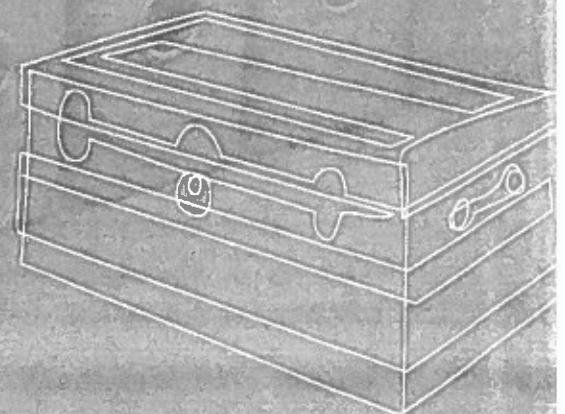

9. APPENDIX





UNIT INCLUDES:

EXECUTIVE FUNCTIONS REMINDER

Executive Functions REMINDER

BINDER

Regular Activity: Have students clean binders./Have students check each other's binders./Students can use the *Binder Checklist* located in the **Materials Management** unit.

PLANNER

Regular Activity: Fill in the classroom model planner./Check to see that individual planners match the model planner./Students should: make sure their planners are as accurate as their neighbors'; write in after-school activities; plan and write down the month's activities (days off, holidays, events); transfer items from monthly schedule to weekly/day-by-day schedule; prioritize assignments and projects; record upcoming tests and quizzes, as well as due dates.

Friday Activity: Students should write in the subject names for each class in the order of their schedule for the following week.

GOAL SETTING

Monday Activity: Review goals from previous week: Ask students to share goals and discuss their progress, difficulties, obstacles, and successes./Students should write two SMART goals in their planners. Goals should follow SMART format (Specific, Measurable, Attainable, Relevant, and within a Timeframe). Ask students to share their goals with the group./Check to see that the goals meet the SMART criteria.

EF UNIT

Introducing the Executive Functions Topic: Use the Executive Functions lesson plans. Feel free to add, adapt, or select parts of the lesson plans that fit your teaching style./Review the **Overview** at the start of each unit. This overview states the desired outcomes and gives a description of topics and activities for the unit. This is a great place to get lesson plan ideas.

GRADE LOG

Regular Activity: Have students update grade logs for each class. This should be done before filing the returned papers to be taken home.

OTHER IDEAS

Regular Activity: Students should clean and organize lockers, backpacks, messenger bags, binders, and folders./Have students assist with organizing and filing returned work./Update wall calendar each month.

Teacher Resource:

Additional Accommodations

Each student in your classroom learns differently and has different learning strengths and weaknesses. Using a variety of strategies to meet individual learning needs will enable those students who need extra assistance to improve upon their academic performance. The following items are additional suggestions for academic support.

STRATEGIES FOR READING

- Modify quantity of reading required.
- Substitute appropriate reading material where possible.
- Provide text at the student's reading level.
- Use books on tape.
- Use a marker to improve visual tracking.
- Enlarge print and increase white space.
- Use hardcover rather than paperback books for print contrast.
- Provide an extra set of textbooks for home.
- Allow student to write notes and highlight in textbooks or novels.
- Pre-teach reading concepts to be covered.
- Provide "purpose for reading assignment" sheets.
- Provide post-reading assignment expectations prior to the reading assignment.
- Use rubrics, checklists, and models of completed work.

STRATEGIES FOR SPELLING

- Limit the number of words to be tested.
- Present one spelling concept at a time.
- Test one spelling concept at a time.
- Allow use of computer spell check.
- Do not grade for spelling in content area.

STRATEGIES FOR VOCABULARY

- Limit number of new vocabulary words presented.
- Highlight vocabulary words on worksheets.
- Give page numbers when asking students to locate and define vocabulary words.
- Ask students to draw pictures that define vocabulary words.
- Ask students to act out new vocabulary words.

STRATEGIES FOR WRITTEN EXPRESSION

- Teach prewriting strategies.
- Use lists, outlining, and webbing.
- Provide graphic organizers.
- Use computer graphic organizers.
- Allow students to use a tape recording when formulating ideas.
- Allow students to dictate ideas.
- Use rubrics to make expectations clear.
- Assign a point system for each element on the rubric.
- Provide a checklist of elements on the rubric.
- Use models of correctly completed assignments.
- Provide a sequence of tasks for the proofreading and editing processes.
- Encourage use of computer.
- Encourage use of spell check and grammar check.
- Note but do not evaluate grammar, spelling, and punctuation errors.
- Give separate grades for content and mechanics.
- Shorten length and requirements.
- Provide alternatives to written assignments.

STRATEGIES FOR MATH

- Allow student to complete fewer problems.
- Avoid copying from board.
- Provide copy of problems at desk.
- Limit copying problems from book.
- Copy problems on a lined piece of notebook paper turned so that the lines are vertical or use graph paper.
- Give adequate space to complete problems.
- Limit number of problems written on page.
- Draw a box around each problem.
- Use different colors for addition, subtraction, multiplication, and division problems.
- Use colored pencils for multi-digit multiplication (e.g., write each digit in the multiplier in a different color and then use that same color for each individual product).
- Break down problems into steps.
- Write steps on a sequence card.
- Use sequence cards to complete homework or tests.
- Use manipulatives.
- Use number line.
- Use multiplication chart.
- Use calculator.
- Story Problems:
 - Teach math vocabulary (e.g., addition, plus, all together, in all).
 - Highlight relevant information.
 - Use visual representations (e.g., drawing pictures, diagrams).

STRATEGIES FOR
NOTE TAKING

- Pre-teach concepts to be covered.
- Limit copying from board.
- Provide graphic organizers with key phrases.
- Provide a complete set of notes, so students can focus on listening.

STRATEGIES FOR
TEST PREPARATION

- Teach study skills.
- Provide a second set of books for home.
- Allow student to write and highlight in text.
- Provide study guides with necessary names, dates, concepts, etc.

STRATEGIES FOR QUIZ AND TEST TAKING

- Give prior notice for all tests and quizzes.
- Allow extended time.
- Give a version of the test that requires less time rather than extended time (e.g., short answer rather than essay questions).
- Give directions and instructions orally and in written form.
- Highlight instructions.
- Break instructions into small, sequential steps.
- Avoid tests that look visually confusing.
- Allow adequate space to respond to each question.
- Minimize memory demands.
- Provide word banks.
- Limit number of concepts being tested.
- Use multiple choice whenever appropriate.
- Provide specific instructions on how to respond to essay questions.
- Allow the use of graphic organizers for essay questions.
- Note but do not evaluate grammar, spelling, and punctuation.
- Allow the use of a computer, with grammar check and spell check.
- Allow students to use the aids used in class for tests (e.g., calculator, concept cards).
- Offer option of an oral test.

STRATEGIES FOR
RESEARCH PROJECTS

- Modify length and/or content.
- Simplify presentation of assignment sheet.
- Make sure requirements are understood.
- Use task analysis when first assigning projects.
- Use different colored note cards and matching highlighters for highlighting information and taking notes.

Educator Resource:

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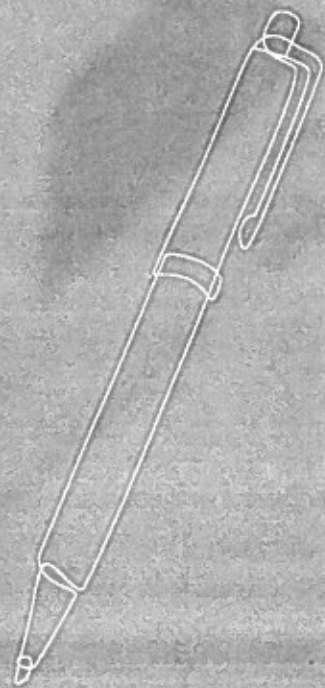
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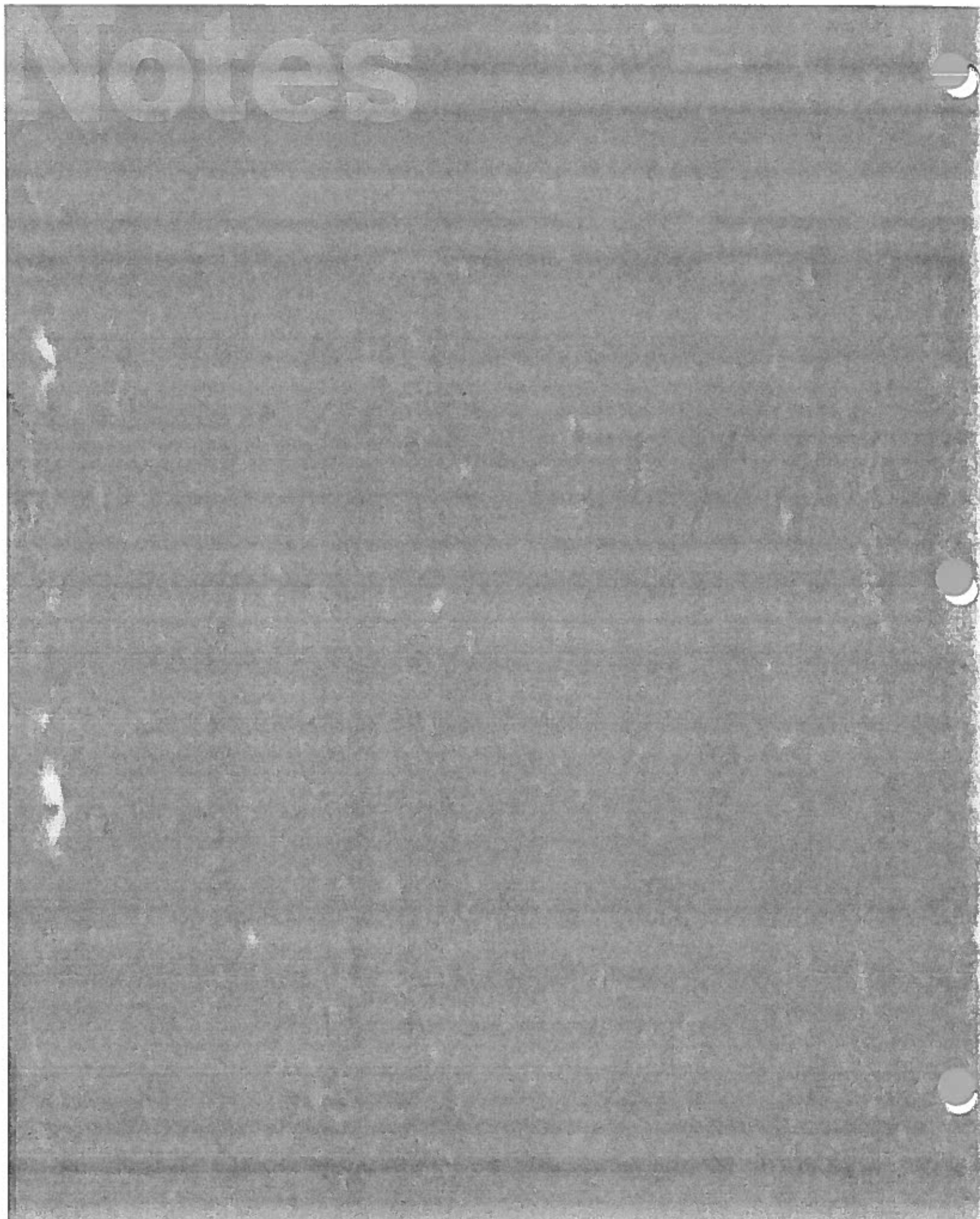
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10. NOTES







Handwriting practice lines consisting of a solid top line, a dashed midline, and a solid bottom line, repeated down the page.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated down the page.

Lined writing area with horizontal ruling lines.



Handwriting practice lines consisting of a solid top line, a dashed midline, and a solid bottom line, repeated down the page.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated down the page.

