

Polk Bros. Foundation
Community Schools Leadership Network

MAKE CLEAR CONNECTIONS

Learning LRE Extended Day



A Resource Guide for Administrators of Community Schools
and Representatives of Organizational Partners



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

Mahatma Gandhi

THE INCLUSIVE CURRICULUM

KEEP IT SIMPLE, SMARTY.

Principles in Practice

The following list is part of the IEP. Each strategy is important to helping students with special needs learn more and is very useful to ensure that all students learn with clarity.

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

Principles in Practice

Teacher's Strategies

1. Chunk the content.
2. Choose varied activities.
Visual Verbal Active Interactive

Organize varied learning groups.
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

P Q R O S T –Clear Content Literacy **Guide Students to Read, Think, and Write Clearly**

Effective content learning follows this pattern, which is adapted from guides to reading in the content areas and special education.

P Teacher Previews the learning

Q The Quest—it can be a big question or challenge.

R Read, Reason, Represent

O Organize using any of the graphic organizers—list, chart diagram, time-line, map, outline.

S Students Synthesize their learning

T Students Tell what they have learned.

Layer the Learning

First choose a chunk—important content or skill.

Then set up three levels for students to learn.

Your levels can be progressive—students begin at the essential level and continue through the advanced level.

Your levels can be layers—all students reach the essential level, some meet the proficient level, others get to the advanced level.

The Chunk—what will you teach?

Level A: _____

Advanced

Students who exceed the standard are advanced.

Your assessment should require that they demonstrate more than knowledge—they should synthesize, apply, construct with the knowledge.

Level B: _____

Proficient

Students who meet the standard are proficient.

Your assessment should require that the students explain and apply what they have learned in other contexts.

Level C: _____

Essential

Everyone should be at this level—they know the content or skill you have taught and can use it.

Your assessment should require the students to restate the content in their own way and to use a skill in the same kind of situation in which you taught it.

Example: Social Studies

The Chunk

How government works—branches and services.

Activities

Level A

Make a brochure showing the parts of government. For each part, write a descriptive paragraph. Include information about the kinds of jobs done in that part and how people choose the leaders to do those jobs.

Level B

Make a chart showing the parts of the government. Use pictures, symbols, and words to show/name the jobs each part does.

Level C

Label the parts of government. (Can be based on pictures or symbols.)

Example: Language Arts/English

The Chunk

Elements of a story: plot, setting, character

Activities/Assessments

Level A: Use the elements of a story to make one up.

Level B: Read/listen to a new story. Complete this chart:

Setting	Characters	Plot/Events

Level C: Listen to story. Draw pictures that show: who was in the story; what they did; where it took place.

MULTI-LEVEL: Act out the story.

Synthesize and Tell To Expand Knowledge and Literacy

Guided comprehension [c], fluency [f], word knowledge [wk], writing [w].

<ul style="list-style-type: none"> Illustrate the textbook. <p>C, F, WK, W</p>	<ul style="list-style-type: none"> Make a picture glossary. <p>WK</p>	<ul style="list-style-type: none"> Write a summary. <p>C, W</p>
<ul style="list-style-type: none"> Make a map key showing what's important. <p>C, WK</p>	<ul style="list-style-type: none"> Classify facts in a chart. <p>C</p>	<ul style="list-style-type: none"> Compare/contrast with a Venn diagram. <p>C</p>
<ul style="list-style-type: none"> Construct a timeline. <p>C</p>	<ul style="list-style-type: none"> Construct a diagram. <p>C</p>	<ul style="list-style-type: none"> Make a mural. <p>C</p>
<ul style="list-style-type: none"> Organize a guide to the topic. <p>C, WK, W</p>	<ul style="list-style-type: none"> Write and act a dialogue or play. <p>C, F, WK, W</p>	<ul style="list-style-type: none"> Construct an exhibit—objects, drawings, labels. <p>C, WK, W</p>
<ul style="list-style-type: none"> Write and read aloud a poem about the topic. <p>F, WK, W</p>	<ul style="list-style-type: none"> Write and read aloud a diary of a day there. <p>F, WK, W</p>	<ul style="list-style-type: none"> Write a children's book. <p>WK, W</p>

The Connected Curriculum—Meaningful Standards

Standards-Focused Extended Learning

This is an example of how to align extended learning activities with Learning Standards. Each of these activities would develop several skills. The standard that is listed is the Focus—the emphasis of the activities.

Focus Learning Standard	Activity	Staff—School and Partner
<i>Uses strategies to understand readings (1B)</i>	<i>Self-selected reading materials</i> <i>Reader’s Theater</i>	
<i>Knows and uses science inquiry (11A)</i> <i>Knows essential science principles (12ABC)</i>	<i>Science Fair Project Center</i> <i>Online museum “field trips”</i>	
<i>Knows and uses numbers in a broad range of settings (6A)</i>	<i>Math games</i>	
<i>Writes clearly and in different formats (3B)</i>	<i>Journal writing weekly</i> <i>Seasonal poetry writing</i> <i>Greeting Card making</i>	
<i>Identify and manage one’s emotions and behavior. (SEL1A)</i>	<i>Chess</i> <i>Students make “compact” for participation in extended learning</i>	

ENGAGE LEARNERS ACTIVELY

Teach Explicitly	Learn Actively
<p>Word Knowledge T: Display words and pictures by patterns and topic</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw words or pictures to explain vocabulary. <input type="checkbox"/> Match words/pictures pictures/words. <input type="checkbox"/> Play word games <input type="checkbox"/> Make alphabet chart or book. <input type="checkbox"/> Write sentence with word. <input type="checkbox"/> Choose word to complete sentence. <input type="checkbox"/> Make grammar chart--rule and example.
<p>Comprehension and Fluency <i>DRTA:</i> T: Preview S: Predict; read; check prediction <i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell <i>Reading Transfer:</i> T: Read to, read with students S: Re-read to find out more.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures of: characters, setting, event. <input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. <input type="checkbox"/> Answer multiple choice question; explain your choice. <input type="checkbox"/> Act out a story or history. <input type="checkbox"/> Write or match sentences that describe or explain _____. <input type="checkbox"/> Infer characteristics, motives, prior actions, next action. <input type="checkbox"/> Summarize. <input type="checkbox"/> Identify the main idea, give examples. <input type="checkbox"/> Act it out <input type="checkbox"/> Write the next part. <input type="checkbox"/> Write note to or from someone who “was there”.
<p>Strategic Reading T: Think out loud—explain the strategies you use as you read</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Think out loud. <input type="checkbox"/> Apply the same skill several times to different sections or texts. <input type="checkbox"/> Role play the story/history. <input type="checkbox"/> Show and tell--in pictures and writing.
<p>Math T: Demonstrate math T: Post vocabulary and example/picture</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw the problem <input type="checkbox"/> Act out the problem and solution <input type="checkbox"/> Write math—examples, explanations, “Math Path”. <input type="checkbox"/> Make up math problems. <input type="checkbox"/> Make math glossary.
<p>Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> List important words, add pictures. <input type="checkbox"/> List information about one category. <input type="checkbox"/> Draw pictures that show facts about this topic. <input type="checkbox"/> Complete graphic organizers. <input type="checkbox"/> Give facts that support an idea. <input type="checkbox"/> Identify or choose an idea that facts support. <input type="checkbox"/> Write and/or draw about a topic.
<p>Writing T: Do a “write aloud” ✓ Provide examples. ✓ Emphasize one criterion at a time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Illustrate your own writing. <input type="checkbox"/> Make punctuation posters <input type="checkbox"/> Write in a variety of contexts <input type="checkbox"/> Co-write with other students

CONNECTED LEARNING PLAN

Example of a way to link library, music, art, computer in school and extended learning.

Topic or Theme

