

# Adlai Stevenson School

## Primary Teacher's Toolkit

### 2010-2011

*"Success is a journey, not a destination."*

**Set Priorities** ➡

**Organize** ➡

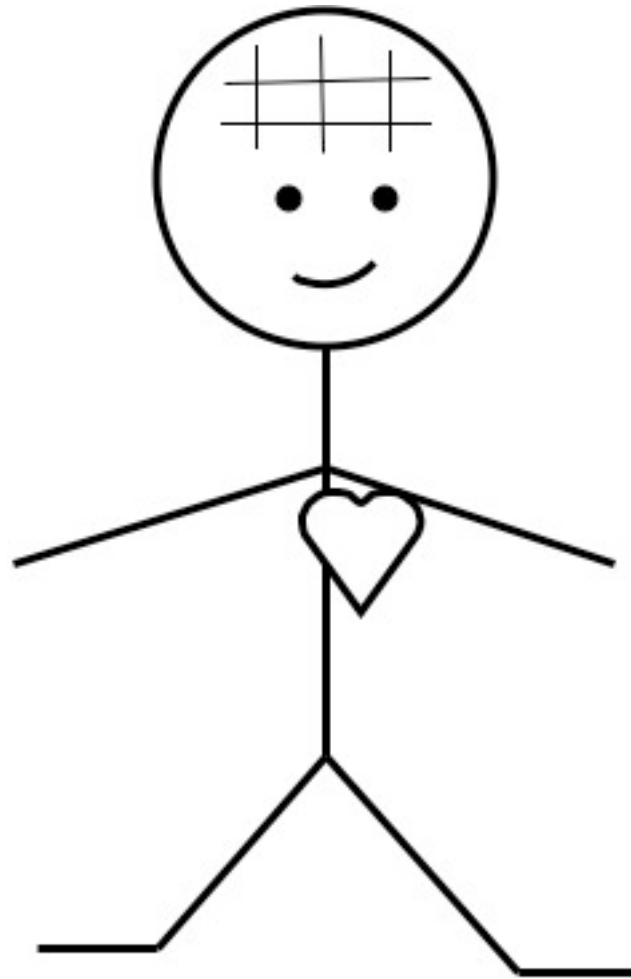
**Act** ➡

**Check** ✓

**Make Progress** ↪

Polk Bros. Foundation Center for Urban Education

You can access all the materials in this "toolkit" and more resources at  
<http://teacher.depaul.edu>



**Inspire learning.**

**Recognize Progress.**

**Expand Progress.**

**Proverbs and sayings can inspire progress.**

**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 ventaja, 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)

**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	<ul style="list-style-type: none"> <li>__ teacher posts goals/objectives</li> <li>__ teacher previews lesson</li> <li>__ teacher “thinks out loud” about how to—read a story, solve a problem, read content</li> <li>__ teacher asks students to clarify instructions</li> <li>__ teacher posts directions and gives them orally</li> <li>__ teacher models/demonstrates</li> </ul>
Teacher Guides Actively	<ul style="list-style-type: none"> <li>__ teacher maintains eye contact</li> <li>__ teacher organizes activities so students work in pairs/groups as well as individually</li> <li>__ teacher circulates to guide/coach/assess</li> </ul>
Students Think Thoroughly	<ul style="list-style-type: none"> <li>__ teacher uses a variety of questions</li> <li>__ students ask questions</li> <li>__ students paraphrase and illustrate learning</li> <li>__ students make/complete graphic organizers to analyze and synthesize</li> <li>__ students use skills/knowledge independently</li> <li>__ students note what they learn—learning log or think-pair-share</li> <li>__ at end of lesson teacher asks students to explain what they learned</li> <li>__ Students model/demonstrate</li> </ul>
Vocabulary Is Connected	<ul style="list-style-type: none"> <li>__ word wall posted (and illustrated)</li> <li>__ word wall vocabulary used in activities</li> <li>__ phrases/sentences posted</li> <li>__ students write explanations</li> <li>__ students illustrate vocabulary</li> <li>__ students use current vocabulary in writing</li> </ul>
Writing Makes Sense	<ul style="list-style-type: none"> <li>__ teacher explains writing by “thinking out loud” and posting steps to write effectively writing with students</li> <li>__ Students write what they learn across the curriculum</li> <li>__ students write in a variety of formats</li> <li>__ students improve one element at a time: focus, support, organization, conventions, integration—one aspect at a time</li> </ul>

## **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.*

<i>Teach Explicitly</i>	<i>Teach and Assess Diversely Assessment if done <b>independently</b></i>
<p><b>Word Knowledge</b> T: Display words and pictures by patterns and topic</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw pictures to show what words mean.</li> <li><input type="checkbox"/> Match words/pictures pictures/words.</li> <li><input type="checkbox"/> Chart word patterns.</li> <li><input type="checkbox"/> Make alphabet chart or book.</li> <li><input type="checkbox"/> Write sentence with word.</li> <li><input type="checkbox"/> Choose word to complete sentence.</li> <li><input type="checkbox"/> Make/complete grammar chart rule and example.</li> </ul>
<p><b>Comprehension and Fluency</b> <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"> <li><input type="checkbox"/> Draw pictures of: characters, setting, event.</li> <li><input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web.</li> <li><input type="checkbox"/> Answer multiple choice question; explain your choice.</li> <li><input type="checkbox"/> Write or match sentences that describe or explain _____.</li> <li><input type="checkbox"/> Infer characteristics, motives, prior actions, next action.</li> <li><input type="checkbox"/> Summarize.</li> <li><input type="checkbox"/> Identify the main idea, give examples.</li> <li><input type="checkbox"/> Dramatize the story or history</li> <li><input type="checkbox"/> Write the next part.</li> <li><input type="checkbox"/> Write note to or from someone who “was there”.</li> </ul>
<p><b>Strategic Reading</b> T: Think out loud—explain the strategies you use as you read</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Think out loud.</li> <li><input type="checkbox"/> List what’s important</li> <li><input type="checkbox"/> Ask yourself questions as you read</li> <li><input type="checkbox"/> Apply the same strategy to different sections or texts.</li> <li><input type="checkbox"/> Draw what you read</li> </ul>
<p><b>Math</b> T: Demonstrate math T: Post vocabulary and example/picture</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw the problem and solution</li> <li><input type="checkbox"/> Act out the problem and solution</li> <li><input type="checkbox"/> Write math—examples, explanations, “Math Path”.</li> <li><input type="checkbox"/> Make up math problems.</li> <li><input type="checkbox"/> Make math glossary.</li> <li><input type="checkbox"/> Write a math guide</li> </ul>
<p><b>Content Knowledge</b> T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List important words, add pictures.</li> <li><input type="checkbox"/> List information about one category.</li> <li><input type="checkbox"/> Draw pictures that show facts about this topic.</li> <li><input type="checkbox"/> Complete graphic organizers.</li> <li><input type="checkbox"/> Give facts that support an idea.</li> <li><input type="checkbox"/> Identify or choose an idea that facts support.</li> <li><input type="checkbox"/> Write and/or draw about a topic.</li> </ul>
<p><b>Writing</b> T: Do a “write aloud” ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on one kind of writing at a time.</li> <li><input type="checkbox"/> Focus on one criterion for good writing at a time.</li> <li><input type="checkbox"/> Edit writing for that one focus.</li> <li><input type="checkbox"/> Illustrate your own writing.</li> <li><input type="checkbox"/> Make punctuation posters</li> </ul>

## BUILD SOCIAL EMOTIONAL DEVELOPMENT INTO YOUR CURRICULUM

### An Example of how to integrate each quarter

<i>1<sup>st</sup> quarter</i>	<i>2<sup>nd</sup> quarter</i>	<i>3<sup>rd</sup> quarter</i>	<i>4<sup>th</sup> quarter</i>
Interest Inventory			
<u>Poems and Songs:</u> Read and write positive poems and songs	<u>Poems and Songs:</u> Read and write positive poems and songs	<u>Poems and Songs:</u> Read and write positive poems and songs	<u>Poems and Songs:</u> Read and write positive poems and songs
<u>Learning Partners</u>	<u>Learning Groups</u>	<u>Learning Teams</u>	<u>Learning Leaders</u>

### 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](http://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 4<sup>th</sup> quarter emphasis on leaders is to support greater independence as students move to the next grade.*

## ***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.*

<b>Examples</b>	<b>What We'll Organize for Home Learning Connections</b>
<p><i>Expand Vocabulary</i></p> <ul style="list-style-type: none"> <li>• Make vocabulary "flashcards".</li> <li>• Make your own pictionary.</li> <li>• Play word games.</li> </ul>	<p><i>Example: word lists</i></p>
<p><i>Read and Discuss Stories</i></p> <ol style="list-style-type: none"> <li>1. Talk about what happens and why in a story you read—or watch on TV.</li> <li>2. Predict what could happen next.</li> </ol>	<p><i>Example: Questions to ask about any story</i></p>
<p><i>Learn More Social Studies and Science</i></p> <ul style="list-style-type: none"> <li>• Watch TV programs about science or history.</li> <li>• Talk about what you child is learning.</li> <li>• Go to a museum to learn more.</li> <li>• Use the library or Internet to learn even more.</li> </ul>	<p><i>Example: List of TV shows to watch this month.</i></p>
<p><i>Make More Math Progress</i></p> <ul style="list-style-type: none"> <li>• Practice math with your child. For example, use flashcards you make to review math facts.</li> <li>• Play math fact matching games.</li> <li>• Solve real-life math problems with your child. For example, make a shopping list and estimate what the cost will be.</li> </ul>	<p><i>Example: List of math skills to practice.</i></p>

## CONNECT

✓ Identify the learning priorities for each quarter.

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Content Skills Strategies	Content Skills Strategies	Content Skills Strategies	Content Skills Strategies

Schedule topics and skills for each week.

Week 1	week 2	week 3	week 4	week 5
Content Skills Strategies	Content Skills Strategies	Content Skills Strategies	Content Skills Strategies	Content Skills Strategies

Organize activities to develop the knowledge and skills each week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Vocabulary					
Writing					
Content					
Math					

Use a Layered Curriculum approach:

- ✓ Each week all students learn the core.
- ✓ Each week students have opportunities to exceed—to do and learn more.

### Example of a Comprehensive Learning Week

FOCUS	Monday <i>Make It Clear</i>	Tuesday <i>Take It and use It</i>	Wednesday <i>Work with It</i>	Thursday <i>Assess, Clarify</i>	Friday <i>Fix and Finish</i>
Start the Day Positively and Clearly	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day
Word Knowledge	<b>Word Pattern</b> Set up word display to expand and use each day.	<b>Words Count</b> Add examples and illustrations to word display.	<b>Words Count</b> Add examples and illustrations to word display.	<b>Word Sense</b> Use this week's words in sentences.	<b>Words Expand</b> Add examples and use in sentences.
Reading with Fluency	<b>Model Strategic Reading</b> Read aloud and think out loud	<b>Model Strategic Reading</b> Read aloud and think out loud	<b>Model Strategic Reading</b> Read aloud and think out loud	<b>STUDENTS Model Strategic Reading</b>	<b>Students choose and illustrate their favorite reading this week.</b>
Guided Reading	<i>Reading Core with Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Core with Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Core with Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Core with Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Students lead Reading Core with Rotation</i> >Guided reading >Vocabulary/writing >Independent reading
Listen and Move	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>
Math	<b>Math Start-Up</b> Introduce Terms and demonstrate • Patterns • Strategies	<b>Math Develops</b> ✓ Clarify the week's math. ✓ Students work in pairs/groups	<b>Math Expands</b> ✓ Clarify math. ✓ Students make own math guides and use in pairs/groups.	<b>Check Math</b> Assess and clarify as students use the week's math independently.	<b>Complete Math</b> A. Math Book-making B. Math support for some
Lunch PLUS	<i>Lunch Plus Draw to show how you feel.</i>	<i>Lunch Plus Music—draw what you hear</i>	<i>Lunch Plus Music—write what you hear</i>	<i>Lunch Plus Draw to show what you learned.</i>	<i>Lunch Plus Write about the week.</i>
Content	<b>Preview Topic</b> ➤ Listen to reading ➤ Draw what you hear. ➤ Start this week's glossary.	<b>Collect Facts</b> Read to locate and collect important information.	<b>Use Graphic Organizer</b> to analyze important information.	<b>Write Content</b> using this week's words— --sentences --letter --paragraph --_____	<b>Put It Together</b> Combine writing, organizer, glossary, pictures into content book or display.
Write what you think	Write a note to your family to preview the week	Draw then write a caption.	Write with this week's content vocabulary.	Write/draw About this week's reading.	Write a note about what you learned this week.
Connect	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview

## Primary PQROST

### Preview

Preview the topic, introduce a few important vocabulary terms.  
Explain why it's an important and interesting topic.

### Question:

Ask one BIG question about the topic.

*Example: What is a community?*

### Read:

*Students read to learn about the topic.*

*Students draw pictures to show what words they find mean.*

*Make a content word exhibit—words and pictures about the topic.*

### Organize:

*Students make lists and charts to show what they know.*

### S and T: Show and Tell

*Students draw and write captions to show and tell what they learned.*

## Primary Content Learning Plan

TOPIC: \_\_\_\_\_

Vocabulary: \_\_\_\_\_

BIG QUESTION: \_\_\_\_\_

<p><b>What will students</b></p> <p><b>Read</b> 1A, B, C</p>	
<p><b>What will students</b></p> <p><b>DO</b></p>	<p>_____</p> <p>_____</p>
<p><b>How will students</b></p> <p><b>Organize</b> the information they find 1B, 5A</p>	<p>Make a ___ list ___ chart</p>
<p><b>How will students</b></p> <p><b>“show and tell”—</b></p> <p><b>Write/</b> <b>ILLUSTRATE</b> 3B</p>	<p>Write ___ sentences ___ paragraph ___ letter ___ poem ___ booklet</p> <p>_____</p> <p>Draw _____</p>