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SPED 405

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SPED Assignment C

**1 – The Student’s Key Needs**

A. As a student with Asperger Syndrome, Marco has trouble with organization, changes in routine, and social interactions. Therefore, it is essential to help him by maintaining a routine and helping both him and the other students with their social interactions. Specifically, Marco has trouble turning assignments in on time and even keeping track of his assignments and struggles in larger groups where he often feels judged or misunderstood. My goals for him aim to improve his order and routine by consistently assigning similar homework for each day and helping him keep track with his planner. Additionally, filling out his planner could be his ticket out of the door helping improve his routine not only in my class but also others. As for his social interactions, he struggles with making awkward jokes, not sympathizing in the same way as others, and frequently believing others to not understand him. Early in the year, I will build my classroom atmosphere by to encouraging all students to be kind to each other regardless of their differences. However, I will also remember to avoid larger groups for Marco where he may feel extra uncomfortable and also group him students who are more sensitive to his needs. Also, knowing that Marco loves music and his guitar, I will let him bring it in at appropriate moments to enhance the lesson and enable him to express himself appropriately.

B. As a student with a seizure disorder, Allie is experiencing multiple seizures a day and therefore she is less able to devote her entire attention to the classroom. For instance, she may be having anywhere from 40-60, which may seem like she is staring off into space. In order to accommodate for the periodic breaks in her focus, I should provide indicators that can help keep her on track as her attention comes and goes and as we move to different activities. Additionally, since she struggles with long term activities, I should strive to keep the classroom actively moving and engaged with shorter activities and allow her and all students the opportunity to move to change seats when transitioning from individual to group work. Knowing that at times she may seem deviant when in fact she is only seizing, I will continue with the lesson and when time is available take time to chat with her on what she missed. Hopefully, if she is able to stay after school or come in during some free time about once a week, I can help her remain on track. Frequent communication should be passed between her parents and me to ensure that no serious complications are occurring and that her experience in the classroom is received harmoniously.

C. As a student with a learning disorder, Denise struggles not only with her reading and writing skills but also with time management and organization. Although she sees a learning specialist for help with her homework, she needs constant assistance with organizational tasks and planning. To help her with time management and organization, homework assignments need to be consistent and broken up into more manageable pieces. Since she has recently been assessed as reading 2 years below grade level, both her reading specialist and I need to work together to make accommodations to make sure that the content of the readings are accessible. Although she is stressed from losing her job, I must remind her that school is her first priority; however, as necessary I am willing to make accommodations with assignments if she gets another job. Additionally, I will provide her with information to attend the job fairs and resume building classes that occur periodically at our high school in order to help her gain the necessary skills to earn and maintain a job in the future.

**2 – Lesson Plan and Table**

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Class: Sophomore English class, 1st hour

Objectives – By the end of class today students will be able to:

* Use the correct form of the commonly misused verbs: rise/raise, lay/lie, sit/set
* Apply the differences between active and passive voice
* Mimic the creative writing style of an American author or a parody

Materials needed:

* Grammar Book: pages 166-68
* Students need to have read *The Raven* by Edgar Allan Poe prior to class (assign

Monday)

* Projector and computer to project Tuscan Milk Review
* Tuscan Milk review copies
	+ [http://www.amazon.com/review/RXXPVOUH9NLL3/ref=cm\_cr\_pr\_viewpnt#RXXPVOUH9NLL3](http://www.amazon.com/review/RXXPVOUH9NLL3/ref%3Dcm_cr_pr_viewpnt#RXXPVOUH9NLL3)
* Pen and Paper to do activities 8-9 and to write own story of Flash Fiction (there are various topics on the website listed, but I have copies with 6 chosen examples)
	+ <http://www.wgz.org/chromatic/projects/microfiction/>

Activities:

\*Introduce lesson and describe what we will be doing today (2 minutes)

1. Go over activity 6 which was homework – practice on commonly confused verbs: rise/raise, lay/lie, sit/set
2. Lesson on Active and Passive Voice
3. Partner work with activities 8 &9 (pg. 168)
4. Briefly discuss set up and style of *The Raven*
5. Read aloud Tuscan Milk Review and discuss
6. Provide Flash Fiction prompts and give time to write own story

\*Go over Homework (Activity 6) as a class by having the students volunteer their answers. Any missed responses we can dissect as a class to better understand the material. (4-5 minutes)

\*Go over the difference in Active and Passive voice. Give examples of each and do a few examples with the class as a whole. Then assign students to work in pairs on activities 8 & 9 in book. I will assess by walking around, and then collect and return the papers as they work on the story. (20-25 minutes)

\*Briefly go over the alliteration that they found in *The Raven* and other questions they may have before moving to Tuscan Milk Review (3-5 minutes)

\*Read aloud the Tuscan Milk review (4-6 minutes)

 -Have a quick discussion asking students what they thought

 -What relationships do they make between the Raven and the review

 -Describe the different types of flash fiction provided and how they could mimic it

\*Introduce Flash fiction activity

\*Students write individually flash fiction stories (12-18 minutes)

 -Students will individually write a flash fiction piece, which I will encourage them to share during the remaining time but no one will have to

 -Options are listed on the sheet or they may mimic *The Raven* or other poems or short stories they have read.

 -With this assignment I am expecting students to display creativity and also fulfill an assignment’s expectations

 -They should also practice using active voice and alliteration since we went over these items in class today.

\*Share stories with the remaining time

TOTAL class time: 60 minutes

Rationale:

By having the students work on each of the 6 activities, they first review and practice learned material. Then, they learn new material and practice. Finally, they apply the new and the old material into a creative writing activity to hone the old skills and begin to hone the new ones while also utilizing an important skill that we’ve been covering throughout the year that always has the opportunity to improve. Also, by incorporating multiple different activities into the day, students can shift their thinking in slight ways enabling them to not become bored with the material.

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| Why am I learning this? | As a growing student, it is important for me to be able to synthesize and express information; however, before I am able to perfect that skill, I must master my grammar and writing techniques. This activity provides me with practice in correctly using challenging verbs, knowledge to begin to understand passive versus active voice, and application of the skills with a creative writing activity. |
| What am I supposed to learn? | I am suppose to master the skills of challenging verbs, then begin to learn about the differences in passive and active voice, and finally apply the skills while writing creatively. While I am working on many different activities throughout the class period, the lessons have been building off of each other over the course of the year and I am ultimately building more skills that I can utilize in my writing and reading techniques. |
| What do I already know about it? | I already know the differences between the commonly confused verbs, but I am completing one last activity as practice. I am beginning to learn about active and passive voice, and while I have heard of the words before and recognize that I use each type in my writing, this is my first clear-cut lesson on it. As for my creative writing skills, we have worked on them throughout the year during various sections. Although this is my first experience with Edgar Allan Poe’s *The Raven,* last year I read *The Tell-Tale Heart* and so his style is somewhat familiar. Additionally, we are working on an American authors unit currently, so he is just one author out of a series.  |
| What ideas are important? | The ideas that are important for me to take from this is that each lesson is a building block for more useful skills. Specifically, I should be skilled at using the correct verb, then I should be working on my ability to distinguish between passive and active voice while striving to use active in my writing. Finally, as the application piece for this day, but not limited to the rest of the year, I should apply the new skills in my creative writing. |
| How is the information organized? | As we go through the lesson, I see that the information is organized by aiming for mastery. Then, we introduce a new topic, and finally we aim to think and apply ourselves creatively. It is broken up into smaller activities, with the lesson and on passive and active voice taking the most time; however, even those 2 sections are broken up first through lecture and then by working in pairs. |
| How am I going to use it? | I am using the learned and new material both in the creative writing flash fiction activity and as an expectation for future writing abilities. My ability to successfully use these techniques will improve my overall ability for success both academically and environmentally because I will become better skilled at clearly and effectively communicating.  |
| How am I going to remember it? | As this material becomes increasingly practice through activities and more cohesively in my writing, I will better remember it. Essentially, frequent application in multiple formats will help me to improve these skills. Additionally, as we learn new material we store it in our notebooks and it becomes available throughout the classroom, so when I know I learned it but cannot quite remember if I am applying it correctly, I can look around or in my notebooks for assistance. However, with the growing knowledge, I know that I become more and more responsible to constantly be aware of my expectations and the reminders are always available for help. |
| Where am I going to use it? | I will most specifically and practically use this information as I write academic papers; however, this skill applies to both this year as a sophomore and my future years. With each lesson, I am also able to use it in real world situations like job interviews or presentations wherever people frequently judge my communication skills. |
| When am I going to use it? | Since what I am learning is the English language, I have been using all of it and will continue to use all of it throughout my life, but by perfecting it and enhancing what I already know, I am able to perfect my control over the language enabling me to improve my communication and thus ability to succeed in any of my endeavors. For instance, I have basically been using lay and lie since I have learned the words, but now I am certain of their correct use and less likely to make mistakes in my papers and speaking skills. As for my ability to write creatively, this skill is constantly growing and adjusting and with each success, I enable myself to think differently helping me to create new ideas and separating me fro others. |
| How do I apply it? | I will apply these skills in multiple aspects of my life, but mainly in my ability to communicate. Essentially, that skill is the reason we all learn about the English language because the more we know, the better adapted we are to learn it. As I write papers, the expectations will grow just like they did since I entered school. Like I have learned to enrich my vocabulary, improve my reading skills, and understand complex meanings, knowing how to effectively communicate is another skill that I am learning through these lessons. While the applications may fluctuate, with each one I can apply these skills by writing a commanding paper in the active voice, using the proper verb choices, and writing in a creative manner thus separating me from others.  |

**3 – Adaptions and Accommodations**

Marco: Because Marco needs help with his organization skills, his aid and I have created an organizational system for him to help him not only keep track of his assignments but also maintain a routine. Each day, his ticket out the door is to have him planner filled out. Additionally, we have scheduled specific types of assignments to consistently be assigned as due: Monday is pre-reading, Tuesday is vocab, Wednesday is grammar, Thursday is an application, and Friday is a free day. Even though we maintain routine through the repetitive types of assignments, the planner enables Marco to add additional homework that may have been added or not finished during class. Additionally, since Marco is personally responsible for writing in his planner, we believe this skill will guide him to become more self-sufficient as it encourages him to keep track of all assignments. To maintain a consistent routine, the 50-minute class period will be broken into smaller chunks of time that aim to be consistent day by day: Introduction, Main Activity, and Wrap-Up. The introduction and wrap up will match up with the corresponding type of day, helping not only Marco but also the whole class to see the consistency in the structure. We will also introduce the day’s plan at the start of class and indicate transitions clearly. As we move from one activity to the next, I will clearly indicate the changes with transitional words like: next, then, first, finally, etc.

As for improving Marco’s social interaction skills, my main strategy is to start with improving the overall atmosphere of the classroom. Since Marco specifically struggles with students not understanding him, I want to educate the whole class on the necessity to show kindness to others no matter what. I would aim to use his specialist, parents, and possibly Marco himself to help the students understand how his mind works differently. Then, to avoid misunderstandings between him and other students in spite of the positive atmosphere, I will avoid grouping Marco in large groups or with students known to aggravate or make fun of him. However, for issues like the lunchroom fight, I plan to prevent them by constantly being aware of what is going on in my classroom. Then, if I see something suspicious, I can use the right interventions to prevent a fight from occurring. In that case, I would have hoped to teach the other student to realize that Marco has trouble recognizing how that question may be inappropriate. Also, I would have reminded Marco’s aid to go over specific strategies for understanding social awkwardness.

Allie: Because Allie experiences multiple seizures a day, she frequently seems to be spacing out in class but is in fact seizing; nonetheless, the frequency significantly affects her ability to focus in class and stay up to date with what is going on. Therefore, although I cannot prevent the seizures, I have structured my classroom activities into shorter, more manageable activities throughout the 50-minute class period. Additionally, I have posted on her desk a dry-erase time card where each day I will write the estimated schedule of activities. Providing her with the schedule for the day will help her know what we are doing if she happens to get lost. Since her condition is significantly affecting her affecting her schoolwork, I have talked worked out with administration and the other teachers that in each of her classes she has at least one supportive friend to help her with homework questions and assignments. By providing her with multiple other ways to catch back up in the class, I show her that I understand her condition and am willing to help her succeed academically. Knowing that she may fall behind will also help me give her extensions or break up her assignments so that she does not fall behind in her coursework. Since she is struggling additionally with memory, for any information provided in class, I also give her a paper copy so that she can use it for a support when she needs it. By giving her paper copies of lectures and assignments while also listing tat type of information in the classroom, I enable Allie to not rely on recall to be able to succeed. Rather, she is able to remember a new vocabulary word or additional assignments by seeing it listed in various placing.

Since this health problem raises serious emotions for Allie, I will encourage her to see the school counselor or a counselor of her choice. Also, I will strive to make frequent communication with her parents to inform them of how she is doing in class and hear more about her progress or growing needs. In a situation like this, parent communication needs to be frequent because they need to know about any kind of occurrence that could be health related. Additionally, frequent communication with her parents will improve her ability to receive all the necessary accommodations.

Denise: Because Denise struggles specifically with time management skills and organization in addition to reading two years below grade level, I have provided several different accommodations to help work with her through those issues in my classroom. Denise sees a reading specialist during the week, and sometimes her specialist comes into the classroom for additional help. I work together with her reading specialist to make adaptations in her reading homework like: note taking, summary writing and reading, vocabulary highlighting, etc. Working with the specialist aims to improve Denise’s overall reading skills and enables her to read the same material that is assigned in class but to also have access to the content. Denise will also work on pre and post reading activities to help access past knowledge and then connect the new knowledge in much more clear way. Our goal is to provide her with the ability to make better connections between the text and what she already knows, thus better synthesizing the material. Since she is struggling with memory recall as well, the pre and post activities should activate the many storage components in her brain before reading a text so that she has already engaged the various topics in the book. For instance, if reading *the Diary of Anne Frank,* I would give her a pre-reading activity about the Holocaust to engage her knowledge about that.

To help Denise have better time management, I will provide class time for her to begin assignments while also breaking down larger assignments. By giving her some time to start, I allow myself to be an outlet for help and also can watch her process of start up and find better ways to reinforce it at home. Also, by breaking down larger assignments, I make the task seem more manageable. Instead of assigning a large paper, I will first assignment an outline, then an introductory paragraph, then a rough draft, etc. Like I worked with Marco’s organization skills, I will use similar strategies with Denise so that she too can become more organized. We will use the planner method and also have that be the ticket out the door for her. Hopefully, by giving her the skills needed to become more organized, I will help Denise fulfill her needs at a future job placement.

**4 - Assessment**

I will assess all students similarly but make sure that the proper accommodations are made for each of my students. Classroom management will be maintained through consistency in expectations and punishments for misbehavior or non-preparedness. Respect and tolerance will be expected at all times. Assignments are expected to be turned in on time but accommodations can be made for any students if necessary. I will always be available for students to ask questions about how they doing and what I can do to help them.

For Marco, I will start my assessment by making sure that he has completed the homework assignment. Because one of our strategies is to have him stay organized and complete assignments by writing in his planner, he should have been successful. Should he have not completed the assignment, then we will have to make better reminders in his planner like possible email reminders as well. As for the daily routine, as the semester progresses, he should grow increasingly used to variety of daily routines we have in place. For the days that need to be changed due to non-controllable issues, I will inform Marco well in advance so that he expects the change. I will assess his ability to deal with the routine by observing his behavior and keeping track of any days that upsets him. By maintaining a written record of his behavior, I can keep track of his progress in the class to ensure that as we maintain routine and work on classroom atmosphere that it decreases. If I do not see a decrease, then I would have to rethink the strategies in place.

For Allie, I will schedule periodic meetings to check up on her every 2 weeks or so. These should be brief meetings just checking to make sure that she has been able to keep up with the material and that she and her partner have been able to communicate. Additionally, her schoolwork should reflect how well she is adjusting to the strategies in place. I will expect to see less missing or incomplete assignments in addition to a better understanding of the assignments. I will also communicate with her other teachers to make sure she is performing as well as she can in their classes as well.

For Denise, I will stay informed with her reading specialist to make sure she is making progress and keeping up with our class reading. Then, like I will do with Marco, I will check on her ability to use her planner, by reviewing how she fills it out and talking to her about its usefulness. If it is not working then we must find an alternative. As the semester progresses I will keep track of her assignments to make sure she is completing them and not falling behind. I will also incorporate occasional binder checks with her to make sure she is keeping that organized, which will help her both with organization skills and her access to the supplementary materials.