

Chicago Teaching Partners

DePaul Center for Urban Education

Keep it simple, Smarty.

Mainstream Effective Methods of Special Education

- ✓ Chunk the content.
- ✓ Give clear directions both in writing and orally.
- ✓ Use pictures and graphic organizers so students see what they are learning.
- ✓ Have students start with basics and expand knowledge and skills.
- ✓ Give students “scaffolds” to organize their learning.

These resources were developed by the DePaul Center for Urban Education through Chicago Teacher Collaborative, sponsored by the US Department of Education Office of Special Education Programs, and the Teacher Leadership Network, sponsored by the Polk Bros. Foundation, and are provided for use in Chicago Teaching Partners, a collaboration with the Chicago Public Schools Office of Specialized Services.

These resources are useful for all subjects.

They are adaptable to all grade levels and subjects.

The tools in this guide will be particularly helpful to increase student competency to:

- > Read non-fiction text
- > Write with focus and support about current learning
- > Prepare for tests and continue to learn important content.

They correlate with State Standards and ISAT.

Underline each strategy you use frequently in your teaching.

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

Teacher's Choices

❖ What's important to teach?

What will you organize to make February a meaningful Black History month for your students?

❖ How do my students learn?

❖ How will I assess their learning?

Teacher's Strategies:

1. Chunk the content.
2. Choose varied activities.
Visual Verbal Active Interactive
Individual Pairs Teams Whole Class
3. Coach the learners.
4. Check the learning.
5. Check the teaching:
 - ✓ Was I clear?
 - ✓ Did I give directions in more than one way?
 - ✓ Did I give examples?
 - ✓ Did I ask students to re-state directions?
 - ✓ Did I ask students to explain what they were learning?
 - ✓ ...
6. Choose responses to individual needs:
 - re-model *differently*
 - use *different* models—including other learners

GROW Plan

Goal	
Read (1A,B,C)	
Organize 1B/5A	
Write 3B	

Demonstrate a new strategy with a familiar text.

Who is in this story?

I can identify character traits. (1A)

Little Pink Riding Hood was a 10-year old girl who loved to wear pink clothes. That is why she really liked her special coat.

One day she put on her coat. She picked up a basket of food. She was going to take it to her grandmother's house.

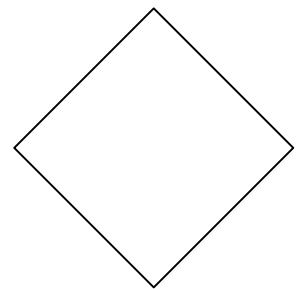
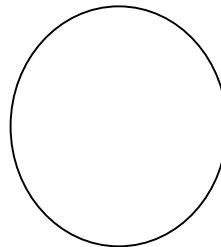
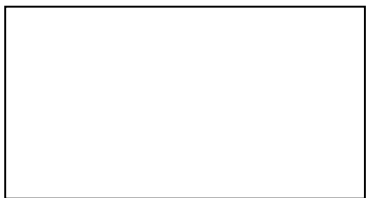
Her grandmother was sick. Little Pink Riding Hood loved her grandmother. She was a very kind grandmother.

Little Pink Riding Hood walked through the woods. She ate some of her grandmother's cookies, which she had baked and covered with pink icing. While she was eating a cookie, she met a wolf. He smiled with big teeth. The wolf asked her where she was going. She said, "I am taking food to my grandmother. Would you like a cookie?"

He thanked her but told her he did not like cookies. The wolf said she was a very sweet child. She smiled. He asked where her grandmother lived. She told him that she did not have good map skills but that it was a place she could always find by looking for pink. It's a pink house.

Then she met a squirrel. It was little and fluffy. The squirrel asked her, "Have you seen a big, bad wolf?" "Well, I saw a wolf," she answered. Then she explained.

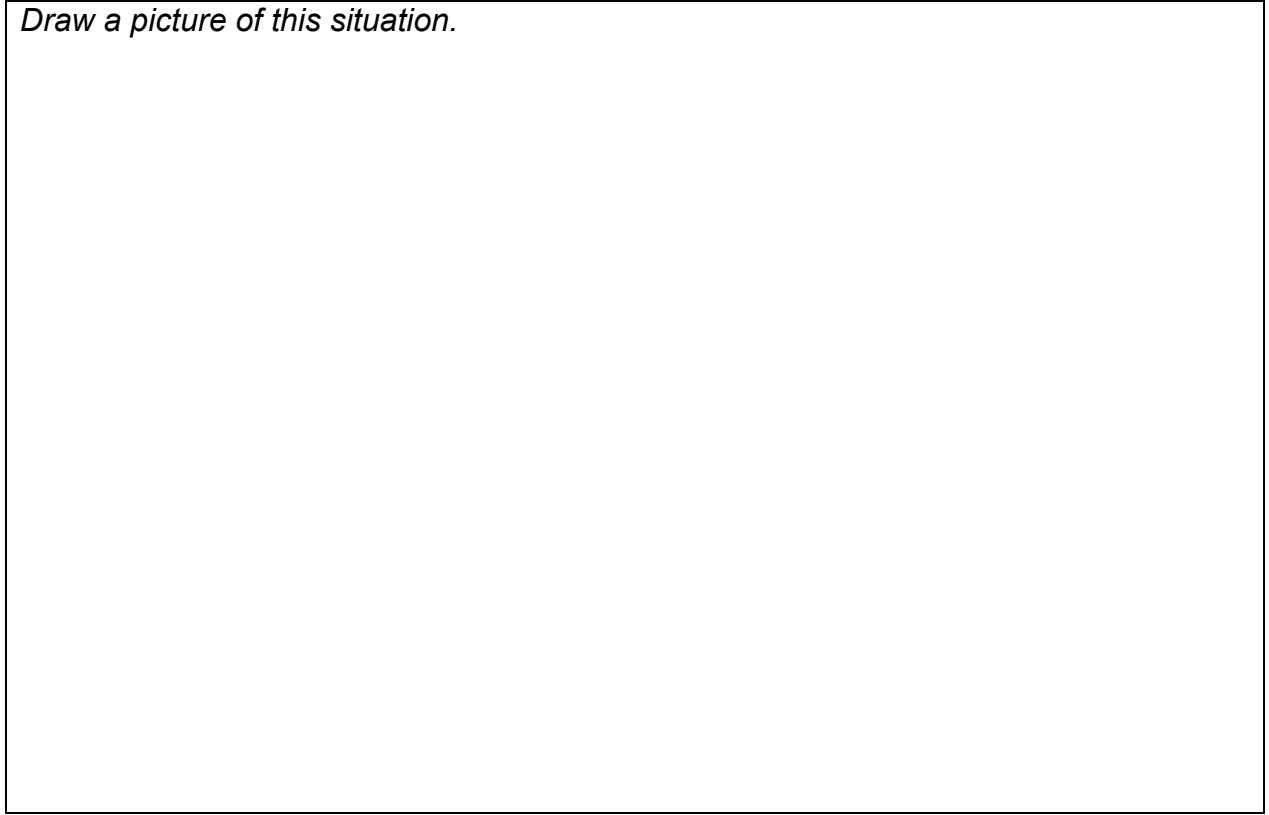
Draw pictures of characters in the story.



What's Happening? *This activity is applicable to any history or story.*

1B. I can identify important information in a text.

Draw a picture of this situation.



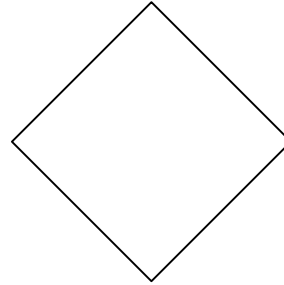
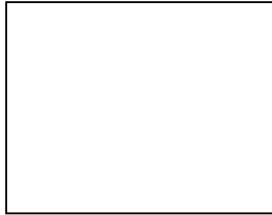
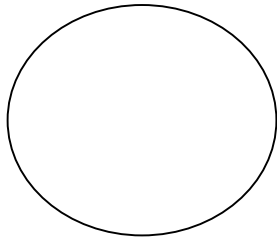
Write about this situation.

- Write as if you were there.
- Write about a day in your life.

Story/History Mapper

1B: I can map a story or history.

Draw three persons who are in it.



Map the place.



Sequence the Events.



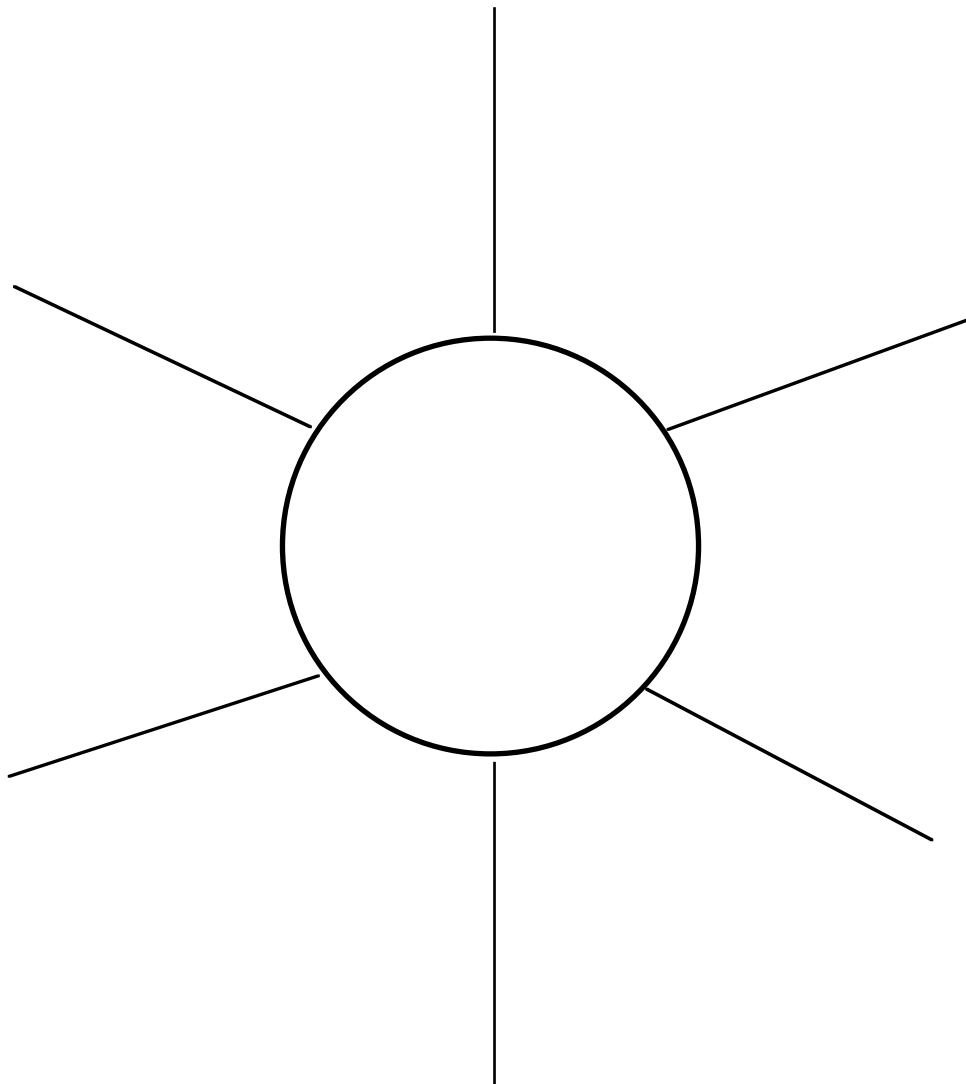
Write what those persons might have said about one of those events.

READING STRATEGY DEVELOPMENT WITH ACTIVITIES/ASSESSMENTS

<p>WORD KNOWLEDGE STRATEGIES 1A apply word analysis and vocabulary skills to comprehend selections > Focus on one kind of decoding/word attack strategy each week. > Use words of the week all week > Use structural analysis strategies > Develop vocabulary in content areas. > Display words and pictures by phonics/structural patterns and topic.</p>	<p>Activities/Assessments ❖ Draw words or pictures to explain vocabulary ❖ Chart word-picture-word ❖ Chart or match word/synonym word/antonym ❖ Find word in newspaper, book ❖ Write sentence with word(s) ❖ Make/complete grammar chart or glossary ❖ Make/complete prefix-suffix chart/guide ❖ Write with the 'words of the week'</p>
<p>FLUENCY STRATEGIES Also include 4A (listen) and 4B (speak)effectively plus comprehension standards > Read aloud, think aloud. > Coach > Model fluent reading of a variety of kinds of texts.</p>	<p>Activities/Assessments ❖ Read aloud from texts and their own writing ❖ Re-read texts individually and in groups ❖ Partner reading ❖ Poetry reading across the curriculum</p>
<p>COMPREHENSION STRATEGIES 1B apply reading strategies to improve understanding and fluency 1C comprehend a broad range of reading materials 2A understand how literary elements and techniques are used to convey meaning 2B read and interpret a variety of literary works ✓ Think out loud. ✓ read with a partner ✓ use a variety of strategies ✓ Read aloud, re-read independently</p>	<p>Activities/Assessments ❖ Illustrate text ❖ Construct and explain graphic organizers ❖ Answer questions; justify answer choice ❖ Make up questions (and provide answers) ❖ Sequence events in pictures or words ❖ Write or match sentences that describe or explain _____. ❖ Infer and explain basis of inference ❖ Identify main idea or theme and explain its basis in text ❖ Write the next part ❖ Write a paragraph, poem, booklet, letter about what you read</p>
<p>WRITING STRATEGIES 3A use correct grammar, spelling, punctuation, capitalization and structure. 3B compose well-organized and coherent writing for specific purposes and audiences 3C communicate ideas in writing to accomplish a variety of purposes ✓ Incorporate writing in all subjects ✓ Model--"write aloud". ✓ Focus on one writing element weekly ✓ Model how to write.</p>	<p>Activities/Assessments ❖ Write with focus, organization, support, coherence, and clarity ❖ Edit writing ❖ Write in a variety of formats—letters, poems, diaries, fiction, non-fiction, booklets... ❖ Make Writer's Guide—explains how to write</p>

Make Topic Learning Clear

Put the topic in the center. Then as you learn, put what's important on the lines.



GLOW Plan

Goal	
Listen (1A; 4A)	
Organize 1B/5A	
Write 3B	

WORD BANK

TOPIC: _____

I can explain what words mean. (1A)

WORD	Show what it means. Draw a picture.	Write another word that tells about this word.

Keep adding to your word bank as you learn more words about this topic.

Write sentences, a letter, article, poem, paragraph, part of a book with the words.

Phonics Picture Bank

1A. Can identify and give examples of phonics patterns.

Pattern: _____

WORD	Show what it means. Draw a picture.

Use your word bank to:

> Write. > Make up word games. > Write more words.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

Exceed the Standard:
Write what you learned by
doing this project.

ALPHABET TOPIC PICTURES

TOPIC: _____

3B. *I can write about a topic.*

*Write letters that start the names of things that are part of the topic.
Then write the word. Then draw the picture.*

LETTER	WORD	PICTURE

Write a sentence with some of your words.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?
Exceed the Standard:
Write what you learned
by doing this project.

Culture Vocabulary

These are some terms that are part of reading and writing about a culture. Add more that fit the topics your grade learns.

K	1	2	3	4-8		
family feel help hope live neighbor parent share song sound	color flag good help holiday home hope light live people share show	building change choose community help need past place present share today work	celebrate city cooperate distance history idea leader message past route town value	ancestor archeologist architect architecture artifacts barter border century ceremony change city communicate conflict constant continue country culture current custom	develop diversity empire ethnic group event forum generation heritage history historian homeland identity immigrant institution justice language leadership liberty	migrate mission native nationalism nomad past patriot pioneer present time progress recognize refugee responsibility shelter society symbol trade valuable village

TOPIC ALPHABET

I can identify words that are part of a topic. (1A)

I can write a sentence that explains the topic. (3B)

My Topic: _____

LETTER	WORD	PICTURE

Write a sentence with some of your words.

--

George Washington Carver lived from 1864 to 1943. He spent much of his life helping farmers to use their land in better ways. His ideas have helped farmers in many countries around the world.

Carver was in charge of farm research at Tuskegee Institute, a college in Alabama. He taught students how to farm. He also worked with southern farmers on their land. In the southern part of the United States, most farmers had grown cotton for so many years that the soil had worn out. Carver showed them how to improve the land.

Carver said the farmers should plant peanuts. Peanuts would enrich the soil. Farmers asked who would buy so many peanuts if they planted them. Carver answered by finding more than 300 new ways to use peanuts. Farmers could feed the vines to farm animals. They could use the hulls for fertilizer. Carver even found a way to make paper from the peanut shells.

When Carver died, he left his money to help people to keep working on farm research. Today, people from many countries come to the George Washington Carver Foundation at Tuskegee Institute. There they learn better ways of farming. Why is this important to the world today?

Paragraph Reader/Page Reader: Visualize What You Read

1B. I can draw what I read. (I can create a mental image of a text.)

Place this page next to your book.

After you read each paragraph or page or part draw a picture that shows what it says.

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What is the main idea?

I can locate important information.

As you collect information about a topic, list your information.

Topic: _____

Important Information

List the “top ten” facts you find about it.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Which is the most important fact you found?

Why do you think it is most important?

I can classify information. (1B; 5A)

Topic: _____

What does your chart show?

Write to explain what it tells about this topic.

Write What's Important

Topic: _____

What I Knew

- _____
- _____
- _____

What I Learned

- _____
- _____
- _____
- _____

What I Think

Take what you knew and what you learned and explain this topic in your own words.

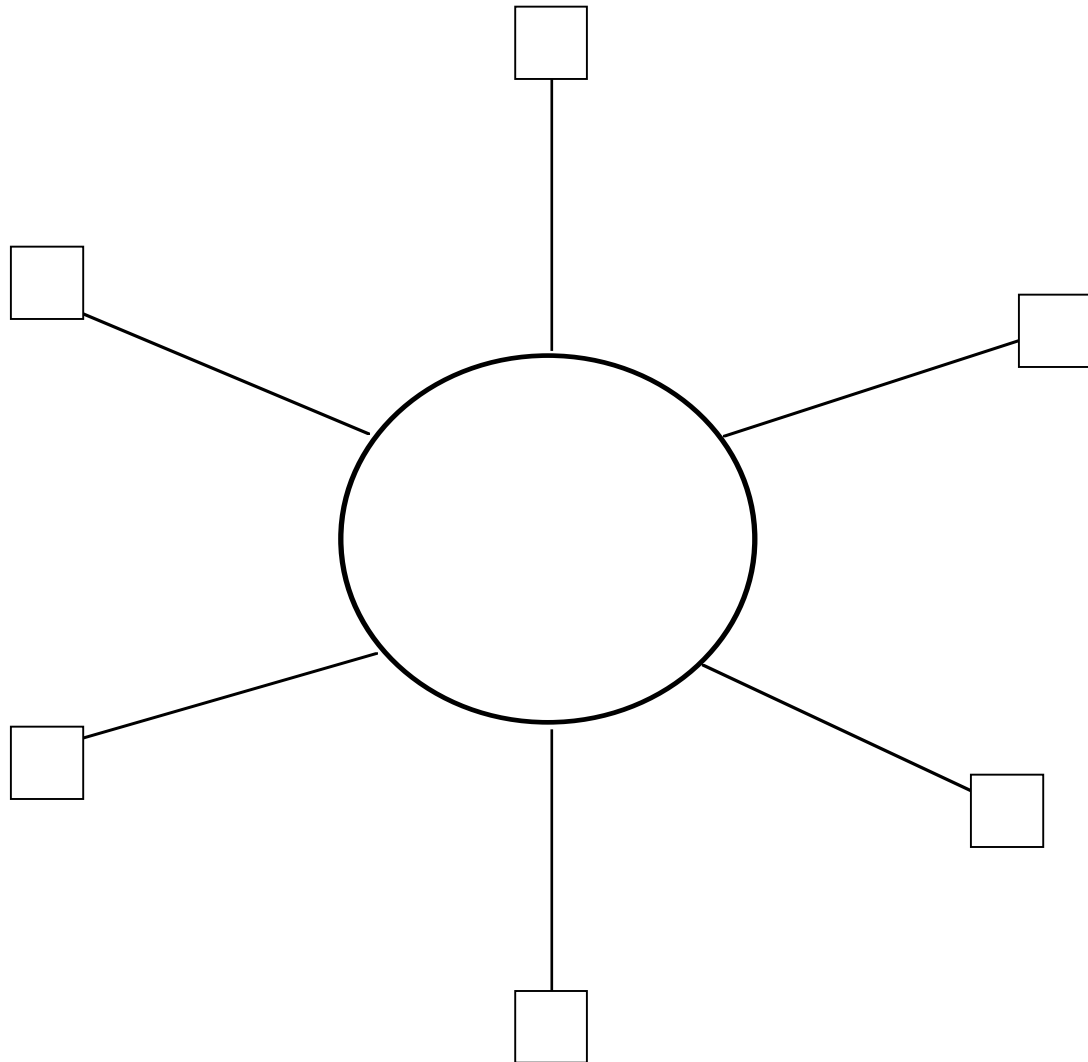
Expository Communicator

Use this guide to organize writing or speaking about any topic.

What's the topic? _____

What's the focus—my idea? Write it in the circle.

*What information is important to explain to make that idea clear? **Note it on the lines.** Number the lines—in the box at the end—in the order you will say or write this information.*



How will I start?

How will I conclude?

History UNIT PLANNER

Content Standards: ___ 16 A: analyze historical development of communities
 ___ 18A Analyze how traditions affect cultures ___ 16D: understand social history

Focusing Question or Theme: _____

Construct the focusing question or theme based on the standards—it should be so clear and big that at the end of five weeks when students complete a project that responds to it they demonstrate that they have met the standards.

Chicago Reading Initiative Correlation: Students will expand Vocabulary (1A), apply reading strategies (1B), and develop content area reading/writing competencies (5A, B, C)

5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

5B analyze and evaluate information acquired from various sources.

5C apply acquired information, concepts and ideas to communicate in a variety of formats.

Week	This week's Topic	This week's vocabulary	This week's Reading Read aloud/listening	This Week's Writing
1				
2				
3				
4				

Assessment: Students will use information about the topic to explain ideas in...

___ charts ___ diagrams ___ illustrations ___ maps ___ presentation
 ___ essay ___ report ___ poem ___ glossary ___ booklet ___ display
 ___ _____

History Unit Planner

Content Standards: __X__16D: understand social history

Focusing Question or Theme: How can one person affect a community?

Construct the focusing question or theme based on the standards—it should be so clear and big that at the end of five weeks when students complete a project that responds to it they demonstrate that they have met the standards.

Chicago Reading Initiative: Students will expand Vocabulary (1A), apply reading strategies (1B), and develop content area reading/writing competencies (5A, B, C)

Week	This week's Topic	This week's vocabulary	This week's Reading Read aloud/listening	This Week's Writing
1	A person who has helped our community	cause change community effect leader	Chicago newspaper articles	How someone has helped our community: write/illustrate that history.
2	A person who has helped Chicago.	city leader leadership obstacles urban	Chicago newspaper articles. Biography of Chicago leader	Write a speech that person might make when visiting our school.
3	A person who has helped the United States.	country improve nation progress	US history book Biography	Write a poem about the way that person helped the country.
4	How Chicago may change in the future.	century future important value	What we have written in weeks 1, 2, 3 A book about Chicago	A booklet about Chicago in the future.

Assessment: Students will use information about the topic to explain ideas in...

___charts ___diagrams ___illustrations ___maps ___presentation
 ___essay ___report ___poem ___glossary ___booklet ___display
 ___ YOUR PLAN

What will you take from the workshop?

Idea/Strategy	How I'll Apply It