeff confuses and forgets different categories of information, e.g. climate zones and types of currents.	<ol style="list-style-type: none"> 1. Use a different Information Organizer for each area of study. 2. Have Jeff draw a visual representation for each category on both Information Organizers. 	<p>General ed teacher</p> <p>Special ed teacher</p>	<p>General ed teacher</p> <p>Jeff</p>
2. Jeff does not understand technical vocabulary and testing vocabulary.	<ol style="list-style-type: none"> 1. Present the words in categories on a What You Need to Know Chart (e.g. factor, effects). 2. Have Jeff highlight words on the test that were confusing to him. 3. Have Jeff make study cards for each category of words, i.e. test vocabulary, technical vocabulary. 	<p>Special ed teacher</p> <p>General ed teacher</p> <p>General ed teacher</p>	<p>Jeff</p> <p>Jeff</p> <p>Jeff</p>

LABELING THE EIGHT ADAPTED ACTIVITIES

Purpose: To provide guided practice for educators to review the eight different adapted activities.

Directions to Teacher:

- Examine pp. 291-298 and write the name of the adapted activity that each represents.
- Use the Answer Key on p. 299 to check your answers.

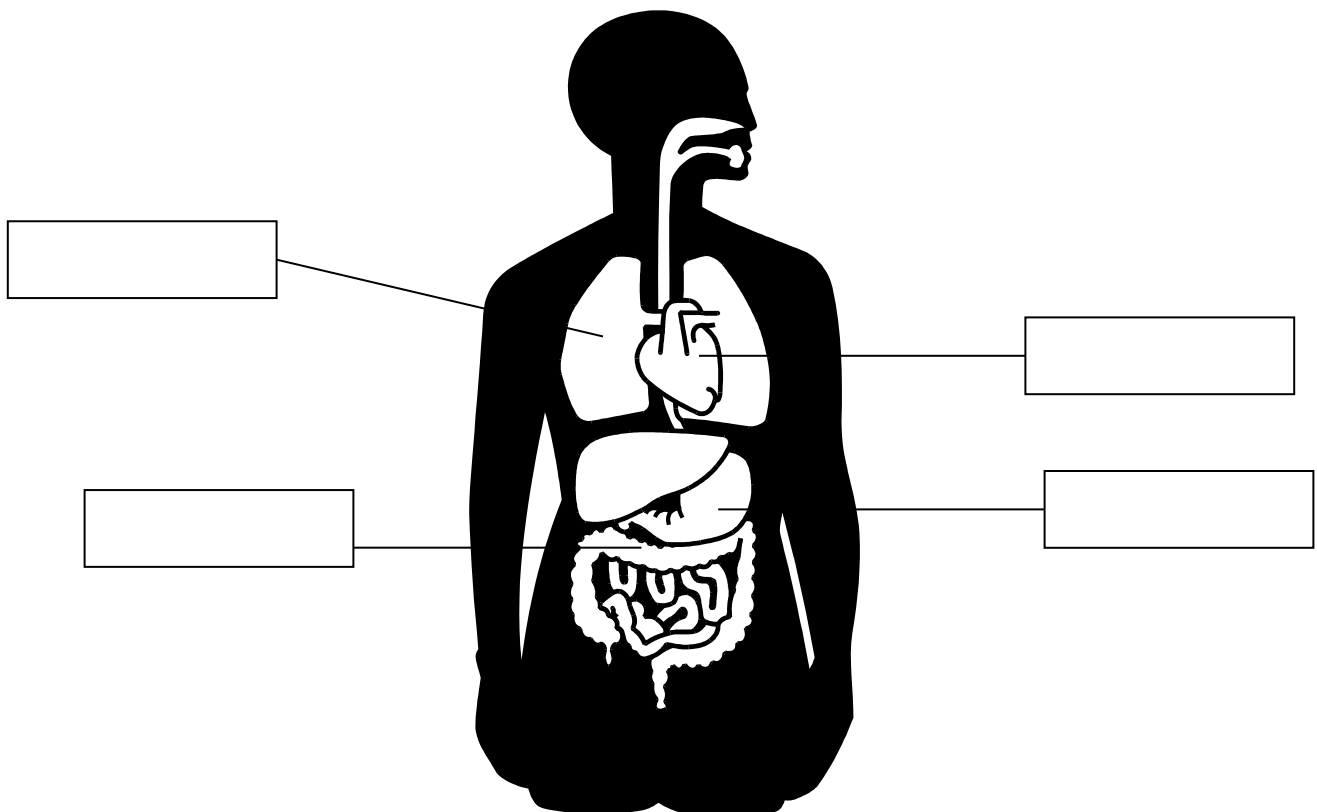
LABELING THE EIGHT ADAPTED ACTIVITIES

Name of Adapted Activity _____

Organs of the Body

Directions to Student: Look at the names of organs in the organ bank. Cut out each word and paste it on the correct box to label the organ.

ORGAN BANK	
Heart	Stomach
Lungs	Intestines



LABELING THE EIGHT ADAPTED ACTIVITIES

Name of Adapted Activity _____

Math Operations

Directions to Student: Use the word bank below to categorize the words for each math operation. List each word in the column that would be a clue to that operation. Some words can be used twice.

WORD BANK			
difference	more than	times	divided by
total	increased by	less than	multiplied by
product	less	decreased by	doubled
twice	sum	more than	tripled
quotient	diminished by	more	

OPERATIONS			
Addition	Subtraction	Multiplication	Division



LABELING THE EIGHT ADAPTED ACTIVITIES

Name of Adapted Activity _____

Planets and Moons

The Planet and Moon System (pp. 607-614)

Directions to Student: Use your book to complete the statements.

Changing Ideas

- (p. 608)
1. For many years, people believed that the earth was **the center of the universe**.
 2. People believed that the sun **moved around the earth**.
 3. Nicolaus Copernicus had the idea that the **sun** is the center of the universe.
 4. Johannes Kepler was able to prove that **the earth-centered belief was wrong**.
 5. The sun and objects that revolve or go around the sun make up our **solar system**.
 6. The objects that revolve around the sun are the **planets** and **moons**.

The Planets

- (p. 610)
1. Planets appear to **wander away** from stars in their background.
 2. Stars seem to be **fixed** in their position in the sky.
 3. Planets differ in **size**.
 4. Most of the smaller planets are close to the **sun**.
 5. All nine planets in the solar system are always moving in an **orbit** or path around the sun.
 6. One trip around the sun is called a **revolution** which is a year in the life of a planet.
 7. The orbits of the planets are somewhat **oval**.
 8. A planet's distance from the sun **changes throughout the planet's year**.
- (p. 612)
9. Each planet revolves around the sun at a different **speed**.
 10. The planets that are closer to the sun **move faster** than those that are farther away.
 11. The sun's **gravity** pulls more strongly on the planets closer to the sun.

Adapted from: *Science Interactions*, Glencoe

LABELING THE EIGHT ADAPTED ACTIVITIES

Name of Adapted Activity _____

Tic Tac Toe

Players: 2 teams

Materials: Tic Tac Toe Board with questions written in each space. Sample questions are listed below.

Object: To gain three in a row by answering the questions in the spaces.

Play: Team X chooses a question. If answered correctly, that team gets the X. Then Team O tries to block Team X. The play continues until one team gains three in a row.

SAMPLE BOARD

<p>Name 3 labor saving devices.</p> <p><i>(vacuum cleaner)</i> <i>(washing machine)</i> <i>(refridgerator)</i></p>	<p>Name the first radio station.</p> <p><i>(KDKA)</i></p>	<p>Name two pilots who flew across the Atlantic Ocean.</p> <p><i>(Amelia Earhart)</i> <i>(Charles Lindberg)</i></p>
<p>Name the man who developed mass production in the auto industry.</p> <p><i>(Henry Ford)</i></p>	<p>Name four spectator sports that became popular in the 1900's</p> <p><i>(Boxing)</i> <i>(Baseball)</i> <i>(Tennis)</i> <i>(Football)</i></p>	<p>Name the first "Talkie" movie.</p> <p><i>(The Jazz Singer)</i></p>
<p>Name the new music forms created in the 1920's.</p> <p><i>(Jazz)</i> <i>(Blues)</i></p>	<p>Name the famous trial concerning the theory of evolution.</p> <p><i>(Scopes trial)</i></p>	<p>Give the main cause of the Great Depression of 1929.</p> <p><i>(Stock Market Crash)</i></p>

LABELING THE EIGHT ADAPTED ACTIVITIES

Name of Adapted Activity _____

Three Branches of the Government

Introduction: The United States Constitution outlined a government with checks and balances by establishing three branches: legislative, judicial and executive.

Directions to Student: Study the picture below that symbolizes the three branches of government. Then answer the questions that follow.

DISCUSSION QUESTIONS

1. The three branches of government are

_____, _____,
and _____.

2. The legislative branch is made up of the

_____ and
_____.

3. The judicial branch of government includes

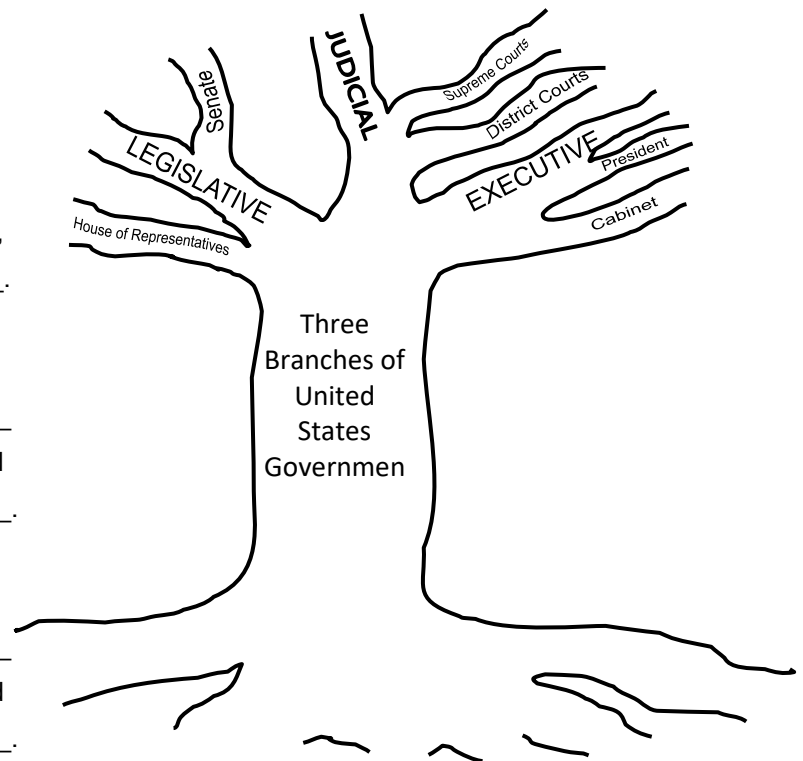
_____ and
_____.

4. The executive branch of government includes

_____ and his
_____.

5. The judicial branch checks the executive branch by _____.

The executive branch checks the legislative branch by _____.



LABELING THE EIGHT ADAPTED ACTIVITIES

Name of Adapted Activity _____

Letters About Slavery

Directions to Student: Choose one of the situations below and write a letter either defending slavery or defending freedom for slaves.

Pretend that you are a slaveholder in the 1840's. You are answering a letter from your brother who lives in the North. Explain to your brother why you are for the plantation system and slavery.

June, 1840

Love,

Pretend that you are an escaped slave who learned to read and write. You have been able to smuggle a letter to your former master's daughter, who does not understand why you ran away. Tell her why you ran away.

August, 1840

Love,



LABELING THE EIGHT ADAPTED ACTIVITIES

Name of Adapted Activity _____

Living Things in an Ecosystem

Directions to Student: Complete the outline below.

I. Freshwater Ecosystem

(p. 20) A. The characteristics of living things in a Freshwater Ecosystem are

1. Algae

a. makes rocks look green

b. do not have stems or roots

c. get what they need to live and grow from water and from the sun

2. Insects

a. live on the rocks

b. have strong legs that cling to rocks

c. strong legs keep them from being washed away

3. Fish

a. have gills that help them breathe in water

b. feed on algae or young insects found in water

B. The changes in a Freshwater Ecosystem are

(p. 22) 1. a stream may become deeper

2. a stream may slow down and widen

3. a stream may dry up

4. affected by a beaver dam

(p. 23) C. The characteristics of food webs in a Freshwater Ecosystem are

1. animals are found near the food they eat

2. some animals eat plants

3. other animals eat the animals that eat the plants

4. a food chain is a chain of living things in which each feeds upon another

Adapted from *The New Exploring Science*, Laidlaw Brothers

LABELING THE EIGHT ADAPTED ACTIVITIES

Name of Adapted Activity _____

Biomes of the Earth

Directions to Student: Find each word in your text and write the meaning in the space provided.

Vocabulary	Page	Write the meaning of each word below
TYPES OF BIOMES		
Biome	650	
Terrestrial biome	650	
Aquatic biome	650	
Freshwater biome	650	
Marine biome	650	
TERRESTRIAL BIOMES		
Tundra	651	
Tiaga	652	
Temperate deciduous forest	653	
Grasslands	654	
Deserts	654	
Tropical rain forests	656	
ORGANISMS OF THE OCEANS		
Benthos	659	
Plankton	659	
Phytoplankton	660	
Zooplankton	660	
Nekton	660	
ZONES OF THE OCEAN		
Interidal	660	
Littoral	660	

Adapted from: *Biology, The Study of Life*, Cebco Standard Company.



LABELING THE EIGHT ADAPTED ACTIVITIES

Answer Key for Labeling of ADAPTEd Activities

1. Manipulative
2. Information Organizer
3. Structured Study Guide
4. Game
5. Concept Activity
6. Application Activity
7. Skeletal Outline
8. What You Need to Know

ADAPTING A TEACHER-MADE TEST

Purpose: To provide guided practice in adapting tests.

Directions to Teacher:

- Examine the Teacher-Made Test on pp. 301-302.
- Identify problem areas such as format, content, questions, directions, etc.
- Decide what adaptations need to be made.
- Write the changes you would make directly on the test.

ADAPTING A TEACHER-MADE TEST

Teacher-Made Test

Name _____

Chapter 9: American History

I. **Multiple Choice:** Choose the right answer:

- _____ 1. During the early 1800's, the northern United States had many natural resources needed for industrialization, including:
 - a. gold and silver
 - b. many low-paid, unskilled workers
 - c. waterpower, raw materials, and a skilled labor force.
- _____ 2. Government leaders began to give more attention to the ideas and goals of the West:
 - a. as the West's political and economic power grew
 - b. as war with Great Britain drew closer
 - c. following the French blockade of the port of New Orleans
- _____ 3. During the early 1800's, many Americans were greatly angered by the:
 - a. war between Great Britain and Spain
 - b. British impressment of American sailors
 - c. British production of cotton in the West Indies
- _____ 4. The Embargo Act halted America's overseas trade and caused:
 - a. the French to honor American trade rights
 - b. the British to set up a blockade around Europe
 - c. many Americans to lose their jobs
- _____ 5. During the early 1800's, two groups of Americans that were denied equal rights were:
 - a. African Americans and women
 - b. Writers and artists
 - c. New Englanders and Southerners
- _____ 6. The Twelfth Amendment was passed in 1804 in order to:
 - a. eliminate the possibility of election ties in future presidential elections
 - b. impeach Aaron Burr
 - c. strengthen the Supreme Court
- _____ 7. In the early 1800's, the United States doubled in land size as a result of:
 - a. the war of 1812
 - b. the purchase of the Louisiana Territory
 - c. the purchase of Canada
- _____ 8. The West became economically important during the early 1800's, in part because:
 - a. of the Hartford Convention
 - b. of the American war with France
 - c. the West was a market for Eastern goods
- _____ 9. In order to make France and Britain honor America's trade rights, Jefferson:
 - a. attacked French and British ships
 - b. placed an embargo on trade with France and Britain
 - c. blockaded Europe

ADAPTING A TEACHER-MADE TEST

Teacher-Made Test – Con't.

II. **Matching:** Match the words at the top with the sentences at the bottom:

- | | | |
|------------------|-------------------|------------------------|
| A. Industrialize | F. Zebulon Pike | K. England |
| B. Impressment | G. States' Rights | L. Narrow Construction |
| C. Cash Crops | H. War Hawks | M. Judicial Review |
| D. Eli Whitney | I. France | N. Neutrality |
| E. John Marshall | J. Embargo | O. Urban |

- _____ 1. The principle of _____ held that the states should have increased power in the Federal System.
- _____ 2. President Jefferson placed an _____ on all American trade with France and Great Britain in 1807 to make the two countries honor American trade rights.
- _____ 3. The cotton gin invented by _____, helped to make cotton a profitable crop to raise in the South.
- _____ 4. During the early 1800's, Northern manufacturing centers grew as the North began to _____.
- _____ 5. _____ was the Chief Justice of the Supreme Court who believed the Court should have broad constitutional powers.
- _____ 6. Established the Court's right to overturn State as well as Federal laws.
- _____ 7. British practice of seizing sailors from American ships.
- _____ 8. Jefferson's policy of refusing to support either side in the war between France and Great Britain.
- _____ 9. Powerful congressional group that called for war against Great Britain during the early 1800's.
- _____ 10. President Jefferson demanded a _____ of the Constitution, which he believed would limit the power of the Federal government.
- _____ 11. By 1800, Pennsylvania had a society of people that lived in or near cities. This was an _____ society.
- _____ 12. With what country did the U.S. fight in the War of 1812?
- _____ 13. The Southwest was explored by _____ whose accounts of the area led many Americans to believe that it was largely desert.
- _____ 14. Farm goods grown to be sold.
- _____ 15. What country sold the Louisiana Territory to the U.S. in 1803?

III. **Question – Answer**

- | | | |
|-------|--------|---|
| _____ | 1,2. | Two men noted for their explorations of the Louisiana Territory are _____ and _____. |
| _____ | 3,4. | By 1796, there were two major political groups; Alexander Hamilton was a member of the _____ party. |
| _____ | 5. | Why did the South remain a primarily rural section in 1800? |
| _____ | 6. | Why did many Americans move West in the 1800's? |
| _____ | 7. | Why was it important for the Americans to control the Mississippi River? |
| _____ | 8. | Why did the New England states want to secede from the Union? |
| _____ | 9, 10. | Why did the U.S. enter the War of 1812? |
| _____ | 11,12 | What gains did Americans make as a result of the War of 1812? |
| _____ | 13. | Which group of states suffered most from the Embargo Act of 1807? |
| _____ | 14-16. | The three sections of the country developing in the early 1800's were _____, _____, and _____. |

APPLYING MANAGEMENT TOOLS TO A CASE STUDY

Purpose: To provide guided practice for educators to identify various strategies from the Management section to address a student's needs.

Directions to Teacher:

1. Read the case study below.
2. Determine the student's needs/problems and strategies to address the student's needs.
3. Complete the Action Plan on p. 304 using at least three strategies from the Management Section.
4. Compare your plan with the completed Action Plan on p. 305.

Case Study:

Fred is an eighth grade student. He has demonstrated academic strength in math, but his reading is approximately 1-2 years below grade level. He is included in all academic classes, with consultation and support from the special education teacher for required adaptations. His grades have declined over the past year from an overall B average to C's and D's. Grades are lower in history and literature classes.

Fred is well liked by his peers, and is frequently late to class because he is socializing with friends in the halls. In the classroom, Fred is frequently off task and therefore, rarely completes his work. When Fred is asked to turn in his work at the end of the period or when Fred is reprimanded for failing to complete an assignment, he ignores the teacher's directive or becomes verbally belligerent.

APPLYING MANAGEMENT TOOLS TO A CASE STUDY **Action Plan**

Teacher _____ Student _____ Subject _____ Date _____

Directions to Teacher: List the problems the student has in this class. Then list the adaptations needed and the person(s) responsible for designing and implementing them.

Problems	Management Adaptations	Person(s) responsible for designing the adaptations (general ed. teacher, special ed. teacher, para-professional, parent, counselor, reading specialist, etc.)	Person(s) responsible for implementing the adaptations (general ed. teacher, special ed. teacher, para-professional, parent, counselor, reading specialist, etc.)

APPLYING MANAGEMENT TOOLS TO A CASE STUDY Completed Action Plan

Teacher _____ Student _____ Subject _____ Date _____

Directions to Teacher: List the problems the student has in this class. Then list the adaptations needed and the person(s) responsible for designing and implementing them.

Problems	Management Adaptations	Person(s) responsible for designing the adaptations (general ed. teacher, special ed. teacher, para-professional, parent, counselor, reading specialist, etc.)	Person(s) responsible for implementing the adaptations (general ed. teacher, special ed. teacher, para-professional, parent, counselor, reading specialist, etc.)
<ul style="list-style-type: none"> late to class 	<ul style="list-style-type: none"> Have Fred use assignment notebook 	General ed teacher	General ed and special ed teachers
<ul style="list-style-type: none"> rarely completes assigned task 	<ul style="list-style-type: none"> Teach Fred to use self-monitoring chart daily or weekly targeting problem behaviors 	General ed and special ed teacher	General ed and special ed teachers
<ul style="list-style-type: none"> ignores teachers directives 	<ul style="list-style-type: none"> Teach goal setting skills using a goal planning guide or form 	General ed teacher	General ed teacher
<ul style="list-style-type: none"> verbally belligerent to teacher 	<ul style="list-style-type: none"> Teach decision making skills using "Decision Making Chart" 	General ed teacher	General ed teacher

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