

Entry 2

Contextual Information and Student Learning Adaptations Template

Total Number of Students in the School: 294 Students
 School Socio-Economic Make-Up (i.e., % free and reduced lunches): 30%

| | Class |
|--|--|
| Grade Level/Subject Taught | 1 st grade (2 nd slot - music) |
| Number of Students in Classroom | 22 |

| <i>Contextual Information:</i> <i>(List the number of students identified in each class you teach and identify the class in which you are teaching your unit)</i> | Class | <i>Student Learning Adaptations:</i> <i>(Describe at least one example of a strategy to provide equitable opportunities, accommodations, or modifications you attempted for any student identified within each contextual characteristic)</i> |
|---|-----------------------------|--|
| Gender Number of Females: Number of Males: | 11 11 | <ul style="list-style-type: none"> • Gender-free language • Group in mixed-genders for activities • Girls tend to be more passive, make sure they are included in all activities. |
| Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native: Multi-race: | 16 2 1 0 2 1 | <ul style="list-style-type: none"> • Build a strong community where students can share things about themselves. • Incorporate many different cultural music genres during lessons |
| Language Proficiency Number of English Language Learners (ELL): | 1 | <ul style="list-style-type: none"> • Visuals • Many hands-on activities • Realia |
| Academic Performance Students Performing Below Grade Level: Student Performing Above Grade Level: | 7 3 | <ul style="list-style-type: none"> • Be sure that the expectations are attainable for each student. Do not lower content but condense the work load. • Incorporate a mix of HOTS and LOTS questions and activities so that all students feel successes and challenges. |
| Students with Special Needs Learning Disability: Emotional/Behavioral Impairment: Attention Deficit Disorder (ADD): Developmental Disability: Intellectual Disability: Speech/Language Impairment: Autism Spectrum: Gifted: Blind/Visual Impairment (VI): Deaf /Hearing Impairment (HI): Physical Disability: Other Health Impairment: | 3 1 | <ul style="list-style-type: none"> • Most songs will be taught by rote, be sure to be clear with the words and help them out by singing along many times so that they can mimic this. • Allow the student with autism to choose his own discipline. Encourage him to vocalize what is upsetting him. Be sure to use his star chart as it is used in the primary classroom setting. |
| Military Connected Students | 7 | <ul style="list-style-type: none"> • Be sure to be aware of students that may have a loved one shipping out. Also be aware of new students in the school and their adaptations. Give students the opportunity to decide what is best for their emotional needs. |

Contextual Information and Student Learning Adaptations Template (Continued)

Student Characteristics:

Describe the developmental characteristics of students in your classroom.
(Cognitive, Physical, Emotional, Social).

Overall the students are less mature than the typical first graders. In fact, according to Mrs. Augustine, this class of first graders is at a lower social/emotional level of development than her kindergarteners. They struggle with basic directions and can be very rough at times when doing cooperative learning or singing games. The students cognitively are a little behind expected grade level abilities, though not nearly to the degree of their social and emotional development.

Highlight the prior knowledge and interests of students in your classroom.

These students have had kindergarten music with Mrs. Augustine. The instruction included in Kindergarten curriculum is follow the direction activities, singing games, repeating/mirroring activities, and a small exploration of voice production. The students have also begun learning about beat. The students in general have a love of music, especially games and instrument activities.

Describe the implications these characteristics have on planning and instruction.

*(e.g. What instructional strategies will you use to meet the unique learning needs of all your students?)
With this class it is important to still break everything down to the basics (even if they have learned it before). Their retention rate is not very high, so often even if they learned part of a song the class period before, they may not carry it over to the next class period. It is also important to have moments where students do activities in place before actually moving around the classroom or playing games. It may even be required to remove the activities from the lesson if the students cannot handle it. Activities with a lot of movement should definitely be planned last, as the students will lose focus and struggle to return.*

Environmental Factors:

Describe district, school, and classroom environmental factors impacting the quality of education for all of your students.

The district is decent sized. Being in Manhattan, the district and all the schools receive a lot of support from Kansas State University. Students are used to volunteers, interns, and student teachers in their classroom which can provide extra support for their learning.

Describe community and family environmental factors impacting the quality of education for all of your students.

Some students come from military families and are constantly moving. There is also a very wide range of socioeconomic status among the community, which results in major differences in the students coming into the classroom. To broaden this gap, some students at Woodrow Wilson Elementary are living in the homeless shelter.

Describe the implications these factors have on planning and instruction.

(What instructional strategies will you use to address the unique environmental factors impacting each student?)

It is important to be sure that all students are equally involved in the classroom and understanding what is going on. Never allow socioeconomic status be an issue inside of the classroom. Specifically with military students, it is important to know where they are in relation to where the class is in order to not short-change them in their education.

Contextual Information and Student Learning Adaptations Template (Continued)

Focus Students Information

Provide information about the two focus students you selected from the class in which you will be teaching your unit that you feel would benefit from modified instruction. **You MUST choose one student with exceptionalities or an English Language Learner as one of your focus students.** Complete the chart below referring to these students only as Student A and Student B. **Do not use proper names.**

| | Describe this student using information from the Contextual Information and Student Learning Adaptations | Why did you select this student? | What did you find out about this student? Address characteristics from the Contextual Information and Student Learning Adaptations | Based on this information what are the implications for this student's instruction? |
|------------------|---|---|--|---|
| Student A | White male Performing at grade level Autism spectrum | He stood out to me from the first class period as a student that require extra care in general to fit in with the classroom. | Cognitive – He is at the right level cognitively. He reads and progresses in class well. Emotional – He doesn't know how to handle his emotions or explain how he feels. Physical – He is normal in this aspect. Social – He is developing social skills but struggles in general to interact with his peers. | It is important to not modify the lesson – he has no cognitive disability. He has a star chart that he uses to track good behavior. Most of his issues come with something upsetting him and not knowing how to react. Best to tell him to calm down and use his words to explain what is wrong. Give him opportunities to separate himself from the group if needed to relax. |
| Student B | White male Performing above grade level Physical Disability (temporary) | Though I didn't include this student as a physical disability on the contextual chart, I feel that he is an interesting choice to monitor because his broken arm limits his abilities in class at the moment. | Cognitive – This student is extremely intelligent and is often the first to answer questions. Emotional – He is well developed emotionally. Rather reserved. Physical – Temporary limited movement with his left arm because of a broken wrist (in a cast). Social – well developed. | Since this student is so smart and quick to learn, I actually didn't include modifications for him in my lesson directly. Rather, I think that it was most beneficial to ask him, "How are you going to make this work for you?" This put him in charge and made it clear he was expected to participate. Often times he would come up with a way to play instruments or whatever else we did with this temporary disability. |