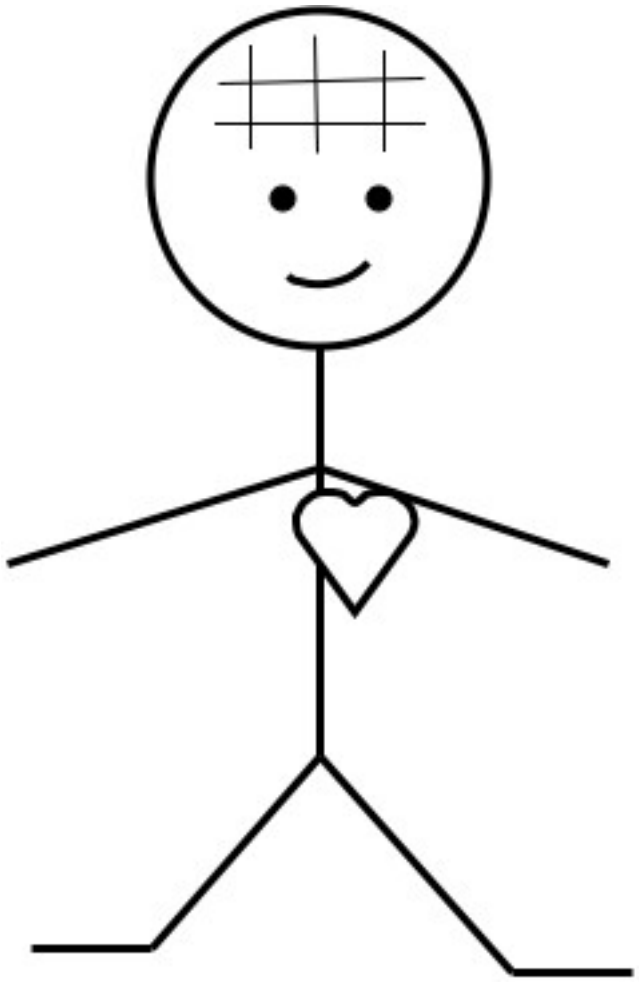

Inspire learning.

Recognize Progress.

Expand Progress.

Check this list to decide what is essential to make your classroom a clear learning place.

Elements of Effective Instruction	Demonstrations
Teacher Makes Learning Clear	__teacher posts goals/objectives __teacher previews lesson __teacher "thinks out loud" about how to—read a story, solve a problem, read content __teacher asks students to clarify instructions __teacher posts directions and gives them orally __teacher models/demonstrates
Teacher Guides Actively	__teacher maintains eye contact __teacher organizes activities so students work in pairs/groups as well as individually __teacher circulates to guide/coach/assess
Students Think Thoroughly	__teacher uses a variety of questions __students ask questions __students paraphrase and illustrate learning __students make/complete graphic organizers to analyze and synthesize __students use skills/knowledge independently __students note what they learn—learning log or think-pair-share __at end of lesson teacher asks students to explain what they learned __Students model/demonstrate
Vocabulary Is Connected	__word wall posted (and illustrated) __word wall vocabulary used in activities __phrases/sentences posted __students write explanations __students illustrate vocabulary __students use current vocabulary in writing
Writing Makes Sense	__ teacher explains writing by "thinking out loud" and posting steps to write effectively writing with students __Students write what they learn across the curriculum __students write in a variety of formats __students improve one element at a time: focus, support, organization, conventions, integration—one aspect at a time

LRE Makes Sense

The Least Restrictive Environment = the Most Inclusive Classroom

Make Special Education and Regular Education Instructional Connections
The following modifications are listed on the IEP for use by teachers in adjusting instruction to respond to the needs of special education students.

These are useful in teaching **all students all subjects**.

1. Explain directions and give concrete examples
2. Maintain frequent eye contact
3. Give verbal directions in clearly stated steps
4. Test one concept at a time
5. Walk by student's desk to check for accuracy and on task behaviors every 15 minutes
6. Write assignments and give verbal instructions
7. Provide visual aids
8. Give simple directions with written examples
9. Ask student to explain what you said in his/her own words
10. Reinforce previously mastered skills
11. Provide motivation and verbal rewards on a daily basis
12. Enlist parental cooperation

Remember that special education includes gifted education.
Use a layered curriculum approach:

- ✓ Set an essential learning outcome for all students.
- ✓ Provide opportunities for all students to learn even more.

Differentiate Instruction AND Assessment

Diversify instruction and assessment to respond to individual learning needs and styles.

Teach Explicitly	*Teach and **Assess** Diversely Assessment if done **independently***
Word Knowledge T: Display words and pictures by patterns and topic	❑ Draw pictures to show what words mean. ❑ Match words/pictures pictures/words. ❑ Chart word patterns. ❑ Make alphabet chart or book. ❑ Write sentence with word. ❑ Choose word to complete sentence. ❑ Make/complete grammar chart rule and example.
Comprehension and Fluency *DRTA:* T: Preview S: Predict; read; check prediction *PQROST:* T: Preview; ask BIG question S: Read, organize, show, tell *Reading Transfer:* T: Read to, read with students S: Re-read to find out more.	❑ Draw pictures of: characters, setting, event. ❑ Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. ❑ Answer multiple choice question; explain your choice. ❑ Write or match sentences that describe or explain _____. ❑ Infer characteristics, motives, prior actions, next action. ❑ Summarize. ❑ Identify the main idea, give examples. ❑ Dramatize the story or history ❑ Write the next part. ❑ Write note to or from someone who “was there”.
Strategic Reading T: Think out loud—explain the strategies you use as you read	❑ Think out loud. ❑ List what’s important ❑ Ask yourself questions as you read ❑ Apply the same strategy to different sections or texts. ❑ Draw what you read
Math T: Demonstrate math T: Post vocabulary and example/picture	❑ Draw the problem and solution ❑ Act out the problem and solution ❑ Write math—examples, explanations, “Math Path”. ❑ Make up math problems. ❑ Make math glossary. ❑ Write a math guide
Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas	❑ List important words, add pictures. ❑ List information about one category. ❑ Draw pictures that show facts about this topic. ❑ Complete graphic organizers. ❑ Give facts that support an idea. ❑ Identify or choose an idea that facts support. ❑ Write and/or draw about a topic.
Writing T: Do a “write aloud” ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.	❑ Work on one kind of writing at a time. ❑ Focus on one criterion for good writing at a time. ❑ Edit writing for that one focus. ❑ Illustrate your own writing. ❑ Make punctuation posters

BUILD SOCIAL EMOTIONAL DEVELOPMENT INTO YOUR CURRICULUM

An Example of how to integrate each quarter

1st quarter	*2nd quarter*	*3rd quarter*	*4th quarter*
Interest Inventory Poems and Songs: Read and write positive poems and songs *Learning Partners*	Poems and Songs: Read and write positive poems and songs *Learning Groups*	Poems and Songs: Read and write positive poems and songs *Learning Teams*	Poems and Songs: Read and write positive poems and songs *Learning Leaders*

How and Why Take an Interest Inventory

Originally designed for reading, this is a survey that asks students what kinds of things they like to read. That information will help you select materials for independent reading and for special lessons. You can expand it to ask students what they like to learn about—and how—in science, social studies, and math.

Poetry and Music: Why, How, What

Why: *Poetry and music express ideas and feelings and can help students understand and communicate their own and others' emotions.*

How: *Students read/listen to inspiring poems and songs.*
Students write their own poems and songs.
See the Teacher Toolkit for guides to interpreting and writing poems and songs.

What: *The website teacher.depaul.edu will post spirituals and poems that you can use in addition to poems available in your school and on the Internet.*

Learning Partners, Groups, Teams, Leaders

These are recommended ways to build collaboration and increase learning.
The sequence starts with pairs, then expands to groups.
The Teams in third quarter can be organized to support projects and ISAT preparation.
The 4th quarter emphasis on leaders is to support greater independence as students move to the next grade.

Connect literacy to social-emotional development.

SHARE AN INSPIRING QUOTE OR POEM EACH WEEK.

"The future depends on what we do in the present."
Mahatma Gandhi

Proverbs to Inspire Learning and Leadership	Proverbios para Inspirar Aprendizaje y Liderazgo
If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
Give me leverage, and I will move the Earth. (Greece)	Dame ventaje, y moveré la Tierra. (Griego)
By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)

Expand Parent Involvement

Parents can help make great use of out-of-school time to reinforce learning.

This list includes some effective parent involvement plans.

- ✓ *Have once-a-month parent "open house" at your classroom.*
- ✓ *Send home a list of words of the month for parents to reinforce.*
- ✓ *Use "Family Math" or another resource and send one activity home each week.*
- ✓ *Make a parent preview, listing topics, skills, and activities children will work on.*
- ✓ *Call one parent each day to discuss one student's progress.*
- ✓ *Have children write to their parents each week, telling them what they are learning.*
- ✓ *Make a schedule for home activities that can be done regularly based on what your class is studying, such as:*

  Monday: Draw pictures to show what you read today.
  Tuesday: Use this week's math skill to solve problems you make up.
  Wednesday: Make up questions about this week's content.
  Thursday: Write about this week's content topic.
  Friday: Make a quiz about what you learned this week.

- ✓ Send home outlines for parents to use to write books with their children. See "My Family History Book" for an example. (http://teacher.depaul.edu)

Note your own parent involvement plans here:

OUR GRADE'S PLAN TO EXPAND SCHOOL-HOME CONNECTIONS

Teachers can collaborate by grade level to organize a "bank" of resources.

Examples	**What We'll Organize for Home Learning Connections**
Expand Vocabulary • Make vocabulary "flashcards". • Make your own pictionary. • Play word games.	*Example: word lists*
Read and Discuss Stories 1. Talk about what happens and why in a story you read—or watch on TV. 2. Predict what could happen next.	*Example: Questions to ask about any story*
Learn More Social Studies and Science • Watch TV programs about science or history. • Talk about what you child is learning. • Go to a museum to learn more. • Use the library or Internet to learn even more.	*Example: List of TV shows to watch this month.*
Make More Math Progress • Practice math with your child. For example, use flashcards you make to review math facts. • Play math fact matching games. • Solve real-life math problems with your child. For example, make a shopping list and estimate what the cost will be.	*Example: List of math skills to practice.*