

1. ESOL Strategies (select the ones that apply):

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|---|---|---|--|
| <input type="checkbox"/> Classify, Categorize | <input type="checkbox"/> Illustrations | <input type="checkbox"/> Provide Cues | <input type="checkbox"/> Summarize |
| <input type="checkbox"/> Compare and Contrast | <input type="checkbox"/> Maps | <input type="checkbox"/> Reading Logs | <input type="checkbox"/> Time Lines |
| <input type="checkbox"/> Cooperative Learning Groups | <input type="checkbox"/> Concept Mapping | <input type="checkbox"/> Role Play | <input type="checkbox"/> Thematic Approach |
| <input type="checkbox"/> Experiments | <input type="checkbox"/> Modify Assignments | <input type="checkbox"/> Researching | <input type="checkbox"/> Venn Diagrams |
| <input type="checkbox"/> Flow Charts | <input type="checkbox"/> Outlines | <input type="checkbox"/> Repetitions/Rephrasing | <input type="checkbox"/> Use Student's Experiences |
| <input type="checkbox"/> Games | <input type="checkbox"/> Peer Tutoring | <input type="checkbox"/> Show Patterns | <input type="checkbox"/> Overheads |
| <input type="checkbox"/> Identify Main Ideas & Vocabulary | <input type="checkbox"/> Predict | <input type="checkbox"/> Small Groups | <input type="checkbox"/> Wh... Questions |
| <input type="checkbox"/> Jigsaw | <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Continuums | <input type="checkbox"/> Corners |
| <input type="checkbox"/> Numbered Heads Together | <input type="checkbox"/> Think, Pair, Share | <input type="checkbox"/> Debate | <input type="checkbox"/> K-W-L |
| <input type="checkbox"/> Field Experiences | <input type="checkbox"/> Free Writing | <input type="checkbox"/> Graphic Organizer | <input type="checkbox"/> Consequence Diagram/Decision Tree |
| <input type="checkbox"/> Group Reading | <input type="checkbox"/> Interview | <input type="checkbox"/> Language Experience Approach | <input type="checkbox"/> Dialogue Journal |
| <input type="checkbox"/> Interactive Language Tasks | <input type="checkbox"/> Learning Log | <input type="checkbox"/> Min-Museums | <input type="checkbox"/> Models |
| <input type="checkbox"/> Realia | <input type="checkbox"/> Manipulative Materials | <input type="checkbox"/> Predict, Observe, Explain | <input type="checkbox"/> Reflective Thinking |
| <input type="checkbox"/> Laboratory Investigations | <input type="checkbox"/> History, Literature, Story-Telling | <input type="checkbox"/> Brainstorming | <input type="checkbox"/> Others: |

2. Consider the following areas for possible accommodations for individual needs

(select the ones that apply):

- | | |
|--|--|
| <input type="checkbox"/> Poor motor skills | <input type="checkbox"/> Reading below grade level |
| <input type="checkbox"/> Poor memory | <input type="checkbox"/> Difficulty with concepts |
| <input type="checkbox"/> Poor vision | <input type="checkbox"/> Difficulty following directions |
| <input type="checkbox"/> Poor written expression | <input type="checkbox"/> Poor number alignment |
| <input type="checkbox"/> Others: | |

3. ESE Strategies (Select the ones that apply):

- | | |
|---|--|
| <input type="checkbox"/> Adapt the number of items | <input type="checkbox"/> Adapt skill level (allow calculators, simplify tasks) |
| <input type="checkbox"/> Adapt time allotted | <input type="checkbox"/> Adapt problem type and how learner may approach the problem |
| <input type="checkbox"/> Increase the amount of personal assistance | <input type="checkbox"/> Adapt goals/expectations while using same materials |
| <input type="checkbox"/> Adapt skill level | <input type="checkbox"/> Provide different instructions and |

Adapt extend to which learner is actively involved

Others:

materials to meet individual goals

Adapt delivery of instruction

4. Technology Strategies (select the ones that apply):

Kidspiration

Inspiration

Programming Language:

Calculators:

Computer Generated Graphs:

Tutorial Software:

Computer Generated Charts:

Data Base:

Drill and Practice Software:

Power Point: teacher students

Newsletters

Others: teacher students:

Web-site Development: teacher students

Geometer's Sketchpad: teacher students

Graphic Calculators: teacher students

Word Processing: teacher students

Simulation Software:

Spreadsheets: teacher students

Applets: teacher students

Problem Solving Software:

Hyper Studio

Internet Web-sites: teacher students

E-mail

G. Instructional Procedures for Lesson Plan:

1. Introduction to the Lesson (Setting the Stage):

2. Instructional Input and Modeling (Development of Main Idea):

3. Guided Practice and Check for Understanding:

4. Independent Practice:

5. Concluding Activity (Closure or closing remarks):

NOTE: In some cases, procedures 2, 3 and 4 above could be combined to work on experiments, games, and other similar formats.

H. Evaluation or Assessment Procedures (How do you know the students mastered the skills or concepts? What procedures were used for assessment?):