**SINGLE SUBJECT DAILY LESSON DESIGN FORMAT**

**FOR RESOURCES ON HOW TO COMPLETE THIS FORM, SEE** [**https://sites.google.com/site/lessondesignresources/home**](https://sites.google.com/site/lessondesignresources/home)

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| TITLE OF LESSON: Summarize Sadness—A lesson in critically analyzing an article and summarizing main ideas. | CURRICULUM AREA & GRADE LEVEL: 8th Grade Humanities | | DATE OF LESSON: Wednesday, October 18th |
| CA CONTENT STANDARD(S) ADDRESSED:  Writing 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.  Reading Comprehension 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals). | | CA ELD STANDARD(S) ADDRESSED:  B. Interpretive, Reading/viewing closely, Bridging: b) Express inferences and conclusions drawn based on close  reading of grade level texts and viewing of multimedia using a  variety of precise academic verbs (e.g., indicates that, influences).  C. Production, Writing, Bridging:  b) Write clear and coherent summaries of texts and experiences  using complete and concise sentences and key words (e.g., from  notes or graphic organizers).  Objective: After reading through and drawing conclusions as a class for the article *The Tricky Politics of Tween Bullying*, students will be able to identify 5 or 6 main ideas and create an article summary with 5 or 6 sentences, by using concise sentences and key words. | |
| BIG IDEA ADDRESSED: (Enduring Understanding: WHY this material is important; how it fits in with the unit or theme)  During the research process it is important to identify reliable sources to use in their I-Search papers and how to successfully summarize the main points to place in their research papers. By learning how to annotate a reliable source and summarize the source’s main points, students can evaluate and identify information that will be important to their papers. | | ESSENTIAL QUESTIONS ADDRESSED:   1. Why is it important to annotate the resources we use? 2. How can annotating resources make the research process easier? | |
| OBJECTIVE(S) OR LEARNING GOAL(S):—*choose type(s) as appropriate*   * After reading *The Tricky Politics of Tween Bullying* and annotating the article, listing the main ideas, and creating a summary as a class, students will be able to evaluate if a resource is a reliable source, identify the main ideas of a source, and synthesize a summary, by viewing a video on Bystanders and creating a summary from the main points that students identified. | | ASSESSMENT(S)—*choose type(s) as appropriate*   * Formative (progress-monitoring): Teacher will assess student learning by informal observation as the class goes through the annotating the article. Feedback will be given verbally when students have the opportunity to share their video summaries with the class and as the teacher walks around and assists students with summaries. | |
| PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL: *(possible misconceptions or assumptions)*  It might be hard for students to grasp the importance of annotating. Reading the article might be disengaging for some students as well, seeing as they might not find the article relatable or useful. Students could find the process of first writing the main ideas and then summarizing taxing and repetive—leading to disengagement. | | | |
| INSTRUCTIONAL STRATEGIES: *What the teacher does to help students cope with the difficulties in order to succeed*   |  |  |  | | --- | --- | --- | | STEPS (Fill in each box with specific information) | LEARNING STYLE(S) ADDRESSED | REASONS/RATIONALES | | Anticipatory Set: (“Into”)  Teacher will introduce subject by reviewing the process of identifying reliable resources. Teacher will asked students the following question which will be written on the board:  How do we identify a reliable resource?  Teacher will ask for students to share their answers with the class. (5 minutes) | Visual and audible. | By reviewing material learned earlier in the week, students have another chance to interact with the information. Repetition is one of the many ways students remember things. It will also prep them being to annotate the article. | | Instruction: (“Through”)  The teacher will share with students what they will be doing for the period and why.  First, they will be reading *The Tricky Politics of Tween Bullying* as a class. As the class reads, students should annotate the article and mark/highlight anything they find important.  Second, they will have a few minutes to take those important facts they found and write them down on a hand-out given. They will be going through the hand-out together. The hand-out asks if the article is reliable, what are the main ideas, and to summarize the article.  Third, they will create a summary of the article.  Lastly, they will watch a video on Bystanders, using the tools for summarizing and annotating discussed when going over the article to create their own summary of the video. (5 minutes) | Visual and audible. | Students will be aware of what the expectations are for the lesson and what is expected of them. They become engaged with their learning by being in the loop of the progression of lesson. | | Guided Practice: (“Through”)  Before reading the article, the class will go through important key terms that I have been written on the board. After discussing these key terms, students will participate in a *read aloud* to annotate the article. The teacher will periodically ask:  Why is the author trying today?  What do you think this means? Why?  What did you highlight or note as important? Why? (25 minutes) | Audible, visual, and linguistic. | By going through the key terms that might not be familiar with, it will lay a foundation of understanding for the article. So instead of wondering what a word means and missing a main idea of the article, they can understand what that word means and why it means that. By asking these open ended questions, it keeps students actively considering and thinking about what they are reading. | | Independent Practice: (“Through”)  After reading through the article together, the teacher will direct the students to take a few minutes and write down main ideas from the article. The teacher will also direct the students to summarize those main ideas. The teacher will facilitate student work by checking in with students during independent work. Afterwards, the teacher will ask a few students to share their summaries with the class. The teacher will give feedback before having the students watch and summarize the main point of the Bystander video. (15 minutes) | Linguistic, audible, and visual. | This activity lets the students work with the material after they have learned about it. They can apply it and understand why it is importance for them to learn. | | Closure: *(summarize; make meaning of the lesson)*  Before students leave the class, the teacher will inform the class that these are the steps that they should be going through when looking at resources they would like to use in their I-Search paper. (5 minutes) | Linguistic and audible. | By letting the class know that they can expect to see this information again, it will give them more opportunities to work with the material and master their skills. It will also show the importance of learning these research skills and allow for questions. | | Transfer: (“Beyond”) *(opportunities to apply the learning)*  For their I-Search papers, student must complete this process for three of the resources they choose to use in their I-Search papers. Also students will be researching during their Immigration Project and will need to use the information learned in this lesson during the research process. |  |  | | | STUDENT ACTIVITIES: *What the students do*   |  |  |  | | --- | --- | --- | | STEPS (Fill in each box with specific information) | LEARNING STYLE(S) ADDRESSED | REASONS/RATIONALES | | Anticipatory Set: (“Into”)  Students will answer the question posed by participating in class. (5 minutes) | Visual and audible. | By reviewing material learned earlier in the week, students have another chance to interact with the information. Repetition is one of the many ways students remember things. It will also prep them being to annotate the article. | | Instruction: (“Through”)  Students will listen to what they can expect to learn during the lesson and ask any questions they might have. (5 minutes) | Visual and audible. | Students will be aware of what the expectations are for the lesson and what is expected of them. They become engaged with their learning by being in the loop of the progression of lesson. | | Guided Practice: (“Through”)  Students will participate in the *read aloud*, by actively listening to the article being read, highlighting taking notes on main ideas, and contributing and answering the teacher’s questions. (25 minutes) | Audible, visual, and linguistic | By going through the key terms that might not be familiar with, it will lay a foundation of understanding for the article. So instead of wondering what a word means and missing a main idea of the article, they can understand what that word means and why it means that. By asking these open ended questions, it keeps students actively considering and thinking about what they are reading. | | Independent Practice: (“Through”)  After reading the article, students will write down at least five main ideas of the article before writing a short summary of the article. They will share their summaries with the class, receive feedback, before going through the same steps independently with the Bystander video. (15 minutes) | Linguistic, audible, and visual. | This activity lets the students work with the material after they have learned about it. They can apply it and understand why it is importance for them to learn. | | Closure: *(summarize; make meaning of the lesson)*  Students will listen to the teacher as they explain that they will do the exact same process as they individual conduct their research for their I-Search papers. The students will understand that they are expected to have at least three resources summarized for their I-Search paper. (5 minutes) | Linguistic and audible. | By letting the class know that they can expect to see this information again, it will give them more opportunities to work with the material and master their skills. It will also show the importance of learning these research skills and allow for questions. | | Transfer: (“Beyond”) *(opportunities to apply the learning)*  For their I-Search papers, student must complete this process for three of the resources they choose to use in their I-Search papers. Also students will be researching during their Immigration Project and will need to use the information learned in this lesson during the research process. |  |  | | |
| INFO ABOUT ENGLISH LANGUAGE LEARNERS: *Consider students individually and as a group*  One ELL Student, female. Farcy. CELDT Level: Advanced   * Readiness level: Student has strong comprehension levels—along with strong reading and writing skills. * Learning profile: Motivated, isn’t afraid to ask for assistance when needed. Not distracted easily, stays on task. Does have some issues hearing, using hearing aids. * Interests—academic and/or personal: Loves fashion, very organized, and enjoys family and friend time. | | INFO ABOUT STUDENTS W/ SPECIAL NEEDS (include gifted students) : *Consider students individually & collectively*  Twelve Students.   * Readiness level & Learning profile: Most have difficulty with paying attention and staying on task. Also students have issues with comprehension and producing a text. * Interests—academic and/or personal: Various interests. Sports and hanging out with friends. Some students enjoy video games too. | |
| DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS—*choose area(s) as necessary based on information above*   * Content (***what*** *material—including key vocabulary—is learned*): Key concepts of the article, identifying reliable resources, annotating information for notes, summarizing. * Process (***how*** *the material is learned*): Vocabulary will be bold-faced and discussed as a class before reading the article, students will use a graphic organizer to follow through the ‘read aloud’ and identify the main and supporting points to help summarize. The teacher will also wear a microphone during instruction. * Product (*how the learning is* ***demonstrated***): Student has an opportunity to share with the class to show the learning goal has been achieved or to receive feedback. They will also write the summaries down and have guidelines—such as completing the summary in five sentences. | | DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS— *choose area(s) as necessary based on information above*   * Content (***what*** *material—including key vocabulary—is learned*): Key concepts of the article, identifying reliable resources, annotating information for notes, summarizing. * Process (***how*** *the material is learned*): Students will use the graphic organize to gather thoughts and follow through the discussion of the article. The graphic organize can also be used when student summarize the video. The graphic organizer is scaffold to guide students to properly summarizing sources. * Product (*how the learning is* ***demonstrated***): Students will summarize the main and supportive points of a video. Students will also be able to speak and with fellow students about summarizing. Questions encouraging students to consistently remember the main idea will be posted on the board for assistance along with key terms. | |
| RESOURCES (*Attach materials needed to implement the lesson—e.g., power point presentation, text, graphic organizer)*   * Link to Bystander video: <http://www.youtube.com/watch?v=WbVeN13wGFc> * Graphic Organizer for article * *The Tricky Politics of Tween Bullying* * Key Terms definitions | | REFLECTION (*Questions to consider after the lesson:* What went well? Why? What evidence do I have that shows the extent to which the lesson was effective? What problems do students still have? How will I deal with the students whose understanding of the material is weak? How will I remediate? What changes will I make to enhance learning the next time I teach this lesson? Why?)  I noticed the importance of direct instruction with this group of 8th graders. I need to be explicitly clear when wanted the students to follow me as they work through the graphic organizer they have. I need to also give them more time for their work, letting them think through the questions. I need to also find a way to have students summarize something in their lives—like a book or a video game, because they want to jump straight to thinking critically about the text. | |

# The Tricky Politics of Tween Bullying

By [Hans Villarica](http://healthland.time.com/author/hansvillarica/) Dec. 03, 2010

When talk of teen bullying comes up, younger adolescents are often left out. TV shows like *Glee* and **advocacy** projects like *It Gets Better* focus on the plight of bullied kids in high school — not middle school. But that misses the reality that tweens can be just as mean as teens.

Consider the numbers: An estimated half of sixth-graders are [bullied](http://newsroom.ucla.edu/portal/ucla/Bullying-Among-Sixth-Graders-a-6006.aspx) in a week, and roughly four in five students [report](http://jea.sagepub.com/content/25/4/453.abstract) being verbally harassed in middle school. Further, in a survey by UCLA researchers, more than 70% of teens acknowledged being [bullied](http://newsroom.ucla.edu/portal/ucla/bullying-of-teenagers-online-is-64265.aspx) online at least once a year. Indeed, the rate of bullying peaks when kids are 10 to 13 years old — and that’s when its effects are arguably at their worst as well. (**More on Time.com:** [When Bullying Turns Deadly: Can It Be Stopped?](http://www.time.com/time/magazine/article/0,9171,2024210-3,00.html))

“**Relational aggression** early on can be especially damaging since it tends to stick,” says [Ryan E. Adams](http://www.cincinnatichildrens.org/svc/alpha/d/disabilities/fs/psych/ryan-adams.htm), a peer **victimization** expert. “Early adolescence is when you get your **reputation**.”

Adams’ work focuses on relational aggression, bullying that takes the form of rumor-spreading and name-calling, rather than physical blows. It involves **purposeful exclusion** of victimized kids and gossiping about them. Imagine tween versions of *Heathers*, *Clueless* or *Mean Girls* (no generation is spared). It’s not physical aggression, but it arguably causes more lasting harm.

[...]The researchers found that some tweens use bullying to gain popularity.

[...]

In other words, the researchers wanted to know, when popular kids bully other kids, are the bullies more or less liked by their peers? How about when the victims of bullying express aggression themselves — are they more or less liked?

It turns out, the social standing of the bully and the victim makes a difference. The researchers found that, when a popular student bullies other kids, he or she doesn’t get **stigmatized**; the student is exempted from what Adams calls “the blowback typically **associated** with aggression.”

Read more: <http://healthland.time.com/2010/12/03/adolescents-anonymous-are-tweens-the-new-mean-girls/#ixzz2fsN4YLCl>

**Internet Research: Evaluating Source Reliability and Summarizing Important Information**

**Website Evaluation:**

1. Name of website: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. URL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What is the purpose of the website? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Who is the author? What is his/her bias? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. When was the website created and last updated? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are the links active?  \_\_\_\_\_\_\_\_\_\_\_\_

**Step 1: Read the article**

**Step 2: Highlight or underline important information**

a) Print the article so you can annotate (write notes in the margins) and highlight important information.

b) If you copy and paste the article into a google doc, you can highlight the important information that you want to summarize, paraphrase, or quote.

**Step 3: Notes and Summarizing (Remember the Rules for Summarizing Important Information):**

1. Erase things that don’t matter

2. Erase things that repeat

3. Trade general terms for specific names (e.g., flowers for daisies)--> less is more

4. Identify a topic sentence

**Main Idea/Topic Sentence** (try to put it in your own words or put in quotes if taken directly from text): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**List 5-7 Details (Evidence) that Support this Main Idea:**

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Summarize in your own words the GIST of this article in 30 words or less:

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| Student | EL | SPED | READINESS LEVEL |
| One | No Info Available | ADD. Clear directions needed, non-verbal cues for attention checks, allow space for independent work and check in with. Extra time when needed. | Student is really open, very talkative, and likes to doodle. The student cannot be placed in the same class or work with Student Six. |
| Two | No Info Available | Autism. Needs extra time for work when needed, should repeat directions and lessons for understanding. Visual props encouraged, alternative test formats, and positive reinforcement. | Loves basketball and working individually. When in a group seems to contribute but prefers working independently. |
| Three | No Info Available | Aspergers. Check for understanding, promote socialization with others, and extra time for work. | Loves Horton Hears a Who. Knows a bit of Japanese and likes to practice it. |
| Four | No Info Available | ADHD, SLD. Preferential seating. More time for tests, projects, and homework, graphic organizers for language arts. | Typing improves writing skills, loves comic books, dogs and leisure reading. |
| Five | No Info Available | Orthopedic Impairment (Cerebral Palsy). Seat near front of the class, movement breaks, extra time on assignments, access to notes, leaves class early to avoid crowded hallways. | Enjoys basketball and reading, will be vocal with needs and accommodations. |
| Six | No Info Available | ADD, High Anxiety, OCD. Prompts for class interaction, positive feedback, clear directions, and check-ins for work progress. | Excels in math and writing. Self-motivated. Should not be in a room with Student One. |
| Seven | Spanish | Speech and Language Impairment. Restate directions, pair visual with verbal, copies of notes, follow figurative language with literal for comprehension. | Self-motivated for revisions and math and volunteers to participation. |
| Eight | No Info Available | SLD because of working memory & ability to process information. Prompts for attention to task, graphic organizer for assignments, alternative ways to demonstrate knowledge, access to study guides and class notes. | Participates in class discussions and projects, creative ideas, push thinking of peers, likes to ready fantasy/science fiction, and thinks outside the “norm.” |
| Nine | No Info Available | SLD Auditory Processing and Dyslexia. Seated near the front, away from distractions, accommodations for assignments and tests, breaks, and visual checklist and cues. | Creative in writing, great social skills, compassionate for others, and self-advocate. |
| Ten | Farsi | Hard of Hearings, SLD, Speech/Language Impairment. Wears hearing aids, written instructions, small group work encourage, graphic organizer, revisit when needed. | Strong memorization, creative, highly motivated, social and respectful. Speaks up for herself. |
| Eleven | No Info Available | SLD, ADD, Dyslexia. Word process for written assignments, extra time for assignments and tests, access to quiet work space, check-ins for class notes. | Works well in groups and enjoys going to school. |
| Twelve | No Info Available | No Info Available | No Info Available |

**Collectively:**  There are fifty-five students in the class; twelve of them need accommodations; that is a little over fifth—or about 21%. The class interactive with each other well and there doesn’t seem to be any issues between students, yet.