Final Project

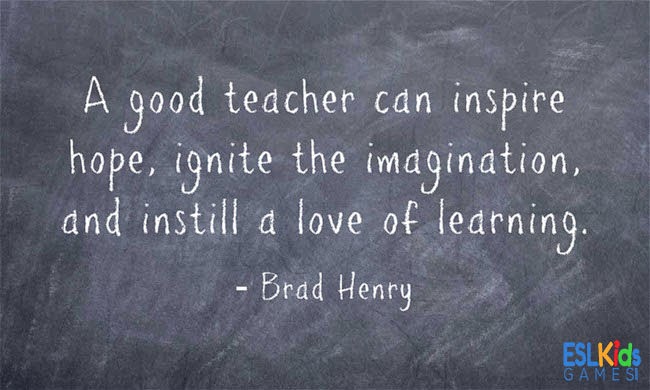
Embri R. Allen

ESE 697

Hello, my name is Embri R. Allen. It has been a lifelong dream of mines to work with children with mild to moderate disabilities. I believe that all students deserve to learn no matter the disability of cognitive level. I also believe that every student can learn, it just depends on the method of teaching and the dedication of the teacher. I love to incorporate fun and interactive lessons in the classroom because I believe that students have the tendency to want to learn more when the assignment is fun and exciting.



Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation, and reporting. **Throughout this course I have learned many things about how to write appropriate lesson plans for students with mild to moderate disabilities as well as for the regular education classroom. I believe the most important concept when it comes to writing lesson plans is to make sure that each lesson plan includes differentiated instruction as well as incorporate a universal design for learning. By creating his type of instruction and learning it ensures that every child in the classroom has the ability to learn and will not feel left out or isolated. Below, you will find five examples of lesson plans that incorporate differentiated instruction as well a universal design for learning, that I have developed for my future students. In creating each lesson plan, I attempted to show my ability to plan lessons for diverse groups of students including lessons for a self contained classroom, as well as a regular education classroom with inclusion students.**



Lesson Plan 1:

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| **Lesson Overview** | Learning syllables |
| **Lesson Title** | **Silly Syllables** |
| **Grade Level** | 2nd-3rd grade Self Contained |
| **Subject** | Reading |
| **Summary** | Students will demonstrate their ability to identify letters, sounds, and dividing words into syllables. |
| **Classroom Scenario** | The classroom is divided into 3 groups of four students. The classroom has a mixture of learning disabilities, developmental disabilities, as well as two visually impaired students. The students are 3rd grade students however the reading level range from Kindergarten to a 2nd grade level. |
| **Students with Disabilities in the Classroom** | Ari-visually impaired, learning disability  Bailey- Dyslexia, ADHD  Kimberly- learning disability  Jeremiah- Developmentally Disability, Visual impairment  Jeffrey- Developmentally Disability, ADHD  Miesha-Learning Disability, Physical Disability  James- Learning Disability  Samuel-Learning Disability  Keith-Developmentally Delayed, Learning Disability  Brittany-Learning Disability  Justin-Learning Disability, Autism  Matthew-Autistic, Developmental Disability |
| **PRETEACHING TASKS/PLANNING** | Words that the students will be breaking down into syllables will be pre printed on handouts so that the students may cut them and then paste them onto a poster board. |
| **Common Core State Standards** | To sound words out using syllables in order to become fluent at a 3rd grade reading level. |
| **Lesson Objective** | Each student will be given ten printed words. The student will divide the words into syllables by underlining the talking vowels, swooping, and pulling down the consonants to find the cutting pattern, and to understand that a single vowel represents the short vowel sounds with at least 100% accuracy. |
| **Assessment (Describe the assessment task and the levels of achievement based on what you expect from students on this task).** | At the end of the lesson the students will be given a worksheet with five to ten words. Each student must break the words down into syllables independently. |
| **Materials** | Handout, scissors, crayons, glue, poster, pencil |
| **Accommodations/Modifications to be provided** | The two visually impaired students will be provided handouts with extra large words so that the words are easily seen. |
| **TEACHING PROCEDURES** |  |
| **Opening/Activating Prior Knowledge** | I will ask the class to identify what a syllable is. Then I will go on to tell the class what a syllable is and open the floor to discuss prior knowledge of syllables and sounding words out. |
| **I DO: Teacher Input and Modeling** | I will inform the students that each word must be cut into syllables and that each syllable will only have one vowel and then give examples. (dry erase board and orally) |
| **Checks for Understanding (How will you know if students are grasping the concepts? What formative assessments will you use to check for understanding?)** | The students will work on the handout together with assistance from the teacher as well as the teacher’s assistant in order to work on new lesson. |
| **WE DO: Guided Practice** | As outlined in the , [*Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf), I will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  I will let the students work the handouts with one another with assistance from myself to ensure that each of the students are understanding the new concept. I will also develop a system using index cards that has words broken down into syllables so that students may be prompted on the long and short vowel sounds. |
| **Checks for Understanding (How will you know if students are grasping the concepts? What formative assessments will you use to check for understanding?)** | I will allow the students to go to the dry erase board to divide words into syllables. |
| **YOU DO: Independent Practice** | The students will be given five words to divide into syllables independently.  Scaffolded Instruction is “the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning” (Dickson, Chard, & Simmons, 1993). “This means a gradual decrease in supports and a gradual increase in student responsibility with the responsibility for learning shifting from the teacher to the student.” (Rosenshine & Meister, 1992). |
| **Lesson Closure** | I will review the rules of dividing closed syllables and, understanding vowels have short sounds. |
| **Reflection**  **Assessment for Learning: How will you use assessment results to assess student performance on the lesson objective?**  **What steps will be taken if objectives not met by all students?** | Methodology as defined in general by the [National Center on Universal Design of Learning](http://www.udlcenter.org/) is “the instructional decisions, approaches, procedures, or routines that teachers use to accelerate or enhance learning according the goal of instruction” based on learner variability in the context of the task, learner’s social/emotional resources, and the classroom climate.” Methods are flexible and varied dependent upon the learner’s progress that is continually monitored. Content and skills are taught in varied structures through adapted materials, modeling, guided practice, independent practice, and delivered through special education services; such as, assistive technology, supplementary aids, accommodations, and delivered within the Least Restrictive Environment.    With this being said, I will review the assessments to determine whether or not the students are retaining and understanding the information. The assessments will act as a basis for the foundation of my continued lesson plan.  If the objective is not met by all students then I will implement assistive technology in the form of the smart board. The smart board is interactive and will allow the students to work on the information in a fun yet informative lesson. |

Lesson Plan 2

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| **Lesson Overview** | Learning sounds |
| **Lesson Title** | **Letter Alphabet Book** |
| **Grade Level** | Kindergarten |
| **Subject** | Reading and Phonics |
| **Summary** | Students will demonstrate the ability to identify letters and sounds by taking pictures of different items that begin with the letters of the alphabet. |
| **Classroom Scenario** | There is a classroom of 18 students. Amongst the students there are 2 students with ADHD, one student with a learning disability and one student with developmental disability |
| **Students with Disabilities in the Classroom** | Brittany- ADHD  Kyle-ADHD  Stanley-Developmental Disability  Garret- Learning Disability |
| **PRETEACHING TASKS/PLANNING** | Before beginning the lesson. The students will go over different animals and objects that begin with each letter so that the students will already have knowledge of some sounds. |
| **Common Core State Standards** | To determine what each letter of the alphabet begins with and the sound that the letter makes  According to the CCSS Initiative website (http://www.corestandards.org/about-the-standards), the goal of the initiative is to provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live...These standards define the knowledge and skills  students should have within their K–12 education careers. (n.p.) |
| **Lesson Objective** | Each student to identify the sound that each letter of the alphabet makes |
| **Assessment (Describe the assessment task and the levels of achievement based on what you expect from students on this task).** | At the end of the lesson the class will go over the book together and each student must tell an additional object that begins with the letter they are given as well as give the sound. |
| **Materials** | Camera, construction paper, Markers, glue, hole punch, yarn |
| **Accommodations/Modifications to be provided** | This lesson is simple in nature; however, all students will work with a partner. This way if the 2 students with learning disability and developmental disability have trouble they will have peer help as well as help from myself. Peer partners were chosen for everyone so the students do not be looked upon as different. In addition the walking around the school will address my two students with ADHD. |
| **TEACHING PROCEDURES** | 1. Each student will be given construction paper and instructed to write their name on the right side of the paper really big. 2. The students then will be given a piece of construction paper for each letter of the alphabet and instructed to write the letter really big on the right side of the paper. 3. The students along with, myself will go on a walk around the school pointing out items that make the different sounds of the alphabet. Once the students have agreed on the items I will take a picture. 4. We will then go back to the classroom and print each picture. Once the picture is printed copies will be made of each picture to give to students. 5. Each picture will be trimmed and glued each onto the appropriate page. 6. Each page will be hole punched and assembled in correct order abounded by yarn. The students will then go over their very own alphabet book.   “Young children who are physically active show greater brain functioning and an enhanced ability to develop gross-motor movements. studies have  shown that physical activity plays an essential role in creating nerve cell networks that are  the essence of learning” (Ratey, 2008). |
| **Opening/Activating Prior Knowledge** | Before the activity begins, I will allow the students to discuss the different alphabet and the sounds they make. |
| **I DO: Teacher Input and Modeling** | I will explain the lesson to the students and then give an example of the words I would chose for the letters ABC |
| **Checks for Understanding (How will you know if students are grasping the concepts? What formative assessments will you use to check for understanding?)** | I will allow the students to work with peers for this assignment. After the assignment is complete the students will be given a handout with different pictures of items and they must write the correct letter by the item. A letter bank will be included. “Social/emotional competence of young children is an important predictor of success in school.  there is solid evidence that children need to achieve minimal social/emotional competence by  about the age of 6 (Katz & mcClellan, 1997) to have a positive experience in the early elementary  grades. |
| **WE DO: Guided Practice** | The students will go over the handout together once everyone is finished |
| **Checks for Understanding (How will you know if students are grasping the concepts? What formative assessments will you use to check for understanding?)** | I will continue going over the alphabet and sounds with the students orally to ensure they are grasping concepts. |
| **YOU DO: Independent Practice** | The students will be given a test similar to the handout to determine if each student is grasping the concept of alphabets and the sounds they make. |
| **Lesson Closure** | I will review the alphabet and the different sounds each letter makes. |
| **Reflection**  **Assessment for Learning: How will you use assessment results to assess student performance on the lesson objective?**  **What steps will be taken if objectives not met by all students?** | I will use the assessment to determine if the students have mastered the objective or if they need more time on this particular lesson. If students have not met objectives then we will stay on the lesson however, students that have mastered will be given handouts on a higher level.  “Curriculum is everything that goes on in a program from the moment a child arrives until she leaves. Teachers plan, implement, observe, reflect, and make adjustments based on individual children’s needs and the needs of the group. Curriculum is an ongoing process that requires teachers to think about child development, to observe how the children in their classroom are learning and growing, and to make hundreds of decisions about the best ways to help them reach their full potential.” (gronlund, 2013, p. 31). |

Lesson Plan 3

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| **Lesson Overview** | Counting Money |
| **Lesson Title** | **Magnificent Money** |
| **Grade Level** | 7-8 Self Contained |
| **Subject** | Math |
| **Summary** | Students will demonstrate the ability to identify coins and bills. |
| **Classroom Scenario** | There is a classroom of 18 students. Amongst the students there are 2 students with ADHD, one student with a learning disability and one student with developmental disability |
| **Students with Disabilities in the Classroom** | Jacob- learning disability  Ashley-learning disability, SED  Kim- Developmental Disability, ADHD  John-Learning Disability  Conner-ADHD Developmental disability  Austin-Developmental Disability, limited use of hands  Marcus- Autism  Danny- Learning Disability  Sarah- Learning Disability, SED  Cory- Developmental Disability  Jamie- SED, Developmental Disability |
| **PRETEACHING TASKS/PLANNING** | The students will be given a worksheet with various coins and bills, and asked to give name and amount of each. |
| **Common Core State Standards** | To identify coins and bills  According to the CCSS Initiative website (http://www.corestandards.org/about-the-standards), the goal of the initiative is to provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live...These standards define the knowledge and skills  students should have within their K–12 education careers. (n.p.) |
| **Lesson Objective** | Each student will learn and identify the worth of coins and bills. |
| **Assessment (Describe the assessment task and the levels of achievement based on what you expect from students on this task).** | At the end of this lesson each student is expected to know the amount each coin and bill are worth |
| **Materials** | Artificial coins and Bills. Construction Paper, glue |
| **Accommodations/Modifications to be provided** | Students will be given a 5 minute break every 15 minutes to re- group. |
| **TEACHING PROCEDURES** | 1). Each student will be give a piece of construction paper, artificial coins, bills, and a bottle of glue.  2) Students will be instructed to create a chart dividing the construction paper in half.  3). The students will then put the money in order from least to greatest.  4). The students will then glue the money on one side and write the worth on the other side, thus creating a Money Chart to use for future assignments. |
| **Opening/Activating Prior Knowledge** | The students will orally discuss money and its worth |
| **I DO: Teacher Input and Modeling** | I will draw a chart on the board depicting how each students money chart will look. |
| **Checks for Understanding (How will you know if students are grasping the concepts? What formative assessments will you use to check for understanding?)** | The assignment will be a group assignment and I will be going over each step with the students creating my very own Money Chart as well. |
| **WE DO: Guided Practice** | The students will be given a simple hand out in which they have to tell the bill and how much each coin or bill is worth. The worksheet will also contain a few addition money problems. |
| **Checks for Understanding (How will you know if students are grasping the concepts? What formative assessments will you use to check for understanding?)** | The students will be allowed to complete an interactive assignment on the smart board that calls for each student to identify coins and bills and worth. |
| **YOU DO: Independent Practice** | The students will be given a handout that will test knowledge and understanding of identifying coins and bills and each worth.  Scaffolded Instruction is “the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning” (Dickson, Chard, & Simmons, 1993). “This means a gradual decrease in supports and a gradual increase in student responsibility with the responsibility for learning shifting from the teacher to the student.” (Rosenshine & Meister, 1992). |
| **Lesson Closure** | By the end of this lesson each student should be able to identify each coin and bill as well as the worth of each. I will close the lesson out by allowing the students to discuss what they have learned about money. |
| **Reflection**  **Assessment for Learning: How will you use assessment results to assess student performance on the lesson objective?**  **What steps will be taken if objectives not met by all students?** | In a Self Contained Special Education classroom, students are often on different learning levels and some require more attention than others. If I find that some of the students are not grasping the concept then I will continue on with the lesson with those students but allow the other students to move on to the next step. The next step will be counting by that coin. For instance, I will have the student to count to $1.00 using nickel increments. By allowing this my other students will move to another step and not become bored with the same lesson and my other students will be given more time to grasp concepts.  Methodology as defined in general by the [National Center on Universal Design of Learning](http://www.udlcenter.org/) is “the instructional decisions, approaches, procedures, or routines that teachers use to accelerate or enhance learning according the goal of instruction” based on learner variability in the context of the task, learner’s social/emotional resources, and the classroom climate.” Methods are flexible and varied dependent upon the learner’s progress that is continually monitored. Content and skills are taught in varied structures through adapted materials, modeling, guided practice, independent practice, and delivered through special education services; such as, assistive technology, supplementary aids, accommodations, and delivered within the Least Restrictive Environment |

Lesson Plan 4

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| **Lesson Overview** | Fractions |
| **Lesson Title** | **Comparing Fractions** |
| **Grade Level** | 3rd |
| **Subject** | Mathematics |
| **Summary** | Students will relate their understanding of fractions to compare two fractions. Each students will use fraction models and number lines to help them reason about the size of unit fractions. |
| **Classroom Scenario** | This is a regular education 3rd grade classroom with 2 inclusion students. |
| **Students with Disabilities in the Classroom** | One student with ADHD, and another with a learning disability in math. |
| **PRETEACHING TASKS/PLANNING** | I will go over fractions to ensure the students understand what a denominator and numerators. I will ensure that each student looks carefully at the numerators and denominators of both fractions they are comparing to determine if the numerators or the denominators are the same. If the denominators are the same, the students know the fractions are built from the same size unit fraction and the fraction with the most parts in the numerator is larger. |
| **Common Core State Standards** | 3.NF.A.3d |
| **Lesson Objective** | To identify fractions common denominators and numerators. |
| **Assessment (Describe the assessment task and the levels of achievement based on what you expect from students on this task).** | Each student will be given a handout with questions about facts about fractions. It will be a handout that I create myself. Each student will complete the initial assignment independently.  Many teachers have been driven to develop their own curriculum materials because the available textbooks were not sufficient to meet the goals of reasoning, communicating, connecting, and problem solving in mathematics; nor were the text materials sufficient to develop an understanding of important concepts, skills, and procedures in mathematics (Lappan, 1998) |
| **Materials** | Handout, pencils, color pencils |
| **Accommodations/Modifications to be provided** | Students will be allowed to color their number lines with crayons or color pencils. This hands on activity will allow my student with ADHD to be more relaxed as well as my student with the learning disability. |
| **TEACHING PROCEDURES** | I will give each student a handout of a number line and allow them to decorate it to his or her liking. I will go over the number line orally with the students to determine understanding.  Current research in teacher development suggests that teachers should also incorporate content-appropriate methods of teaching that promote students conceptual understanding in mathematics. Several studies (Steinberg, 1985; Carlsen, 1988; Brown & Borko, 1992; Manouchehri, 1997; Ball, 1998; Ball &Bass, 2000) have concluded that content knowledge and understanding of the methods of inquiry in mathematics is at the core of effective teaching and learning. For instance, it has been found (Carlsen, 1988; Ball & Bass, 2000) that teachers with deep conceptual understanding of mathematics not only know more content but also use their content knowledge more effectively in their classrooms |
| **Opening/Activating Prior Knowledge** | The lesson will begin with me allowing the students to discuss previous knowledge of fractions. |
| **I DO: Teacher Input and Modeling** | I will go over fractions as well as the meaning of denominator and numerator. I will also give examples using the dry erase board. |
| **Checks for Understanding (How will you know if students are grasping the concepts? What formative assessments will you use to check for understanding?)** | After the lesson is complete each student will be given a handout to complete independently. |
| **WE DO: Guided Practice** | Each student will be allowed to complete his or her number line with one another. We will also orally discuss the number line and fraction charts as well. |
| **Checks for Understanding (How will you know if students are grasping the concepts? What formative assessments will you use to check for understanding?)** | The handouts provided will enable me to determine if the students are grasping the concepts. |
| **YOU DO: Independent Practice** | At the end of the lesson each student will be given a 10 question test to test retention and knowledge and understanding of fractions. |
| **Lesson Closure** | Each student will be able to compare and identify fractions independently. |
| **Reflection**  **Assessment for Learning: How will you use assessment results to assess student performance on the lesson objective?**  **What steps will be taken if objectives not met by all students?** | If the students are grasping the concept of fractions as well as the components of a fraction, I will move on to the next lesson of adding and subtracting fractions.  If the students are not grasping the concept of fractions then I will continue working on fractions with the student and incorporate lessons using the smart board for more interactive activities. |

Lesson Plan 5

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| **Lesson Overview** | Each student will develop personal dictionary of chapter vocabulary words. |
| **Lesson Title** | **Using the Dictionary** |
| **Grade Level** | 6th |
| **Subject** | Reading |
| **Summary** | Each student will be given a dictionary with 10 words to define. Each student must write the correct definition of each vocabulary word. |
| **Classroom Scenario** | This is a 6th grade regular education classroom with one inclusion student. |
| **Students with Disabilities in the Classroom** | Austin-Developmental Disability  Christian- Learning Disability  Kimberly- limited use of hands |
| **PRETEACHING TASKS/PLANNING** | I will review with the students the proper way to use a dictionary and how to find each vocabulary in the dictionary. |
| **Common Core State Standards** | For each student to develop a fluent vocabulary  According to the CCSS Initiative website (http://www.corestandards.org/about-the-standards), the goal of the initiative is to provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live...These standards define the knowledge and skills  students should have within their K–12 education careers. (n.p.) |
| **Lesson Objective** | Each student will demonstrate ability to effectively use the dictionary when searching for the definition of a word. |
| **Assessment (Describe the assessment task and the levels of achievement based on what you expect from students on this task).** | The students will learn the importance of knowing how to use a dictionary and how to find the definitions of words. The students will be giving 10 vocabulary words to find the definition independently. After the students have found the definition to all ten words then the class will exchange papers and the students will grade one another papers. I will then create a tally for which words the students were unable to find the proper definition and then discuss with the students what problems they encountered. |
| **Materials** | Dictionary, pen, paper |
| **Accommodations/Modifications to be provided** | Each student will be given a children’s dictionary and Austin will be allowed to use the computer and head wand to complete his assignment. |
| **TEACHING PROCEDURES** | Before the students are given independent assignments, I will work with the class collaboratively about using the dictionary and determining the level of need the students will require. I will with the class as a whole the basics of using the dictionary. The students will each be given a word and allowed to go to the dry erase board to write the definition. During this the class will be allowed to ask questions. |
| **Opening/Activating Prior Knowledge** | Each student will be allowed to discuss what he or she already knows about using the dictionary and any prior knowledge. |
| **I DO: Teacher Input and Modeling** | I will walk around the classroom and allow the students to ask questions if they have any trouble completing the assignment. |
| **Checks for Understanding (How will you know if students are grasping the concepts? What formative assessments will you use to check for understanding?)** | The assignment is done independently; however, I will oral discuss each word with the students and discuss if the students are having problems. If the students are having problems reciting the correct definition to me then I will turn the assignment into a group assignment. Each student will be required to orally go over each definition.  Teachers can also use the 6 steps that Robert Marzano recommends in his book  Building Background Knowledge  (2004). These steps work especially well with Tier 3 words. The first 3 steps introduce and develop vocabulary:  Step 1: Provide a description, explanation or example of new term. Step 2: Students restate explanation of new term in own words. Step 3: Students create a nonlinguistic representation of term. |
| **WE DO: Guided Practice** | The students will work together as a class on using a dictionary and proper way to find definitions of a word. Each student will also be allowed to discuss previous knowledge of using a dictionary as well as helpful hints and techniques. |
| **Checks for Understanding (How will you know if students are grasping the concepts? What formative assessments will you use to check for understanding?)** | The students will be given a short handout where they must use the dictionary independently to find the definition of five words. |
| **YOU DO: Independent Practice** | Each student will be given a test to test if he or she can independently use the dictionary |
| **Lesson Closure** | After the close of this lesson each student will be able to independently use a dictionary.  “The Common Core Standards hinge on students encountering appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge they need for success in school and life” (p. 3) |
| **Reflection**  **Assessment for Learning: How will you use assessment results to assess student performance on the lesson objective?**  **What steps will be taken if objectives not met by all students?** | I will use the assessment results to determine if the students can independently use a dictionary. After completing the handout and unit test I will be able to see what students have retained the skills and what students need additional assistance with searching words in the dictionary.  If the students are not demonstrating understanding then we will spend more time on the lesson and provide a more hands on approach such as using the smart board. The smart board has interactive activities that will allow me to work with the students as a whole practicing using the dictionary. |

Refection

My portfolio demonstrates my strength and competency in planning educational experiences for learners with disabilities as well as students without disabilities, due to the fact that this lesson plan portfolio includes the use of symbolic information that is based upon the interests and desires of the differing students on an individual basis. For example, lesson plan one is for a self contained classroom where as, lesson plan four is for a regular education classroom. My portfolio contains plans that address the needs of all my students and just not some of the students. In addition, the lesson plans are a mixture of fun and creative lessons as well as regular lessons. This lesson plan portfolio provides an incremental building of the student's knowledge base, by adding small amounts of additional information to the information that has been previously learned, so that the students are able to learn and assimilate material at their own pace without becoming overwhelmed. One of the most important components of this lesson plan portfolio is the fact that every lesson is accompanied with descriptive illustrations that make it much easier for the students to learn the material presented. There is also a specific amount of material that will be presented to the student on each school day, so as to reduce the level of stress for learners with disabilities.

   My lesson plans incorporate elements of my teaching principles.  I believe that teachers should use a variety of methods and ensure that each student is learning.  Using a variety of activities and technology will engage the students in this lesson as they have chances to practice the various competencies that is why I incorporated fun activities as well as the smart board in my lessons.

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**This has been a great 6 weeks. I enjoy being in your classroom and will be sure to complete the survey. Thank you for all your help and support. It means a lot to me!!!!**

**Embri**