

2. Ms. Yamamoto's grade 3 Resource Room (4 students) is working on using context clues to confirm meaning as a way to improve reading comprehension across the content areas. Ms. Yamamoto seats the students at a semi-round table, and directs the students' attention to a tabletop flip chart entitled "Detective Dog's Smart Reader Strategies", with a picture of a bloodhound dressed in Sherlock Holmes-type garb and holding a magnifying glass as he looks at an open book on the cover. Ms. Yamamoto asks the students what they have been working on in reading in Resource Room, using the "Hands Up/Hands Down" choral response strategy.

Within a 2 minute timeframe, Ms. Yamamoto prompts the students to recall the "Detective Dog" reading strategies they have already learned to use (main idea, supporting details, sequencing, fact and opinion) and states why it is important to have a range of reading skills to use when trying to understand what is being read. Ms. Yamamoto uses a large, bright laminated arrow to point to the objective for the lesson, which is stated in student-friendly language and states that she is confident that all of the students will learn how to use context clues in all of their classes, as well as when they read for pleasure.

Ms. Yamamoto has a student manipulate the flip chart to a specified page, which pertains to using context clues in reading in order to enhance comprehension. Ms. Yamamoto tells the students that they will focus on learning 7 types of context clues over the next 2 months in Resource Room, and explains that she will be working with both of the 3<sup>rd</sup> grade teachers to make sure that the students practice using all of the types of context clues in ELA, Math, SS, and Sci.

After explaining what context clues are and why they are important reading strategy for skilled readers, Ms. Yamamoto tells the students that today they will focus their attention on using explanation clues, where the author explains the meaning of a new word within the sentence. Ms. Yamamoto shows the students 6 examples of sentences featuring explanation clues, printed on large, laminated sentence strips. For the first 2 examples, Ms. Yamamoto reads each sentence aloud, using a Think-Aloud process to locate the unknown word, circle it, then determine which group of words in the sentence explains the meaning of the unknown word. She then reads each of the remaining sentences aloud, and allows each student to use a dry erase marker to circle the word in each sentence that is probably an unknown word, providing prompts to Michael and Raj in order to elicit responses. The students then confer with their elbow partner to determine the group of words in the sentence that explains the new word. The student pairs then use a different color marker to underline the group of words in each sentence that provide the meaning for the unknown word, and then explain how they arrived at their selections.

Following the examples and whole group practice, Ms. Yamamoto provides each student with a laminated card containing sentences with explanation clues, 2 colors of dry erase markers, and a dry erase eraser. While the first 3 sentences on each card are the same, Michael receives the card printed on pastel green stock with large, sans serif font, Tabitha receives the card with the rest of the sentences related to current SS content, Rhys receives the card with additional space between items, and Raj receives the card with the rest of the sentences related to the literature selection currently used in Reading instruction and corresponding pictures.

Ms. Yamamoto prompts the students to get their reading tools, and Rhys and Tabitha reach into the shallow plastic basket in the center of the table and select a laminated cardstock rectangle to mask off sentences that they do not need to see, Michael reaches for a set of Wikki Stix, a removable waxed yarn product that permits underlining without marking or glue while Raj reaches into the basket for a squishy Koosh-style small ball to hold. Ms. Yamamoto moves Michael and Raj so that there are new partnerships for the next activity. Each student in the new pairings takes "I Time" to read each of the sentences. Ms. Yamamoto encourages the students to use their reading strategies and confer with each other while they are reading their sentences the first time, while she provides individualized prompts, support, and encouragement.

Specially  
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Instruction

<p style="text-align: center;"><i>Instructional Scenario</i></p> <div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 40px; margin: 0 auto; padding: 5px;">4</div>	<p style="text-align: center;"><i>Type of Instruction</i> <u>Primarily Evident</u></p>
<p>4. Ms. Jenkins' 7<sup>th</sup> grade 6:1:1 special class is using the POWER strategy to write paragraphs related to literature selections, and in other core content areas to write paragraphs related to subject area content. Each of the students in the class have information in the PLP statements of the IEPs that indicate the need to develop paragraphs related to a topic, with corresponding goals. Ms. Jenkins has the students seated at 2 conference tables at the front of the room, 3 students at each table to provide much-needed "elbow" room. Ms. Jenkins has Maria and Peter sit at one table, with Trevor at the end of that table, and Nelson and Barry seated at the other table with Verne at the end of that table. The 2 tables are angled toward each other, and Ms. Jenkins is seated in front of the students in a wheeled chair while Mr. Sharif (paraprofessional) is seated in a wheeled chair behind the students – this allows both adults ready access to all of the students, and permits for easy and non-obtrusive collection of BIP progress monitoring data by Mr. Sharif. Ms. Jenkins acknowledges the students' response to coming to the front tables, and Mr. Sharif makes a comment about how well the class is demonstrating the expectations of responsible behavior in the classroom as he distributes tickets, as part of the school-wide universal level PBIS program. Each student wears a clear plastic ID holder with a break-away lanyard for depositing PBIS tickets throughout the day.</p> <p>After Ms. Jenkins reviews the POWER strategy on a tabletop poster, she points to the objective (organizing for writing – the "O" of POWER), stated in student-friendly terms, on a 5x8 index card which is in a desktop copy holder for easy viewing. Ms. Jenkins asks Mr. Sharif how well he thinks the students will do today, and he responds that he is absolutely sure that everyone will understand how to improve their writing abilities today with less frustration.</p> <p>Ms. Jenkins hands each student their Mind Map graphic organizer from the previous writing lesson, then asks for a volunteer to respond to a question regarding what they predict they will add to the Mind Map for today's lesson. Trevor responds with an incorrect prediction, and Ms. Jenkins thanks him for his response, restates the objective of the lesson, then re-frames the question with a directive for Trevor to confer with his left elbow partner for 15 seconds before responding. Trevor is now able to respond correctly, and Ms. Jenkins and Mr. Sharif lead the class in spider clapping to celebrate the correct answer and the cooperative spirit of the students.</p> <p>Ms. Jenkins has a small whiteboard on which is printed the topic that the class agreed to write upon the day before, selected from a menu of options. Underneath the topic, the letters POWER are printed vertically down the left side of the whiteboard. Next to the "P" (pre-writing), Ms. Jenkins has all of the ideas that she may use in her paragraph. Ms. Jenkins uses a thumbs-up technique to check in to see if students remember this information from the previous day. Ms. Jenkins explains that sometimes there are too many ideas to use in a paragraph and sometimes not everything is important enough or correct for inclusion in a paragraph. After writing down all of the ideas (Prewriting), it is time for the "O" of POWER, (Organizing). Mr. Sharif comments that this is the part of the writing process that he thinks is the most fun, because he can use a marker and pick what he wants to include in his paragraph. Ms. Jenkins laughs and agrees that she can understand why Mr. Sharif likes this part of POWER the best, as she takes a dry erase marker and, reading each idea aloud, circles the ideas that she wants to include in her first draft, using the Think-Aloud strategy to clarify why she is choosing and rejecting ideas.</p> <p>Ms. Jenkins explains that she will not use all of her ideas, and that is OK, because she wants to write a paragraph that sticks to the topic, conveys the meaning she intends, and is clear to the reader. She prompts the students to complete the 2<sup>nd</sup> sub-topic (Organizing), including details on the sub-topic branch, with an exemplar for student reference. While the students are completing this, Ms. Jenkins provides focusing prompts and verbal supports to 4 of the students (as indicated on their IEPs). Ms. Jenkins passes out the Prewriting ideas each student generated the day before, and indicates that they will now use their markers to organize their ideas into what they really want included in their paragraph. Mr. Sharif moves to the end of the table where Verne is seated, and has Bobby slide over to join them, while he provides the re-teaching and on-task focusing prompts these students need (as indicated on their IEPs) to organize the ideas the wrote the day before. Ms. Jenkins has the remaining students work in pairs, and facilitates both groups.</p>	<p style="text-align: center;">Specially Designed Instruction</p>

*Instructional Scenario*

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*Type of  
Instruction  
Primarily  
Evident*

6. Ms. Bevilaqua's grade 11 12:1:1 special class is studying the Great Depression in social studies. Ms. Bevilaqua has already reviewed the lesson objective, and the previously learned vocabulary terms. The students have already participated in a walkaround activity where they circulated among 4 easels containing information and illustrations related to the factors contributing to the Great Depression, Black Tuesday (Stock Market Crash), Economic Impact of the Depression, and Political Impact of the Depression, then a whiparound activity to share their thoughts and ideas regarding what they have already learned as depicted on the easels and from what they have already learned and integrated.

The next activity requires 3 groups with 4 students per group at round tables. Ms. Gray (paraprofessional) will work with one of the groups for the next activity (to provide the focusing prompts, additional examples, and re-teaching as per their IEPs), and Ms. Bevilaqua will work with the remaining two groups. The 3 tables are situated for all of the students to be within sight of the active board.

Ms. Bevilaqua tells the class that today the focus of the lesson will be the human/social impact on Americans, and that they will examine some primary sources as a means of understanding the toll the Depression had on people. Ms. Bevilaqua reminds the class about what primary sources are, and the value of their use in studying history as Ms. Gray distributes an anticipation guide regarding life during the Depression to the students. Ms. Bevilaqua leads the class through the completion of the before-the-activity portion of the anticipation guide, which involves reading the directions, advising the students to use their notes and content graphic organizers, and working individually with Tony and Darius, while Ms. Gray provides focusing prompts to Tricia and Caleb, and clarifies the directions for Morgana (as indicated on their IEPs). The students are directed to set their anticipation guides aside, and they will return to them at the end of the lesson. It is relevant to note that during this activity and throughout the lesson both adults make frequent and specific verbal acknowledgements of students' demonstrations of classroom expectations.

Ms. Gray turns off the overhead lighting while Ms. Bevilaqua uses the active board and internet sites that provide photos of breadlines, soup kitchens, destitute families, Dust Bowl, NY Stock Exchange on Black Tuesday, and other photographic depictions of life during the Depression. The students are asked what they can see in each photo that illustrates the misery of the Great Depression, how they imagine people must have felt during that time and how different (or the same) things are today. During this activity, Ms. Gray is at a whiteboard at the back of the room and is writing the evocative words/phrases the students are using, for later use in a writing task.

After 7 minutes of this activity, Ms. Bevilaqua asks each group to take 2 minutes to jot down their feelings about the photos and come to an agreement on one word that sums up their collective thoughts, which is shared with the class. The lights are turned back on as Ms. Bevilaqua records responses on the active board: "miserable", "hopeless", and "sad". She redistributes the words among the groups (group A originally said "miserable", so Ms. Bevilaqua gives them "hopeless", etc.). Each group has a new descriptor of the Depression. Each group has 5 minutes to discuss and write down as many examples as they can think of that relate the Depression to their new word, and then there is a brief share out with the class. During the task, both adults circulate among the groups to check in on fidelity to the task, levels of individual participation (including the use of a checklist on a clipboard for data collection purposes), and provide prompts and supports to 6 of the students (as indicated on their IEPs).

The next task involves using a primary source – a firsthand account a family swiftly transported to poverty seeking aid during the Depression. The document has been reformatted: sans serif font (no headers or footers on letters), 14 pt. font, additional spacing between paragraphs, right hand margin notes to assist the students with less-familiar words such as "squalor", "settlement houses", and "indigents", unfamiliar words are printed in bold, and the document is printed on colored paper. Ms. Gray distributes a copy of the document to each student, and Ms. Bevilaqua tells the class what they are about to read, the author's purpose, how this document connects to the lesson, and why they are reading it. Ms. Bevilaqua tells the class that while she reads the passage aloud, they are expected to follow along. Ms. Gray sets 4 laminated, colored cardstock page masks and self-stick note pads at each table (as indicated on IEPs).

**Specially  
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Instruction**

Specially Designed Instruction				
Environment	Materials	Instruction	Content	How learning is measured

Classroom SDI Summary

Student	Student A	Student B	Student C	Student D	Student E
Needs					
Environment					
Materials					
How learning is measured					
Content					
Instruction					

**Specially Designed Instruction**

Environment	Materials	Instruction	Content	How learning is measured