

Teaching Strategies for Special Populations

Classrooms today are filled with students of every ability, creating even more demand on teachers to provide effective, well-designed lessons for each and every student. iCEV understands how difficult it can be to provide accommodations, modifications and extensions on top of other job requirements.

This document is designed to provide strategies and teaching suggestions for all students: struggling, advanced, and everyone in between. While it will not help with lesson-, activity- or project-specific accommodations, modifications and extensions, hopefully you will be able to implement some strategies into your classroom routine. There are also ways to take advantage of iCEV features and apply them to your special population students.





Table of Contents

Reference Materials

Special Populations Definition	1
Accommodations vs Modifications	2

Teaching Strategies

Customization Strategies.....	3
Classroom Management Strategies	9
Differentiation Strategies	13
Alternatives for Common Assignments.....	18
Vocabulary Strategies.....	23
Student Notes.....	27
Graphic Organizers	30

Appendices

- Four Corner Vocabulary
- Create a Vocabulary List
- One Page Take Away
- Comparison Chart
- Cornell Note Taking

Special Populations

Special Population	Definition
Individuals with Disabilities	Students who have a condition giving rise to difficulties in acquiring knowledge and skills to the level expected of those of the same age.
Economically Disadvantaged	A student who is a member of a household that meets the income eligibility guidelines for free or reduced-price school meals; family receives government assistance.
Individuals in Non-Traditional Fields	Students in any occupation in which men or women make up less than 25% of the total workforce.
Single Parents	A student who is raised by one parent; a student who has a child of his/her own.
Out-of-Workforce Individuals	A student who has one or both parents at home that are currently not in the workforce.
English Learners	Students who are unable to communicate fluently or learn effectively in English; students who come from non-English-speaking homes and backgrounds.
Homeless Individuals	Students who lack housing, including students whose primary residence during the night is a supervised public or private facility (e.g., shelters) that provide temporary living spaces.
Foster Care	A student who has been placed into a ward, group home, or private home of a state-certified caregiver (e.g., living with someone other than biological parents).
Military Family	A student who has an immediate family member related by blood, marriage, or adoption currently serving in the military; also applies to those with deceased or inactive family member.
Gifted & Talented	A student identified as possessing demonstrated or potential abilities that give evidence of superior intellectual, creative or specific academic capability; needs differentiated instruction or services.

Accommodations vs. Modifications

Accommodations

- Standards of learning and expectations do not change (i.e. student is expected to complete the same work as the rest of the class).
- Student completes the same assignment but with support or change in access.
- The grading does not change.
- Administered for students with an IEP or 504 plan.

*Accommodations are strategies to help overcome a weakness.

Modifications

- Standards of learning and expectations are adjusted to fit the needs of the student.
- Student either completes the same assignment or completes a different assignment to allow student to show mastery.
- Grading could change according to differences in assignment.
- Administered for students with an IEP.

*Modifications change curriculum to meet the needs of the student.

No matter what, the teacher must do whatever necessary to help each child succeed.

Customization, Student Licenses & Special Populations

iCEV has a variety of customization options, many of which are unknown to frequent or long-time users. Special Population students' needs require you to incorporate a variety of accommodations, modifications and extensions into your lessons. Utilize iCEV's vast amount of customization options to get the most out of your subscription and support all your students.

Customize a Course

Customizing a Course Tutorial [Found Here](#)

As an iCEV subscriber, you have access to every lesson found within your course subject area. Each course comes with pre-loaded lessons; however, you might not have time to teach every lesson in a single semester. The lessons you feel are non-essential can be removed from the course playlist.

Lessons from other courses can be added to another course playlist. For example, if you are teaching Principles of Business, Marketing & Finance , and wish to teach a Financial Literacy lesson, you can easily add the lesson to your course playlist.

Taking this idea a bit further, you can also create a custom course. Custom courses can be implemented for:

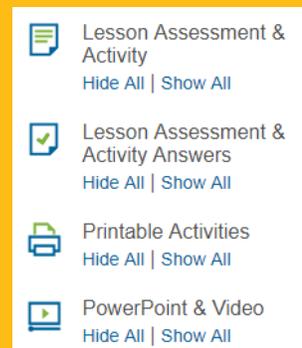
- **Gifted & Talented:** The majority of the time, GT students are more advanced and can complete more rigorous activities, projects and understand higher-level concepts.
- **Remedial Students & English Language Learners:** These special population groups will need more time to master fundamental topics and lessons before moving on to the next concept.
- **Intervention Period:** Some schools have designated time during the school day for intervention or tutoring. Typically this period is much shorter than a regular class period.
- **Supplemental Lessons:** Because you have access to every lesson within the subject area, you are going to see many lessons you might want to teach but aren't sure if you have the time. You can create a custom course with non-essential, but possibly helpful, lessons in case you have additional time during the year.

Settings

Lesson and Visibility Settings Tutorial [Found Here](#)

A student license grants you access to all of iCEV’s interactive resources, including student notes, vocabulary practices, assessments and a variety of activities. When you add a course, everything will be visible to the students. Many teachers do not wish for their students to have access to all the pieces iCEV offers at the beginning of the semester.

To ensure students are not moving faster than you want, or viewing lessons and assessments ahead of time, select “Hide All” under the pieces you wish to hide from students. You can then make these materials visible whenever you are ready.



Once you select your lesson, look under the “Interactive” tab. There will be many checkboxes to allow you to control student access.

Show on Grades Report	Deactivate on Date	Show Details	Attempt Threshold
While not every interactive assignment needs to go into the grade book, students can benefit from taking every assessment. Some assessments are short, five-question tests to check a student’s understanding after every segment. You can hide the segment assessments from your grade book and only take a grade from the final assessment.	Set deadlines for students to complete assignments, especially when you are gone from the classroom. Students will have until midnight of the due date to complete the required assignment. Special population students who need extended time benefit from this strategy.	This option shows students which questions they answered incorrectly, as well as the correct answers. You might wish to turn this option off when students have the opportunity to take assessments multiple times.	You can determine how many times students can attempt an assignment. This is particularly helpful when students’ IEPs require multiple attempts. You could also use segment assessments as pre- or post-tests.

Lesson Visibility

Much like other settings, **Lesson Visibility** determines which lessons students can and cannot see. There are three options to choose from: **Hidden from Students**, **Visible to Students** and **Visible on Date**.

Legal & Ethical Responsibilities in Information Technology - NEW ITEM	Visible to students ▼		View
Digital Media Technologies - NEW ITEM	Visible on Date ▼	09/23/2019	View
Internet Basics	Hidden from students ▼		View

Lessons you are currently using will need to be labeled **Visible to Students**. Again, if you don't want them looking ahead, make sure the lesson is marked as **Hidden from Students**. Another useful feature is **Visible on Date**. Sometimes you will have to miss school for an extended time (competitions, illness, etc.) but still want students to stay on track. You can control when students have access to lessons by selecting the appropriate date.

Utilizing this strategy is beneficial for advanced students because they enjoy moving at their own pace, even if this means moving faster than the rest of the class. You can keep upcoming lessons visible so they can move at their own pace but also stay on topic for the course.

Struggling students can become overwhelmed when faced with a large number of lessons. It is not uncommon for students to shut down when this happens. Hiding the majority of upcoming lessons will allow students to focus on the topic at hand.

Student Licenses

If you only have a teacher subscription, you will have access to everything under the **Printable** tab. Interactive coursework is accessible with student licenses. Interactive assignments come in many forms, including multiple-choice, drop-down options, labeling, etc. and can be found under the blue **Interactive** drop-down menu.

	Show on Grades Report	Deactivate on Date	Show Details	Visible to Students	Attempt Threshold ?
Activities					
Medical Terminology: Resources - Vocabulary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
Medical Terminology: Resources - Word Structure - Student Notes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
Medical Terminology: Resources - Sources of Information - Student Notes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
Assessments					
Medical Terminology: Resources - Assessment I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>

One way to help special populations is by creating a separate course for students who need additional support. The students do not need to know their course is different from the rest of the class. When students are registering for iCEV, they are given a course-specific code. Give your special population students the code for the appropriate course. Using this strategy will allow you to differentiate the activities, projects and assessments without bringing attention to students in specialized courses.



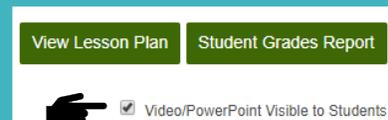
Differentiating for Special Populations

Individuals with Disabilities, ELLs & Struggling Students

Special Population students have different needs or requirements in order to succeed. Students with mental disabilities and English Language Learners (ELLs) in particular need more repetition and focus on basics or fundamentals of the lesson than other students.

For special population students with an IEP requiring multiple attempts on assessments, adjust the attempt threshold. If you allow your students to take the test more than once, it is a good idea to make sure the “Show Details” box is unchecked. When this feature is turned on, students can see questions they answered incorrectly, as well as the correct answers.

An additional benefit to having a course specifically designated for special populations is the ability to control access to video or PowerPoint® lessons. Many teachers do not want students to have the ability to view the presentation during an assessment; however, some students need this accommodation. Because you have two duplicate courses, one with accommodations and one without, those not enrolled in the specialized course are unaware a select number of their peers have access to the presentation. Similarly, special population students now do not have to worry about having attention drawn to them because of their differentiated learning style.



There might come a time when one of your struggling students understands the concept more than they did at the beginning of the course or has discovered strategies to assist in the learning process. If this happens, you can move the student to a course more appropriate for their current needs. To do this, click on “Manage Roster” and move the student into the correct course.

Gifted & Talented and Advanced Students

Creating a different section is beneficial for advanced or GT students, as well. This group of students can work on higher-level critical thinking assignments or even work through the lesson independently. A few courses come with an **Action Plan**, a lesson plan for the student to follow. If you choose to utilize the **Action Plan**, the student will be required to follow every step outlined in the plan.

Many GT and advanced students can forgo vocabulary practices or segment assessments. A large portion of these students will understand and be able to identify vocabulary terms without first participating in a practice. If the student already has a firm grasp on the concept, there is no need for repetition. Likewise, the segment assessments primarily test for understanding. This population of students will be better off spending time working on critical thinking skills or advanced projects.

Classroom Management Strategies

Structure & Routine

Establishing a daily routine is important to effective classroom management. By establishing a routine early, teachers will be able to focus less on classroom management and more on building relationships and content.

Bell Ringers

Classroom culture is often established at the beginning of the class period. Classes who begin unorganized and hectic will typically remain so. Bell ringers are used to get students settled down and focused for the upcoming lessons. To use a bell ringer activity, ask yourself:

What will the bell ringer address?

What the student learned in the previous class meeting?

What the student learned from the previous week?

Brainstorm of the essential question

Brainstorm objective of class period

Preview of daily lesson

How long will I give the students to complete the bell ringer?

Due by end of tardy bell

Due X minutes after the bell

Exit Tickets

Exit tickets are typically completed in the last 5 to 10 minutes of class. Like bell ringers, exit tickets can address a variety of topics. Most often, exit tickets check for understanding of the day's lesson.

*ICEV objectives and certain activities can be used as exit tickets. ICEV also has short, five question assessments which can be used for this purpose.

Attention Signals

At some point, it will be necessary to regain the attention of the students. To gain students' attention, the teacher can:

- **Count down from 5 or 10. Student should be silent when the count reaches 1.**
- **Display a countdown clock or set a timer.**
- **Flicker the lights once or twice.**

Participation

Regardless of grade, subject or ability level, there will always be students who are active participants and those who do not participate in the class at all. To ensure equal participation from all students, try one of these options:

Name Randomizer

There are countless applications for smartphones, tablets or desktops to randomly sort and pick names. Simply search “free name picker” and choose the one that works best for you.

Visual Check for Understanding

To gauge understanding before moving to the next topic, have students rate their level of understanding with a hand signal, such as:



student has a good grasp of the content.



student has some understanding, but is unclear on some areas.



student has little to no understanding.



Or have students rate their level of understanding on a scale of 1 to 5.

*If students would prefer their answers remain anonymous, have all students close their eyes during this process.



Draw Names

Write the name of every student on a popsicle stick or similar item, place in a cup and draw to select random participants.

*Special Populations Modifications: Some students may need accommodations when it comes to reading out loud or answering certain types of questions. If this is the case and the student’s name is drawn, call another student’s name instead or draw again.



Dry Erase Boards

Give students or groups of students a miniature dry erase board. After asking a question, have students write the answer and hold up the board. This allows every student to answer silently or in small group collaboration.

For less expensive options, try:

- Laminating pieces of paper.
- Using page protectors.
- Plastic plates.
- Writing on the table with a dry erase makers.

Grouping

While there is merit to individual work, there are also benefits to group work. One important step when deciding how to place students in a group is to vary the manner in which you place the groups together and have a strong grasp on the various personalities and needs in each group. Groups can be based on:



Knowledge of Content

This is the most common type of grouping because it allows the teacher to know which groups will require the most attention. It also allows students to work together without fear of embarrassment. With this type of grouping, there are commonly three levels of groups:

- **Students with a strong grasp of the concept who can work independently.**
- **Students who a moderate grasp of the concept who need some teacher assistance.**
- **Students with little to no grasp of the concept who need a lot of teacher assistance.**



Mixed-Ability Groups

Groups can be formed by mixing students who have a strong understanding of the topic and those who exhibit less understanding. This provides an opportunity for peer tutoring, allowing struggling students to learn from their peers and giving proficient students the chance to test their understanding by assisting their peers.

Studies show the highest level of understanding comes from teaching information to another. While this strategy should work as long as all students are willing to work together, be aware this strategy can have negative effects such as:

- **Tutoring student can feel as if their understanding is being taken advantage of by the struggling peer.**
- **Tutoring student can simply tell the struggling student the answer, which is no benefit to either party.**
- **The struggling student could resent the tutoring student for understanding the content while they do not.**

Personality Types

There are countless resources about the various forms of personality typing. Generally, a classroom will have the following personality types:

- **Overachiever**
- **Reserved**
- **Aloof**
- **Organizer**
- **Procrastinator**
- **Class Clown**
- **People Pleaser**
- **Socialite**

*This is not comprehensive list. Another option is to have students complete a personality type assessment and use their results as a guide.

When students are working on group projects, there are a few ways to group according to personality type:

Mix Personality Types

Form groups based so students whose personality types typically clash have to learn to work together. This allows students to learn to work with others they would otherwise avoid and teaches them social and workplace etiquette.

Similar Personality Types

Create groups where similar or complementing personality types are together. This allows students to observe others who have similar tendencies and see their strengths and weaknesses.

Differentiation Strategies

Applying differentiation in the classroom often adds work to a teacher's already overloaded plate. Many teachers find teaching different assignments simultaneously difficult, mostly because it creates inequalities in grading.

iCEV provides a variety of projects and activities for each lesson. Newer courses like Graphic Design & Illustration also have an Action Plan, which is essentially a lesson plan for the students to follow as they work through the course independently. Though the provided lesson plan gives instructions for when to teach everything found within the lesson, it is not required for teachers to follow it exactly.

In a typical classroom, the needs and abilities of students will be varied. While some students may grasp topics quickly with little assistance from the teacher, others may struggle to comprehend basic concepts. The teacher must also consider the specific needs of special populations groups, many of whom have specific IEPs that must be followed.

Course – Graphic Design & Illustration

Lesson – Graphic Design Basics: Color Theory

The following assignments have been labeled according to ability level:

Color Systems Activity: **Low**

Bad Color Design Activity: **Medium**

Color Design Project: **High**

Color Systems Activity: **Low**

This activity is best for students who are struggling with the concept. Students are asked to determine the most appropriate color choice for each scenario. There is also an answer key with very specific answers. Answers are not up for interpretation.

**1. You are asked to create a logo for a cell phone app.
Color System: **RGB****

Students that are still unable to complete the assignment as is, such as ELLs or those with mental disabilities, should start by completing one or two of the scenarios and explain why that color system is correct. After showing mastery of those scenarios and the reasoning behind them, they can be given more of the assignment.

Question #2 is tricky because there are two answers. It might be best to provide this question last, as it will challenge them more than the others.

**2. A University asks you to design a brochure to pass out at orientation, but they need to ensure the Universities logo color is as accurate as possible.
Color System: **CMYK and Pantone®****

Those who have mastered the Color Systems Activity can be challenged by finding examples of each color system in use, either around town or on the internet. It would be especially challenging to see if students can find examples like #2 where two color systems are used.

Bad Color Design Activity: **Medium**

This activity is more difficult than Color Systems because students now have the added difficulty of finding a design themselves, and there is no “right” or “wrong” answer. The end product for this activity is a “creative brief.”

4. Write a “creative brief” explaining why you chose the colors for the design. The brief should explain why your design uses the worst color choices.

Most—if not all—students will have no idea what a creative brief is. You should either show them examples found online, or allow time for students to do a quick internet search to learn about creative briefs before expecting them to create one themselves.

Students struggling with writing can either present their creative brief orally or in typed form. Rather than being in a group of five, those who have special presentation accommodations can be critiqued by one peer or the teacher.

Once they have mastered this activity, students can be given the additional assignment of altering the color of well-known brands, creating a product themselves or something similar to challenge them.

Color Design Project: High

The Color Design Project is the most difficult of the activities and projects in this lesson. According to the lesson plan, it is designed to be a cumulative project at the end of the unit. It is a five-step project that requires research, writing and critical thinking:

1. Read and comprehend five scenarios
2. Conduct research
3. Gather a variety of resources
4. Create a final design
5. Write a summary

There are a few ways to simplify the assignment for students who are almost, but not quite, ready to handle this project.

- Simplify the research requirements. The instructions require five examples of similar designs and 20 adjectives. Perhaps students are only required to find two examples or only a handful of adjectives.
- Instead of having students prepare three different options as outlined in step 3, they could work on one.
- This project could be completed in pairs.
- Shorten the writing assignment to a paragraph with the added requirement of an oral presentation rather than the one page requirement.

Advanced students who are able to complete the project in a short amount of time could create additional products for their scenario. There are five scenarios, each calling for an advertisement, poster, package/logo, brochure or invitation. Advanced students can create one of each for their scenario; for example, a student who chose to create a poster for the next Summer Olympics could also prepare an advertisement, logo, brochure and invitation.

Action Plan*

Advanced-High Students (with access to Student License)

Those who have proven to be self-sufficient in their learning can be given the Action Plan. Written in clear steps, the student will be able to self-pace the lesson. Steps 1 & 2 give directions for how to use the Action Plan; they begin working through the lesson in Step 3.

The teacher can eliminate any assignments she chooses to. At this time, Action Plans are not editable, but they can be printed out, allowing the teacher to mark through steps.

Class 1	
Step 1:	Read through the <i>Action Plan</i> . <ul style="list-style-type: none">The <i>Action Plan</i> lays out a list of tasks to do to complete the lesson.
Step 2:	View the <i>Student Notes</i> , <i>Worksheet</i> and <i>Vocabulary Handout</i> . <ul style="list-style-type: none"><i>Student Notes</i> are fill-in-the-blank. To complete, follow along with the PowerPoint® portions of the unit.The <i>Worksheet</i> is fill-in-the-blank. To complete, follow along with the video portions of the unit.The <i>Vocabulary Handout</i> is a comprehensive list of terms used throughout the lesson. You can use this as reference material during the lesson.
Step 3:	View the <i>Color Basics</i> segment. <ul style="list-style-type: none">This segment is three minutes long.Complete this portion of your <i>Worksheet</i>.
Step 4:	Complete the <i>Color Basics Assessment</i> .
Step 5:	Begin the <i>Color Design Samples Project</i> . <ul style="list-style-type: none">The <i>Color Design Samples Project</i> sheet can be found beneath the Printable Resources on the lesson page and includes the instructions for the <i>Project</i>.Complete the <i>Project</i> as homework.

Tips: The Action Plan can be utilized when a student is home bound or will be out of the normal classroom for an extended time (i.e., ISS, DAEP, etc.). If you feel a student can handle working independently but the pace listed on the Action Plan is a bit fast, you can give the student additional days to finish the work (completion in 15 class periods rather than 11).

At times you will have a student who is not necessarily “advanced” but either refuses to or can’t work with peers. The Action Plan is a good alternative for this student; however, be aware that he will need to be monitored frequently to ensure he 1) understands the material, and 2) is completing assignments properly.

*Not included in all lessons

Assessments

Every lesson on iCEV has an assessment, and many of them have multiple assessments. For those lessons with more than one assessment, the lesson plan suggests taking an assessment after each segment.

Segment assessments are five questions long. In the Circulatory & Respiratory Systems lesson, students will watch a 6 minute video, work on vocabulary and an activity then take Assessment 1.

This lesson has five segment assessments and a final, 10 question assessment.

Differentiation: You do not need to require every student to take every assessment. Students who are struggling with content can take the assessments to show mastery before working on activities or projects.

Student licenses allow the teacher to adjust the Attempt Threshold. You can use the assessments as pretests or give students multiple chances to take the test. Special populations might need more than one opportunity to attempt the assignment but others will only need one.

Class 1: Distribute the *Circulatory & Respiratory Systems Vocabulary Handout and Worksheet* to be filled out during the presentation. Begin the *What Do I Know Activity*. Show the *Circulatory & Respiratory Systems - Part 1*. Students should complete the *Circulatory & Respiratory Systems Assessment 1*. Assign the *Comparing Systems Project* for homework.



Video
6 min.

Attempt
Threshold ?

Keep in Mind

Differentiating assignments and modifying expectations can appear daunting or time consuming, but it is all in the best interest of the student. When you utilize iCEV and the provided materials, you really only need to focus on determining the outcome.

Also, you are not creating “easier” assignments for certain students so you can help them get an easy grade. You are giving students the material they need in order to succeed. The level of difficulty is going to be different for many students. You are doing struggling students a disservice by expecting them to complete assignments outside of their ability; the same goes for advanced students. Giving them “easier” assignments does nothing to challenge them, thus keeping them from reaching their full potential.

Don't be afraid to use graphic organizers for every student regardless of ability level. Students who do not understand the basic vocabulary concepts will not be able to complete more difficult tasks or lessons. Everyone can benefit from both writing down information and having a piece of paper to reference through the course of the unit.

Alternatives for Common Assignments

Teachers can easily fall into a routine, asking students to do the same projects or presentations throughout the year. To keep the attention of teenagers, occasionally change up the routine and assign a new activity. While the three assignments mentioned in this handout cover many academic requirements, there are other hands-on options to use in your classroom.

“Write a Research Paper”

As soon as you mention “research paper,” prepare to hear the groans. Essays are useful tools for teaching research skills and for learning how to write formally. However, there are alternatives you can implement to give your class a little variety.

Maintain a Blog

There are many free blogging sites specifically for educational purposes. Rather than having students write an essay, you can have them blog. The length requirement is typically shorter than a traditional essay, but you can still require a formal writing style. Students will have the ability to read through past blogs and see how their writing has improved.

Additionally, many blogs have a comments section, allowing students to read their peers’ blogs and provide feedback. Papers typically have little to no collaboration, while blogging offers opportunities for such interactions.

Tip: Implement at the beginning of a unit or lesson and use over a period of time. Special populations can be assigned blogging every other week instead of once a week. You could require these students to edit the previous week’s blog or spend time writing a rough draft of the upcoming blog.

Create an Infographic

An infographic is a visual representation of information. Most include visual elements, such as graphs or charts.

To create an infographic, students must research the topic and create an infographic that is organized as well as eye-catching.

Tip: Internet research provides a variety of free, education-friendly websites to develop the graphic. Many infographics can be emailed, printed or included in presentations.



Students Become the Teacher

Assign students a lesson or topic, and inform students they will be the teacher for their topic. This activity can be done individually or in groups. Students will need to research, outline and prepare their presentation before presenting to the class.

Requiring students to research the topic before presenting to the class allows them to become the “expert” on the subject.

Tip: Consider using this strategy as a review if you are hesitant to put such responsibility on the students. Assign sections of past lessons to be re-taught for review purposes.



Group Essay

Place students in groups of three or four and assign a research paper; however, for this assignment, they must write the essay as a group. You can set guidelines (i.e., each student’s handwriting must be on the paper, each must be in charge of finding a certain number of sources, etc.) or leave it up to the students to dictate.

Group essays reinforce the importance of working together to create a cohesive product.

Tip: Regularly check-in with students to ensure everyone is contributing to the project. This allows you to have a designated time with struggling students who need additional support.

“Create a PowerPoint® Presentation”

While student created PowerPoint® Presentations can be a useful exercise, they are often over-utilized in the classroom. Most students have been creating PowerPoint® Presentations since elementary school and crave variety.

Many schools now have access to technology such as computers, tablets, laptops, video cameras, etc., allowing students to be creative with presentations and projects.



Film a Video or Infomercial

Switch up presentations by requiring students to film themselves or their peers. Videos can be presented in several ways, such as interviews, newscasts, infomercials, etc. The films can just be shown in class, instead of posting on YouTube or similar video platforms.

Film and editing techniques allow students creative freedom and provide a barrier between presenters and students for those who have a fear of public speaking.

Tip: You could assign “jobs” for each student in the group or allow them to select responsibilities for creating the video. Possible options include scriptwriter, interviewer, editor or director. This will enable students to incorporate their strengths into the project.



Animation

There are many free animation websites available to teachers. Similar to PowerPoint®, students must research and present their findings, but animation tools are a fresh and unique way to get students interested in learning.

Tip: Some smartphones have applications to generate an animated emoji of the speaker. This is a good option for students who need extra assistance.

“Make a Poster”

There are times, especially towards the end of a semester, when you and your students’ creativity is exhausted. At that point of the year, a poster is used to “keep kids busy.”

Posters have educational merit, but, like with research papers and PowerPoint® Presentations, students need something new, which allows them to get creative in the classroom.

Stop Motion

Have students create a stop motion video by taking a series of pictures and streaming them together to create a short movie. There are lots of directions about how to do this online.

Feel free to allow students to make a Claymation video if you have access to clay.

Tip: Show a short clip from a Claymation or stop motion movie. Allow time for your students to research how to create this product before asking them to begin a stop motion video. GT or advanced students will probably be able to start the project without following these steps.

Public Service Announcement

PSAs are used to give information or warnings to the public and can be implemented in any class. These can be in the form of a poster, brochure, ad, video, etc. The rules for PSAs are different from merely making a poster because students need to ensure they are either raising awareness of an issue or changing the opinion of the public.

Tip: Students who get overwhelmed by too many options should only be given two choices (i.e., a brochure or an ad) to alleviate unnecessary stress.

Additional Activities

Escape Room

Recently, escape rooms have become a popular entertainment activity. They can be implemented physically or digitally. Depending on your topic or subject, you might be able to find one already made you can use. They take a little prep work to get ready, but the result is worth it.

Physical Escape Room:

Acquire a variety of locks and lock a box. Students will need to answer a series of questions to get the code to will unlock their boxes.

If you lack the funds or resources for toolboxes, get a chain to place the locks on. Each group must get the combination for their lock before the whole class can “escape.”

Digital Escape Room:

Creating digital escape rooms is a cost-effective alternative, as long as there is a supply of cell phones or tablets available. Place a variety of stations around the room and require students to answer questions. Then, using an online survey builder or form (such as Google Form or Office Form), students must input their answers. If they get one or more answer incorrect, they must return to the stations to determine which solution was wrong.

You can award points or prizes for students who finish the fastest.

Tip: Older or advanced students are capable of creating their escape room. Split the students into groups to create their escape rooms. You can then spend a few class periods having the rest of the class try to break out of each group’s creation.

Forehead Game

The point of the game is for a student to hold a card with a term up to his forehead while the rest of the group gives hints of the term. You can do this with vocabulary or important topics.

Tip: Much like an escape room, students can be in groups and create the cards. Just pass the cards to different groups to play.

Vocabulary Strategies

One of the most important things to remember about vocabulary is it cannot be taught in isolation (i.e., reading terms from a list without putting them into context). For struggling students, ELLs and students with disabilities, comprehension of vocabulary is key to understanding the concept. This is especially true in CTE courses where students are often introduced to brand new terms.

Students need to be exposed to the vocabulary in multiple contexts before they can fully grasp the meaning.

Printable

Vocabulary Handout



Physical Copy

Students need to have a physical copy, which is beneficial for a variety of reasons:

- Students can look back on the list at any time. They don't have to ask you or a peer what a word means if they have a copy in their possession.
- Notes or questions can be written on the vocabulary handout. Students benefit from writing the definition in their own words, identifying where the term is located within the lesson or learning questioning skills.

Accommodations: ELLs, especially those labeled as beginner or intermediate, should be allowed to make personal notes in their home language. These students are struggling to understand conversational English along with the new vocabulary in each new lesson. Individual notes should not be a point of stress for anyone. Allowing them to write in whichever language they chose will ease some stress and frustration.

Posting vocabulary terms around the room can be another useful strategy. If you teach many different preps, this suggestion might not be ideal in terms of classroom visuals or aesthetics. However, a visual representation of the terms helps reinforce their meanings and promotes the use in daily conversations.

Interactive

Every lesson has interactive vocabulary practices requiring students to match the term with the definition. They can save the practice activity and continue working on it at another time. All interactive practices are graded digitally, allowing you to identify struggling students.

Four Corner Vocabulary

The Four Corner Vocabulary graphic requires students to write the definition, an original sentence correctly using the term and provide an illustration. These elements allow students to draw connections to background knowledge, further enforcing the meaning behind the term.

Accommodation: Allow ELLs to write in both English and their home language.

Tip: You can use this as a bell ringer. Project a few words on the board at the beginning of class every and allow time for students to fill out the graphic organizer. Students could be required to write down every word from the vocabulary list, words you feel are most important or terms the individual student does not understand.

Term	Definition
Sentence	Illustration

Review Games

Vocabulary can be reviewed in many creative ways. Countless vocabulary review games can be found with an internet search, many of which can be implemented when there is not enough time to start a new concept, but there is still time remaining in the class period.

Vocabulary BINGO

This version of the game is played like regular BINGO, but the students need to understand vocabulary terms to win. The term can be written on the BINGO sheet while the teacher calls out the definitions.

Students must know the definition to cover the square. Another option would be to have the definition on the sheet with the teacher calling out terms.

Accommodation: Those who need accommodations could be given cards with the term or definition written on it rather than chips to cover the spaces. This strategy allows students to have a word bank.

Extension: When a student calls “BINGO,” they must use each term in a sentence before being awarded a win.



Pictionary

One student draws an illustration of a term on a dry erase or chalkboard, and the rest of the class must guess which term is being illustrated.

The student in charge of drawing may not write any words or use sounds to give hints.



Charades

Similar to Pictionary, but students must act out the term instead of drawing it. The same rules regarding words and noises apply.

Accommodation: Place students in smaller groups to accommodate students who are intimidated by large groups or who have difficulty with speech.



Two Truths and a Lie

Place students in small groups or with a partner. One student will be given a term from the vocabulary list. They will then write down three sentences: two using the term correctly and one misusing it. The remainder of the group will need to identify which sentence is the “lie.”

Accommodation: Provide students with prewritten sentences and have them determine which one is incorrect.



Word Experts

Each student is in charge of being the “expert” of two or three words. They will need to create note cards with the definition written in their own words, provide sample sentences and illustrations. Groups of students will then get together and teach their words to each other.

Accommodation: Have students be in charge of only one word.

Extension: Students will need to create a notecard for every word. These can then be used as study tools for any assessments.



Vocabulary Basketball

Divide the class into two teams with one person or the teacher acting as the referee and a trashcan or bucket in the middle of the two teams. The referee will ask a question about a vocabulary word (i.e. definition, usage, where it is found, etc.).

If the student gets the answer correct, they get the point and a chance to shoot a ball or rolled up piece of paper into the trashcan. An additional point will be awarded for making a shot. The next team will then get a turn to answer a question.

Accommodation: Place students closer to the trashcan. You can also give them two chances to make a basket.

Extension: Students who make a basket get a chance to answer another question. When answered correctly, students can shoot again but from further away.

Student Notes

Every iCEV lesson provides fill-in-the-blank notes for students to work on as they progress through the content. The terminology varies depending on the presentation type: video presentations will have notes labeled as Worksheet, while PowerPoint® Presentations will have notes labeled as Student Notes. The students have the option of writing on a printable version of the notes or by completing the interactive activity.

The interactive version of both the Student Notes and Worksheets are fill-in-the-blank and include a selection of terms from which to choose. The Lesson Plan suggests what to teach every day, and the interactive notes are created to follow the plan. If you are not following the Lesson plan exactly, students have the ability to save their progress and will not have to start from scratch each class period.



Teaching Tips for Special Populations: PowerPoint® Presentations

Many IEPs require students to have a hard copy of the notes. There are two ways you can fulfill the requirement. First, print off the Teacher Notes. This handout has all blanks filled in. The other option is to allow students to fill out the student version of the notes and trade them for the teacher copy at the end of the lesson. Many teachers prefer the second option because they feel the student takes ownership of learning by filling out notes like the rest of the class.

Pre-teaching is a necessary strategy for many students, especially those who fall into the ELL category. Students can be given the Teacher Notes a day or two early to provide an opportunity to make notes or ask questions. You can either take up the Teacher Notes and give them the student version to fill in, or you can allow students to keep the teacher version and make clarifying notes as they work through the content.

Provide opportunities for your students to move by implementing the Walking Notes strategy. Print off slides from the presentation and post them around the classroom or hallway. Students will then walk around reading the information and filling out the notes. This strategy works best for information that does not need to be delivered chronologically. You probably don't want to use Walking Notes every day, but this strategy gives students a chance to experience something out of the ordinary and stretch their legs.

Use the notes to teach students how to identify crucial information. After working through the lesson and presentation, give students a highlighter and have them highlight the most important pieces of information found in the Student Notes. This can be done as a class or students can be divided into groups. Not only is this a good review and a necessary tool for learning, but the highlighter also allows students to have a visual of the pertinent pieces of the lesson. If you wanted to expand this exercise, give your students time to create an outline of the notes including the most important pieces of information and why such information is so important.

Teaching Tips for Special Populations: Videos

Worksheets accompanying the videos are designed to keep the students' attention. Every minute or so, students will need to fill in a blank that corresponds with the video.

Knowing how to take purposeful notes during a video is an important skill to teach students. Some struggling students will only be able to handle the provided Worksheet. As the semester progresses, it is likely some of these students will have developed skills that will progress beyond just writing down a word as it appears in the video.

The first thing students need to understand about taking notes on a video is that not every word needs to be written down. It defeats the purpose of watching a video if a student's head is down and focused on his paper the entire time.

Most videos have text corresponding to what is being said. For example, the Public Speaking Basics video describes the three steps needed to prepare a speech. A text screen appears with each step written, followed by a verbal explanation of each step. Students should be taught write concisely. Their notes do not have to be neat as long as they can read their own handwriting.

If you are allowing students to take notes without a provided outline, it would be beneficial to review the video after watching. Anyone who fell behind in the video or who got confused can add to or clarify what they wrote. This is also a good time for them to rewrite some of the messier sections that are difficult to read or understand.

Note Taking Strategies

Different students learn in different ways. The manner in which they take in information reflects this statement. Not every student is going to benefit from the notes iCEV provides; they need notes with varying requirements.

- **Doodle/Sketch Notes**: Perfect for artistic students, this technique focuses on drawing pictures or symbols to reinforce content. Sketch notes typically have a lot of color, shapes and a unique layout. These types of notes are perfectly geared toward CTE courses which have a lot of diagrams or step-by-step situations the student must remember. If you are hesitant to allow students to take notes this way, allow them to at least create sketch notes as a review for the final assessment. ELLs and artistically inclined students benefit most from doodle notes.

- **Outline:** Lessons are often organized by first creating an outline, so this note taking strategy makes sense. The first step is identifying the main topic and following it up with subtopics. This part can be as long as necessary but should only contain relevant information. The final piece, a thought or supporting fact, can be added at the end of the lesson. Students who struggle with organization or those who need clear study notes should be taught this method.
- **Cornell Note Taking:** This is perhaps the most common note taking strategy. Basically a fancy T chart, the page is divided into two sections with one longer section at the bottom. Keywords or terms are written on the left-hand side of the page and the corresponding notes are written on the right. While similar to the outline method, Cornell note taking is not as structured. Students can combine this strategy with sketch notes and add symbols or doodles as they see fit. The final piece, summary of the topic or lesson, is completed at the end of the class period. Summarizing is a tool many teachers underutilize; it reinforces the key points of the lesson and helps students learn to write concisely. Advanced or GT students will be able to quickly grasp the strategy and learn to adjust the method to their individual learning style.

Keywords	Notes
Summary of topic/lesson:	

Graphic Organizers

Graphic organizers are designed to help students gain a better understanding of the material. They can be used as supplemental material or built into the lesson as teaching material. Many teachers implement graphic organizers in lessons frequently. This resource is here to describe how to use the resources provided in iCEV lessons.



Four Corner Vocabulary

This graphic organizer is best for students who struggle to understand vocabulary and making connections. The definition box can either be a teacher-given definition or written in the student's own words. It is best if the student writes the definition.

This allows the student to understand what the term means and how to apply it. Illustrations are especially important for ELLs who struggle to understand conversational English.

The following example comes from the **Graphic Design Basics: Printing** lesson.

Term Laminate	Definition Decorative element utilizing plastic material bonded around paper.
Sentence I laminated my notes so they would last the whole semester.	Illustration

You could easily fill in one or more of the boxes for those who need additional supplemental material. Four Corner Vocabulary can be used for any special population or those who need additional practice understanding and memorizing key terms.



Create a Vocabulary List

A more challenging, less structured vocabulary option is the Create a Vocabulary List graphic organizer. This activity is ideal for advanced students. Instead of completing the iCEV vocabulary handout, students will be responsible for writing down words they feel are “key terms” and determining the definition.

The following example comes from **Graphic Design Basics: Printing** lesson.

Term	Definition
Resolution	Measurement of the information within a certain space
Run Length	Number of copies that will be printed
Substrate	Surface onto which ink is printed

You can also use this graphic organizer as a review, assessment or practice. The entire graphic organizer is blank, giving you the ability to fill in any boxes you choose. For example, you could quiz students on their knowledge of definitions by filling in the term column or vice versa.

This strategy can also be used to help ELLs understand unfamiliar, non-key terms. Teachers can sometimes forget ELLs might not understand words the rest of the students use frequently. These students can create a running list of words they need to define or understand.



One Page Take Away

The following example comes from the Digital Media Technologies. This lesson has a PowerPoint® Presentation that is divided into four segments. The first segment, Digital Media Basics, covers six key points.

Digital Media Basics

- Digital Media: content created, used, & stored electronically
- Used in nearly every industry
- Networks: connection between devices
- Operating system is a program
- Software: programs used within computers
- Hardware: physical equipment (monitor, etc.)

The graphic organizer has six blank sections, each with seven lines for notes, and you can easily print out more pages if you wish. It can be used in a few different ways:

- **Notes:** iCEV provides a print and interactive version of student notes. These notes come from the presentation and have a sentence with blanks for the students to fill in the missing information. This graphic organizer encourages students to pay careful attention throughout the lesson.
- **Review:** After working through the entire lesson, students can fill out the **One Page Take Away** and use it as study material for the final assessment.
- **Reference Material:** As you work through the course, students will receive quite a bit of information they need to keep organized. Students can save the **One Page Take Away** sheets throughout the semester. This strategy will keep paperwork to a minimum, allow students to look back on any past lessons and help them prepare for any end-of-semester exams or certifications tests they need to take.
- **Absent Students:** It can be difficult and frustrating when a student is absent. Even if you provide the PowerPoint® or video, the student misses out on quality class discussion of the topic. Teachers with student licenses have an easier time catching students up because students have access to all content. However, those without student licenses would benefit from filling out the **One Page Take Away** with the teacher or independently. Another option would be for the teacher to complete the worksheet during class for the absent student and make any necessary notes.

You can either give this graphic organizer to the students blank or provide some of the information ahead of time. For special population students, especially those who are struggling academically, it might be best if you filled it out together. There is an **Additional Notes** section on the graphic organizer that can be used for anything the students need.

A/B Comparison Chart

While iCEV offers a lot of information and resources, it can be challenging to keep everything in order, especially for those students with special needs. The comparison chart also helps students practice identifying essential and non-essential information.

The following example comes from the **Floral Design: Wedding Arrangements** lesson.

	Shape	Size	Color	Price
Bridal Bouquet	Round	Consider size of the bride	Typically white or off white	Depends on the cost of flowers
Boutonniere	Just one bloom	Small	Groom: same as bride Men: same as bridesmaids	Inexpensive
Bridesmaid Bouquet	Round, typically with focal flower	Smaller than bride	Depends on bride	Depends on flower \$\$
Flower Girl	-basket with petals -hanging ball	Very small!	Typically white	Very inexpensive, sometimes silk flowers
Corsage	Single bud or line shape	Small, worn on shoulder	Depends on bride	Expensive, varies depending on flowers

This lesson describes the various types of wedding arrangements, how to assemble them and how they are typically designed. This segment in floral design also demonstrates how to bind the arrangement and the type of tape and wires are best to use.

The Comparison Chart will be blank by default and has three additional rows (the above example was shortened to fit on this resource). Like other graphic organizers, you can decide how you want to provide information for the students.

- Give students a completely blank graphic organizer for them to fill out as they see fit. This strategy is best for advanced students who have a solid grasp of the concept.
- Assign the categories and leave the description squares blank. By doing this, students will know what they are supposed to be looking for and are responsible for understanding the differences described.

- Complete the entire chart for those students who are struggling to understand the basic concept of the lesson or for specific special populations (i.e., ELLs who are in the “beginner” level).

As with other graphic organizers described, this handout can be used for reference material throughout the remainder of the semester, aid in studying or help with organizing thoughts and materials.

Cornell Note Taking

Cornell Note Taking is less of a graphic organizer and more of a notes strategy, but it can be used for both. To see how it is used for taking notes during the lecture, read the teacher resource **Student Notes**.

Keywords	Notes
Summary of topic/lesson:	

Cornell Note Taking is divided into three sections:

- **Keywords:** The left column is where students write the keyword or topic.
- **Notes:** This column is where students write essential information for each keyword. There is space for as much information as necessary. Some keywords will require more notes than others.
- **Summary:** At the end of the lesson, the lesson needs to be summarized. This section should be relatively small. Summaries should be concise and no more than three sentences long.

This strategy looks similar to the One Page Take Away, but it is less structured and allows for as many key points as needed. It is always good to have options when taking into consideration the various needs of all your students.

Graphic organizers are designed to support both teacher and student. All students benefit from additional resources, and graphic organizers can be used in a variety of ways throughout the year.

Name: _____

Date: _____

Four Corner Vocabulary

Topic/Lesson: _____

Term	Definition	Term	Definition
Sentence	Illustration	Sentence	Illustration
Term	Definition	Term	Definition
Sentence	Illustration	Sentence	Illustration

Term	Definition	Term	Definition
Sentence	Illustration	Sentence	Illustration
Term	Definition	Term	Definition
Sentence	Illustration	Sentence	Illustration

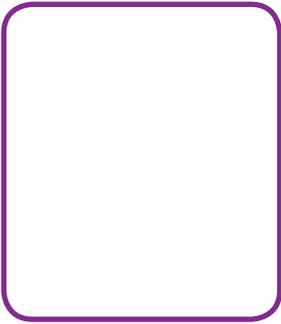
Additional Notes:

Name: _____

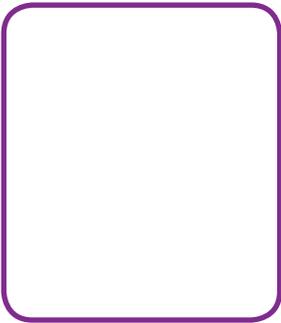
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One Page Take Away

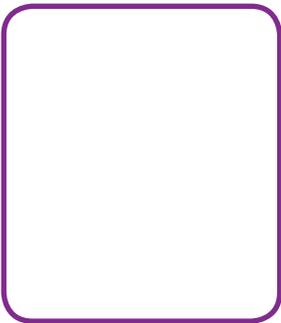
Topic/Lesson: _____



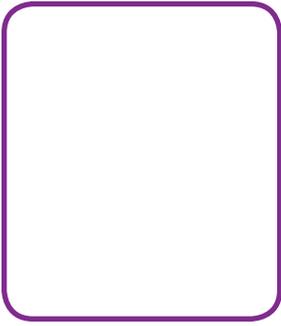
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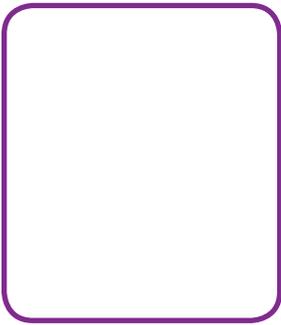
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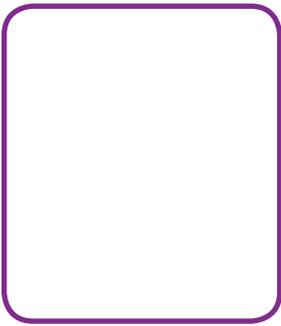
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Additional Notes:

Name: _____

Class: _____

Comparison Chart

Topic: _____

Name: _____

Date: _____

Cornell Note Taking

Topic/Lesson: _____

Keywords	Notes
Summary of topic/lesson:	