

Subject Area: Enrichment/GT
Grade Levels: Elementary 3-4; Middle School 5-7

Unit 1: Independent Research

**Adapted from IIM - Independent Investigation Method:
Teaching Research Skills in Grades K-12 by C. Nottage & V. Morse**

Dates: September - June

Time Frame: 1 Class Per 6 Day Cycle
28 Cycle Classes

Overview

Students will learn seven sequential steps in the research process, engage in an extended independent research project of personal interest and choice following the learned research steps, create a product that creatively communicates their research findings and share their product with an authentic audience.

Enduring Understandings

- Research skills are essential to the education of all students
- Research skills are critical for acquiring, extending and sharing knowledge
- Research is used to answer questions across all disciplines
- Research is a sequential process
- Researchers choose a topic of great interest or concern
- Research requires goal setting and planning
- Researchers use many and varied sources for information for validation
- Technology and digital media resources can enhance research findings, organization and presentation when used appropriately and effectively
- Researchers acquire and share information ethically and without plagiarism
- Researchers cite their sources using a standard format and include a bibliography
- Researchers evaluate whether or not they achieved their goals and adjust their plans
- Information gathered must be organized and shared in a final product
- The ability to conduct and share research independently, accurately and effectively plays a fundamental role in academic and workplace success.

Skill and Knowledge Objectives

SWBAT:

- Learn 7 sequential steps in the research process
- Individually and sequentially apply all 7 research steps
- Select a topic of interest
- Select a topic that provides opportunity for in depth research
- Generate categories and questions around selected research topic
- Establish measurable goals for research
- Develop a research plan of action
- Evaluate if research goals were met

- **Employ technology and digital media resources to:**
 - Select multiple, varied and reliable sources of information
 - Conduct extensive and extended research by taking notes and avoiding plagiarism
 - Create a research glossary and bibliography
 - Create a research product that best represents interests and style
 - Share research product with an authentic audience

Assessments

Pre-Assessment

- Pre-assess background knowledge of sequential steps in the research process

Formative Assessment

- Think-Pair-Share partner and group discussions
- Teacher observation of student discussions
- Conferencing
- Multiple and varied Graphic Organizers
- Concept Maps
- Who, What, When, Where, Why and How questioning that encourages depth and complexity
- Brainstorming
- Notes/facts pages

Self-Reflection/Self-Assessment

- Individual student conferences
- Evaluating Research Goals - self evaluation

Summative Assessment

- Final research product and presentation to authentic audience
- Independent Research Rubric A or Independent Research Rubric B

Resources

SEL Resources:

- Aiming for Blazing Class Chart
- Aiming for Blazing Tracking Chart
- Feelings Wheel - attached below
- Peaks & Pits Anchor Chart
- Short Yoga for Kids Videos
- Short meditation videos such as 5 Minute Meditation for Kids
- 30 Days of Mindfulness in the Classroom from Calm.com - see PDF
- Text - *The Big Orange Splot* by Daniel Manus Pinkwater
- The Big Orange Splot House Project Directions
- The Big Orange Splot House Model & Template

Independent Research Unit Resources:

- Text: IIM Independent Investigative Method: *Teaching Research Skills in Grades K -12* by Cindy Nottage and Virginia Morse for reference
- IIM Independent Investigative Method Student Booklet reproducible pages from Text
 - Elementary Basic Level - Beginning pg. 37
 - Middle School Proficient Level - Beginning pg. 133
- IIM Independent Investigative Method Student Workpages in PDF format
 - <https://www.routledge.com/IIM-Teaching-Research-Skills-in-Grades-K-12/author/p/book/9781576520598>

- Independent Research Unit Slides - Elementary
- Independent Research Unit Slides - Middle School
- ¼" to ½" 3 ring research binders for Notes/facts pages and blank lined paper
- Brainstorming guidelines IDEO Brainstorming Technique
- Google applications including Slides, Docs
- School library with abundant informational texts
- Sample nonfiction texts with glossaries and bibliographies
- **Sticky notes and anchor chart paper**

Technology & Media Resources:

- Discovery Education Video
 - What Makes NASA Astronaut Ricky Arnold Curious?
- 5 Tips for Avoiding Plagiarism
- Electronic bibliography source such as www.citefast.com
- List of helpful, research websites
- Chromebooks
- Variety of technology applications for research, presentations & products based on student interest/need (Google Forms, iPhone video applications, Video editing applications, Canva)

Standards

New Jersey Student Learning Standards for English Language Arts - 2023

Language Domain Anchor Standards

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context..

Reading Domain Anchor Standards

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events,

and ideas develop and interact over the course of a text.

(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing Domain Anchor Standards

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening Domain Anchor Standards

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

New Jersey Student Learning Standards for Computer Science & Design Thinking - 2020

Data & Analysis (DA)

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim. (optional)
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Effects of Technology on the Natural World (ETW) (optional based on research topic)

- 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.
- 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- 8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

New Jersey Student Learning Standards for Career Readiness, Life Literacies & Key Skills - 2020

Creativity and Innovation

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Digital Citizenship

- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Information & Media Literacy

- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Technology Literacy

- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

New Jersey Social and Emotional Learning Competencies and Sub-Competencies

- Self Awareness
 - Recognize one's feelings and thoughts
 - Recognize one's personal traits, strengths, and limitations.
- Self Management
 - Understand and practice strategies for managing one's own emotions, thoughts and behaviors
 - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
 - Recognize and identify the thoughts, feelings and perspectives of others
- Responsible Decision Making
 - Develop, implement, and model effective problem solving and critical thinking skills
- Relationship Skills
 - Establish and maintain healthy and rewarding relationships

National Association for Gifted Children (NAGC) Pre-K - Grade 12 Gifted Programming Standards

Unit 1: Independent Research Unit Pacing Guide - SEL Activities

SEL Competencies - Self Management	SEL Competencies - Self Awareness and Social Awareness	SEL Competencies - Self Management	SEL Competencies - Self Management	SEL Competencies - Self Awareness - Identify and value personal interests, strengths, values and dreams.
<p>Gen. Teaching Practice Aiming for Blazing</p> <p>Essential Questions: How can I monitor and regulate my emotions effectively, motivate myself, exercise self control and delay gratification?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Aiming for Blazing class chart with Check In, Bright, Brighter, Brightest and Blazing.- See SEL Resources • Class Check In Clip • Aiming for Blazing Tracking Chart <p>Activities: Reward class during each lesson for regulating behavior, following class procedures, demonstrating knowledge learned and working together etc. Reward class by moving class clip up chart. If class reaches Blazing during lesson, then they earn a class star. Once the class collects 10 stars, they earn a prize from prize box.</p>	<p>Gen. Teaching Practice Peaks & Pits</p> <p>Essential Questions: How can I correctly label my own emotions, understand that they are temporary, that they affect my behavior and recognize how others might be feeling differently?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Feelings Wheel - See SEL resources • Peaks/Pits Anchor Chart • Sticky notes <p>Activities: Introduce students to the Feelings Wheel. At the beginning of each class, students will silently reflect on how they are feeling, choose a feeling word from the Feelings Wheel & record it on either a sticky note or on the Jamboard. Allow Star student to share feelings & reason during each class period & engage others in response.</p>	<p>Gen. Teaching Practice Yoga or Meditation</p> <p>Essential Questions: How can I monitor and regulate my emotions effectively and cope with stress and anxiety?</p> <p>Materials:</p> <ul style="list-style-type: none"> • 5 minute yoga videos such as Free Kids Yoga & Meditations from ALO Gives Short Yoga for Kids Videos • 5 Minute Meditation for Kids <p>Activities: Start class period with a short (approximately 5 minute) peaceful, relaxing self management activity such as yoga or meditation. Vary the activities so students become competent and confident in each type of self management activity.</p>	<p>Gen. Teaching Practice Mindfulness Activities</p> <p>Essential Question: How can I monitor and regulate my emotions effectively and cope with stress and anxiety?</p> <p>Materials:</p> <ul style="list-style-type: none"> • 30 Days of Mindfulness in the Classroom from Calm.com <p>Activities: Start every class period with a short (approximately 5 minute) peaceful, relaxing, self management activity such as a mindfulness exercise from Calm.com. Vary activities by marking period so students become competent and confident in each type of self management activity.</p>	<p>DAY 1 - DAY 3</p> <p>Essential Questions: What are my personal interests, strengths, values and dreams? How do I share them with others?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Text - <i>The Big Orange Splot</i> by Daniel Manus Pinkwater • The Big Orange Splot House Project Directions • House Model & Template <p>Activities: Read aloud <i>The Big Orange Splot</i> Engage students in questioning and determine the main idea/message of the book. Individually brainstorm personal interests, strengths, values and dreams. Using Google slides, create a house that represents personal interests, strengths, values and dreams. Share & display.</p>

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Unit 1: Independent Research Unit Pacing Guide

<p>Lesson 1: Pre Assessment DAY 1</p> <p>Essential Question: What do I already know about the research process?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Pre Assessment • Independent Research Unit Slides - Elementary - • Synopsis Steps Text p.14 • Independent Research Unit Slides - Middle School - • Synopsis Steps Text p. 12 <p>Activities: Introduce Independent Research Unit Conduct pre assessment. Use Think-Pair-Share to compare/contrast responses and agree on steps. Compare to text synopsis of steps, create a class anchor chart of 7 sequential research steps and post steps prominently for regular reference.</p>	<p>Lesson 2: Immersion Activity DAY 1 - DAY 2</p> <p>Essential Question: What am I curious about?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Discovery Education What Makes NASA Astronaut Ricky Arnold Curious? video • Independent Research Unit Slides 4 & 5 • What are you curious about? assignment teacher model. <p>Activities: Ask What is Curiosity? Why is curiosity important? Share.& discuss. Watch Discovery Education Video <i>What Makes NASA Astronaut Ricky Arnold Curious?</i> Individually brainstorm up to 10 topics about which the student is curious. Write a few ideas on sticky notes & share. Complete graphic organizer.</p>	<p>Lesson 3: Topic Selection DAY 1 - DAY 2</p> <p>Essential Question: How do I choose a research topic that interests and engages me?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Unit Slides 6 to 9 • Teacher model What are you curious about? • What are you curious about? Assignment • Concept Map Original • Concept Map sample <p>Activities: Review teacher model of What are you curious about? Using topic criteria, cross out topics that are "too big" or "too small." Select and highlight the "just right" topics. Students then do the same and choose one. Model how to complete concept map with sub-topics and questions under each. Select final topic.</p>	<p>Lesson 4: Goal Setting DAY 1</p> <p>Essential Question: How do I make a plan for my research?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Unit Slide 10 • Goal Setting Worksheet <p>Activities: Starting with the end in mind (approximate presentation date), use Think-Pair-Share to estimate how many weeks each research step will take. Discuss and agree as a group. Complete Goal Setting Worksheet to review goals by grade level and to create a workable timeline.</p>	<p>Lesson 5: Goal Setting Cont. DAY 1</p> <p>Essential Question: How do I establish specific goals for my research?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Unit Slide 11 • Pages for Writing Research Note/Facts <p>Activities: Define essential terms on Setting Research Goals sheet. Brainstorm and agree on grade level benchmarks for resource, note taking, and glossary goals (both number and variety). Restate and transfer to Goal Setting Worksheet.</p>
<p>Lesson 6: Research - Choosing Multiple, Varied and Reliable Sources DAY 1</p> <p>Essential Questions: Why is it important that sources be multiple, varied and reliable?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Unit Slide 12 • Sticky notes • IDEO Brainstorming Technique • Anchor chart paper <p>Activities: Discuss the importance of varied and reliable sources. Follow probing questions on slide 12. Brainstorm possible sources by variety, considering all senses, and record on sticky notes. Create a class anchor chart of a wide variety of sources for reference.</p>	<p>Lesson 7: Research - Choosing Multiple, Varied and Reliable Sources Cont. DAY 1</p> <p>Essential Question: How do I select my sources?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Unit Slides 13-14 • Model Sources of Information Doc • Sources of Information Assignment • List of helpful research websites. <p>Activities: Share model of Sources of Information list. Share list of helpful research websites. Using anchor chart of varied sources, and helpful research websites, complete Sources of Information Assignment.</p>	<p>Lesson 8: Organizing Notes DAY 1</p> <p>Essential Question: How do I gather, organize and record my research notes?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Unit Slides 15 • Steps to Taking Notefacts Text pg. 49 • Concept Maps • Notes/Facts Assignment OR • Multiple hard copies of Notefacts Workpages <p>Activities: Review Steps to Taking Notefacts. Share a model of how to organize Notefacts. Model how to take notes using several sample sources & questions.</p>	<p>Lesson 9: Research - Avoiding Plagiarism DAY 1</p> <p>Essential Question: How do I gather, organize and record my research notes without plagiarizing?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Unit Slides 16 • Avoiding plagiarism video such as 5 Tips for Avoiding Plagiarism <p>Activities: Activate background knowledge and discuss the definition of plagiarism. Play plagiarism video. Ask why is it important to avoid plagiarism? Share examples of famous people who have been caught plagiarizing. How do we avoid plagiarizing? Address any questions or concerns.</p>	<p>Lesson 10: Research - Creating a Glossary DAY 1</p> <p>Essential Question: Why do I need a Glossary and how do I create one?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Unit Slides 17 • Nonfiction text samples with glossaries • Glossary of Study Model • Glossary of Study Assignment <p>Activities: Review sample nonfiction glossaries and discuss. Using the Glossary of Study page model how to complete. Make sure students are collecting new vocabulary to include in their glossary.</p>

<p>Lesson 11: Research Taking Notes DAY 1 - DAY 5</p> <p>Essential Question: How do I continue to gather, organize and record my research notes while still avoiding plagiarism?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <u>Notes/Facts Assignment</u> OR • Multiple hard copies of Notefacts Workpages • Sources of Information • Chromebooks with internet access • List of helpful research websites. • School library <p>Activities: Students will use personal chromebooks and/or visit the school library to take research notes over several cycle weeks. Students will use concept maps to help direct their research and to make sure they answer all questions on concept maps. Teacher will meet with students individually to monitor note taking and note organizing.</p>	<p>Lesson 12: Creating a Bibliography/Citing Text. DAY 1</p> <p>Essential Question: How do I create a bibliography and cite text?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Unit Slides 19 & 20 • Sample nonfiction text with bibliography • <u>Sources of Information Assignment</u> • Electronic bibliography source such as www.citefast.com <p>Activities: Review sample bibliography. Model how to create using Sources of Information Doc & electronic bibliography source. Students will create their own bibliography.</p>	<p>Lesson 13: Evaluating Goals DAY 1</p> <p>Essential Question: Have I achieved my research goals?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Unit Slides 21 • <u>Goal Setting Worksheet</u> • Completed Concept Maps, Notes/Facts pages, Sources of Information Doc and Glossaries <p>Activities: Students will use Goal Setting Worksheet to help identify if they are missing any information. Teacher will meet individually with students to check binder including progress on Notefacts, organization, sources, and glossary.</p>	<p>Lesson 14: Creating a Product DAY 1 - DAY 4</p> <p>Essential Question: How do I choose a product that best represents my research, interests and learning style? How do I create that product?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Independent Research Unit Slides 22 to 24 • Choosing a Product Workpage 66 • <u>IDEO Brainstorming Technique</u> using senses • <u>Model of Product Plan</u> • <u>My Product Plan</u> Assignment • Collection of materials needed to create product from school and home. <p>Activities: Review Choosing a Product page with class. Individually brainstorm product ideas. Think Pair Share product ideas. Create anchor chart of ideas. Share model of Product Plan. Complete My Product planning page. Over several weeks, students will create products that showcase their research.</p>	<p>Lesson 15 Product presentations DAY 1 - DAY 2</p> <p>Essential Question: How do I best communicate what I have learned to an interested audience?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Completed product • Presentation notes • Ask Me These Questions - Optional Workpage 71 • <u>Independent Research Rubric A</u> • <u>Independent Research Rubric B</u> • Parent/audience invitation <p>Activities: Students will prepare presentation notes and Ask Me These Questions. They will practice their presentations for classmates. Students will present their research and answer questions for a parent audience.</p>
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Differentiate Instruction, depending on individual student need (Students with an IEP, 504, or Intervention Plan; ELL Students; At-Risk Students; Gifted Students) by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower or higher readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language
- Display student-created anchor charts throughout unit for reference
- Pre-teach vocabulary and post around the room for reference

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers or notes to a scribe
- Capture responses or notes on an audio recorder or voice to text device
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where she learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs
- Use soft background music as calming and focusing device

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Use color coding to facilitate note organization
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

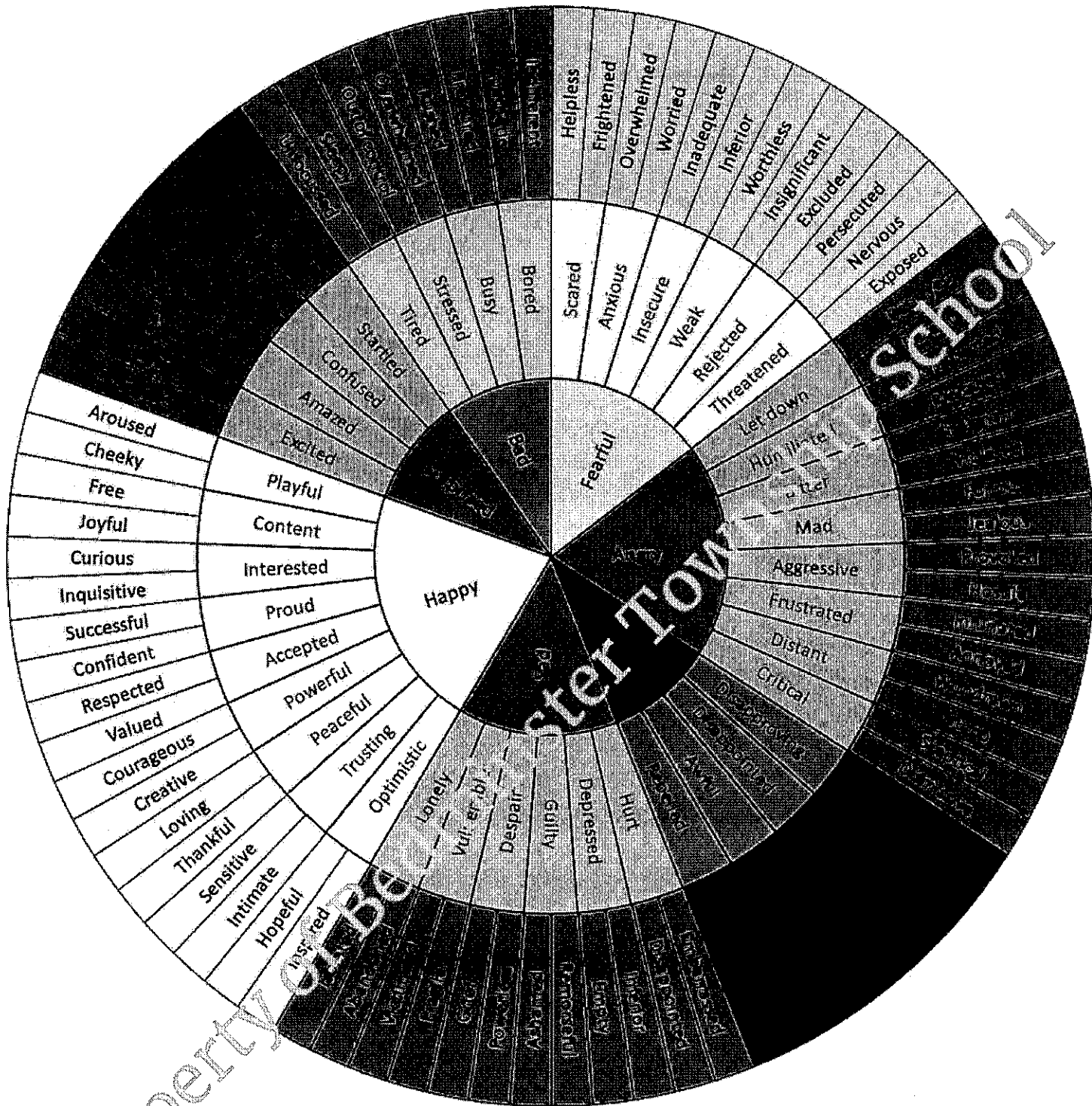
- Complete fewer or different homework problems than peers
- Write shorter papers or fewer notes
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Provide enrichment activities for advanced learners including more depth and complexity in questioning
- Get graded or assessed using a different standard than the one for classmates

Other Modifications

- Think-Pair-Share: Design partnerships so that more advanced students can guide struggling students
- Provide bookmarks/reminder cards for how to participate effectively in discussions ("Purposeful Talk," "Discussion Starters")
- Help students set individual goals that meet teacher expectations (classwork and project work differentiated according to goals/expectations)
- Conference with students in small groups and individually to review concepts, skills and goals attainment as often as needed



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