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Series of Connected Lessons: Responding to Students  
Spring 2021

## **Responding to Students**

### **COHORT A**

This cohort has three students (EC, H, M) with low reading comprehension. To that end, my plans will incorporate plenty of visual and hands-on learning components (experiments, diagrams, videos) that complement the reading materials. And, I will provide graphic organizers for capturing important information from the reading and experiments.

These three students also have math conceptual proficiency barriers. One (M) is pulled out during math period. EC and H have support teams that work with them outside of class (RTI/ed techs). I will provide lesson plan materials to these teams ahead of time so they can provide appropriate support outside of class, and maintain regular check-ins (formal and informal) to ensure continuity of support.

I will also review all relevant math concepts at the begin of each science lesson, and, when possible, use the math warm up at the beginning of math period to model any new problem solving skills that will be useful to that day's science lesson. I will use visuals and manipulatives to illustrate key math concepts.

Two students in this cohort (EC, M) face barriers to following directions. When possible, I will pair them with (or have them sit next to) students who stay on task and follow directions. I will also combine visual cues, repeated verbalization and modeling of processes - along with written directions - for all experiments that take place in the classroom. For remote tasks, I will include step-by-step written directions AND Loom videos.

For the benefit of all students in this class, I will incorporate a variety of methods for demonstrating learning and look for ways to "gamify" formative assessments such as Kahoot to check for understanding.

### **COHORT B**

One student in this cohort faces math conceptual proficiency barriers and has the support of an ed tech in and out of the classroom. I will provide lesson plan materials to the ed tech ahead of time so she can provide appropriate support inside and outside of class, and maintain regular check-ins (formal and informal) to ensure continuity of support.

I will also review all relevant math concepts at the beginning of each science lesson, and, when possible, use the math warm up at the beginning of math period to model any new problem solving skills that will be useful to that day's science lesson. I will use visuals and manipulatives to illustrate key math concepts.

One student (EG) in this cohort faces significant behavioral barriers including the ability to follow class norms and to follow directions. We have recently adopted a behavior monitoring system to tally the amount of time she demonstrates desired behaviors and allows her to earn choice time as a positive reinforcement.

I will review class norms at the beginning of each class and make sure students understand what is expected of them. For EG specifically, I will continue regular check-ins with her support team (formal and informal) about what is and isn't working and continue to make adjustments.