



**Interactive Library
for
Adapting Lessons**

A Collaboration of the
District 75 Office of Inclusive Education

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New York City Department of Education 2003

Instructions for contributing to the *Interactive Library for Adapting Lessons*

1. Start Microsoft Word. Name the file. For example “Silent Reading.doc”.
2. Describe the Adaptation (use existing adaption documents in the library as a guide).
Include Subject, Grade, and Adaptation.
3. If you have a digital picture insert it in the document between *Grade* and *Adaptation*.

To insert a picture do the following:

- Go to **Insert** on the top menu bar of Microsoft Word.
- Select **Picture**.
- Select **From file...**
- Then choose your digital picture file on your hard drive and click on **Insert**.

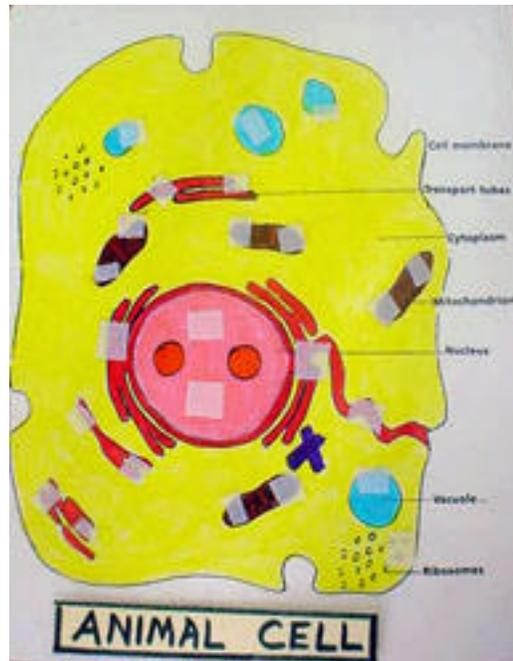
Make sure you **Save** your document!

Send the completed document as an attachment to:

crikhye@nycboe.net

Subject: Science

Grade: High School



Adaptation:

The use of velcroed pieces in this model also uses color and texture to help students understand the different parts and functions of an animal cell.

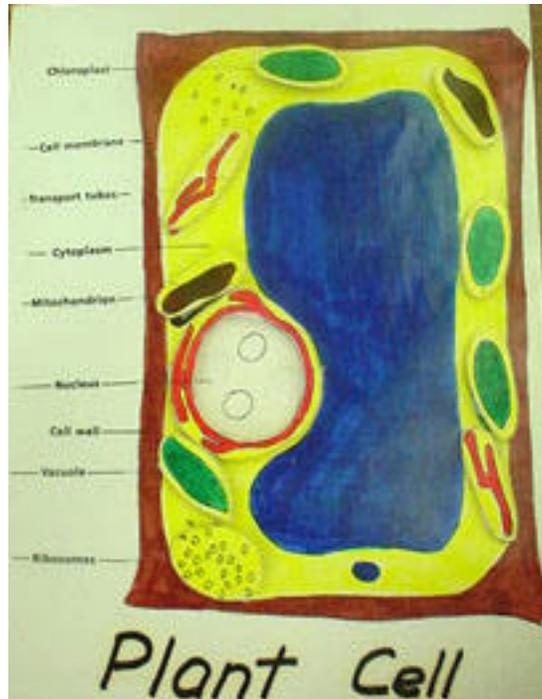
Teacher: Mary Vourlias

E-Mail:

School: P53K@MS88

Subject: Science

Grade: High School



Adaptation:

The use of velcroed pieces in this model also uses color and texture to help students understand the different parts and functions of a plant cell.

Teacher: Mary Vourlias

E-Mail:

School: P53K@MS88

Subject: Science

Grade: High School



Adaptation:

The use of velcroed pieces in this model also uses color and texture to help students understand the different parts and functions of the bones, muscles, ligaments and tendons. The velcroed pieces are stored in Ziploc bags attached to the back of the oaktag.

Teacher: Mary Vourlias

E-Mail:

School: P53 @ MS88

Subject: Science/Health

Grade: All

Put an "X" on the same word.

RN	Registered Nurse	Registered Nurse
Doctor of Dental Medicine	DMD	Doctor of Dental Medicine
Occupational Therapist	Occupational Therapist	OT

Adaptation: For a health related class students can visually identify occupational titles and match accordingly. Titles or words can be grouped in boxes, on lines or in columns.

Teacher: Lillian Neri - Casella

E-Mail:

School: P53 @ Lincoln High School

Subject: Reading

Grade: Elementary



Adaptation:

This accordion book was created with construction paper and velcro. The student has to identify and label the pictures using the velcroed pieces.

Teacher: Heidi Kalishman
E-Mail: HJK1171@aol.com
School: 811K@329

Subject: Reading

Grade: All

Silent Reading

During silent reading please:

- 1. Ask directional questions-**
Where is the dog? In/out or up/down?
- 2. Ask “thinking” questions-**
Why is the dog sleeping?
Is the dog happy or sad?
- 3. Ask factual questions-**
How many apples are in the tree?
Which boy is wearing the red hat?
- 4. Ask questions about relationships-**
Who is the mother?
Which person is the grandmother?

IF YOU CAN:

- 5. Read the story to the student pointing to the words and pictures as you go.**
- 6. Make sure you have the student interact with you-**
Have the student turn the page.
Have the student point to pictures.
Encourage the student to ask a question.

Adaptation:

This list of strategies was developed to provide paraprofessionals working with students during silent reading with questions and directions to help the student respond to literal and to inferential material in reading passages.

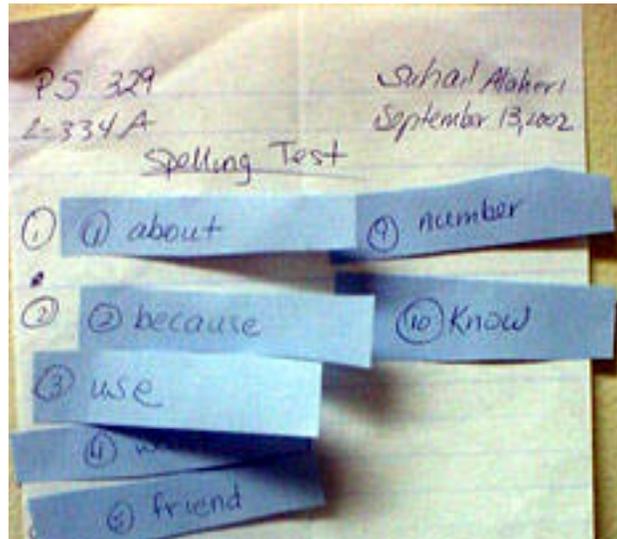
Teacher: Paula Smith

E-Mail:

School: P53K @ 104

Subject: Reading

Grade: Elementary



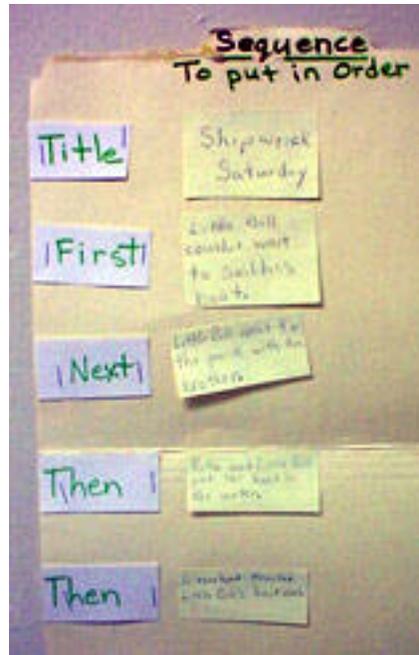
Adaptation:

During a spelling test, the student takes pre-written spelling words, identifies them auditorally and places them next to the appropriate number as the teacher calls them off.

**Teacher: Heidi Kalishman
E-Mail: HJK1171@aol.com
School: 811K@329**

Subject: Reading

Grade: Elementary



Adaptation:

The backing of this board can be made from a piece of oaktag. Labels for sequencing a stories events are created and attached. Little sticky papers can be either teacher or student made. They would then be put in proper order.

Teacher: Heide Kalishman
E-Mail: HJK1171@aol.com
School: 811K@329

Subject: Reading
Grade: Elementary

Babe: to the Rescue
From Babe: The Gallant Pig

By Dick King-Smith

This is an animal fantasy story. A fantasy is a story that cannot happen. In this fantasy story the animals talk. We know that animals do not talk.

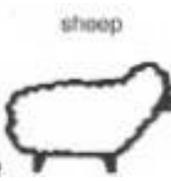
Farmer Hoggert wins a pig at a fair. He names the pig Babe. Mrs. Hoggert wants to cook Babe for a holiday dinner. Mr. Hoggert wants to keep him. Here is Babe's story.

Fly is a sheepdog on Mr. Hoggert's farm. She has been teaching Babe how to take care of the sheep. It is difficult for Babe because a pig is slow. The sheepdogs are fast. An old sheep named Ma becomes Babe's friend. Ma does not like the sheepdog, Fly. She does not like when Fly chases and nips at her legs. She does not like when the sheepdog calls the sheep names.

Farmer Hoggert wins a  at a fair. He names the  Babe.

Mrs. Hoggert wants to  Babe for a holiday dinner. Mr. Hoggert wants to keep him. Here is Babe's story.

Fly is a  on Mr. Hoggert's farm. She has been teaching Babe how to

take care of the . An old sheep named Ma becomes Babe's friend.

She  the  Fly.

This is a shortened version of the story your child is reading in class. Please read the story with your child each night. Let him or her fill in the words when you get to the

picture. Although stories read in class count toward the reading standard, please read an additional book a week with your child. Thank you for your cooperation.

Reading Standard E1a: student reads 25 books per year.

Adaptation:

This is an adaptation of Babe: The Gallant Pig by Dick King-Smith. The book has been condensed into two pages of simplified text. It is also presented in a text and picture symbol format. For non-readers, key words are presented as picture symbols to be matched, identified and defined.

Teacher: Susan Marcano

E-Mail:

School: P77K@178

**Subject: Reading/English II
Of Mice and Men**

Grade: High School

Fill in the blanks

Steinbeck	_ _ ei _ _ e _ k
California	C _ li _ o _ _ ia
University	U _ i _ e _ _ i _ y
Writing	_ _ i _ i _ g
Cup of Gold	_ u _ o _ G _ _ d

Adaptation:

Using High School literary words and titles students can fill in the blanks working on motor coordination and vocabulary improvement.

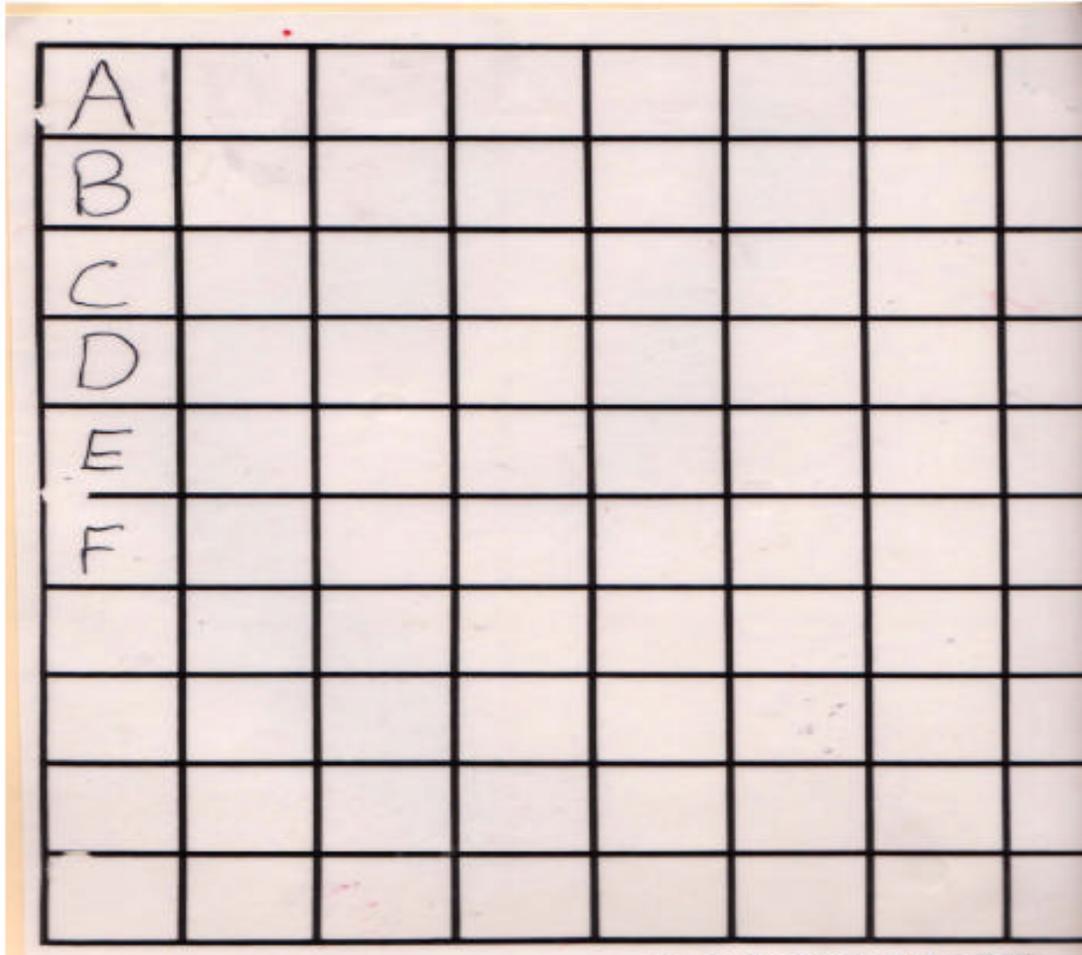
Teacher: Lillian Neri - Casella

E-Mail:

School: P53 @ Lincoln High School

Subject: Reading/Math

Grade: Elementary



Adaptation:

This grid can be used in a variety of learning situations particularly when fine motor skills are being developed, such as for letter and number writing. It also helps reinforce number and letter recognition.

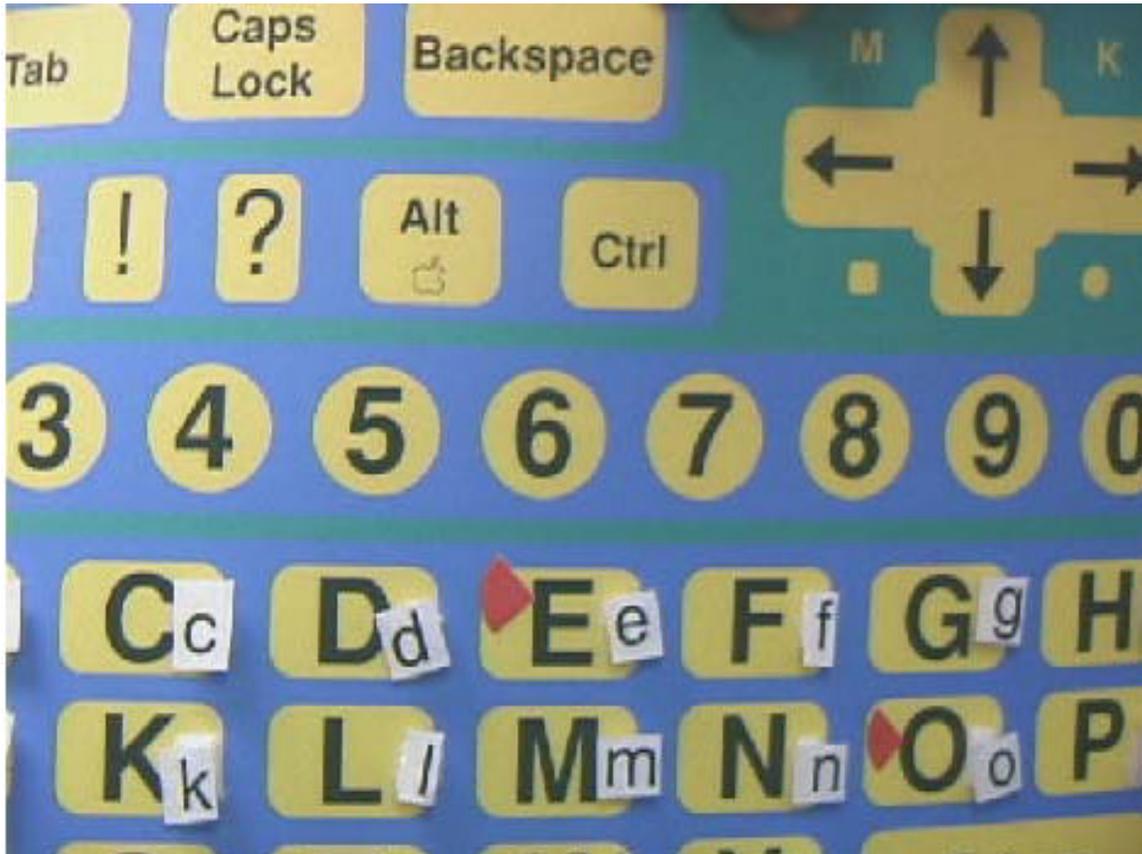
Teacher: Paula Smith

E-Mail:

School: P53 @ 104K

Subject: Reading

Grade: All



Adaptation:

The use of Intellikeys enhances the ability of a student with visual impairments or fine motor difficulties to successfully use a computer. Here, lower case letters have been added to the keyboard and vowels have been highlighted with red markers to provide more information for the student.

Teacher: Bob Dobek

E-Mail:

School: P396K @ P289

Subject: Reading

Grade: All



Adaptation:

Students who are unable to read participated in designing a diorama and performed activities related to "The Eye Catcher," a story read by a high school English class.

Students participated in activities related to sequencing, sorting and categorizing as well as fine motor skills development such as cutting, pasting, drawing and coloring.

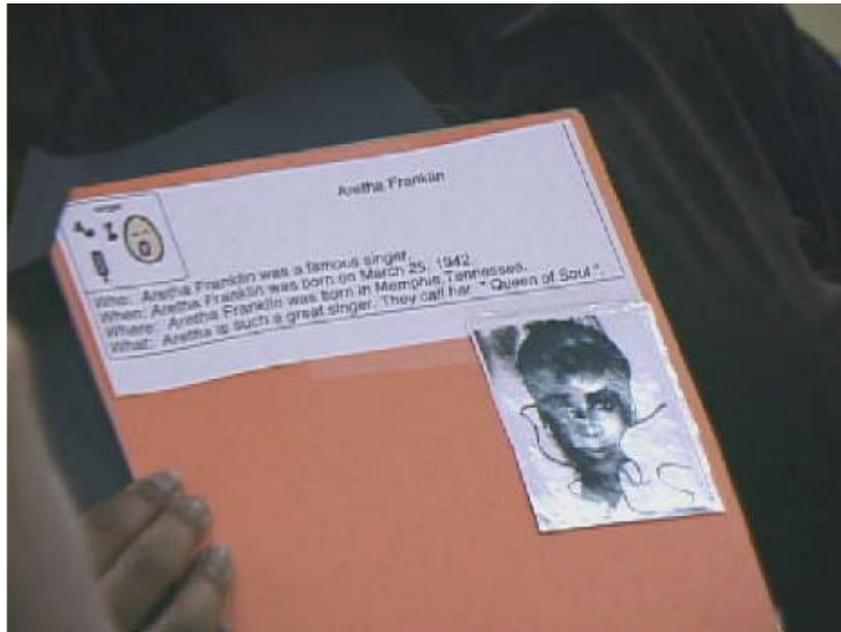
Teacher: Lillian Casella

E-Mail:

School: P53K @ Lincoln High School

Subject: Reading

Grade: High School



Adaptation: While typical students can write complete biographies, some students use picture symbols and graphic organizers to develop a modified report that addresses main ideas.

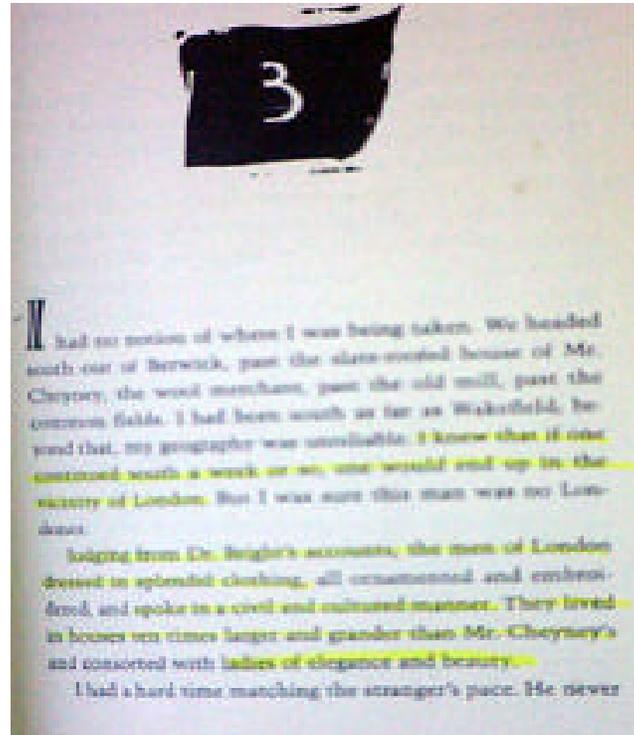
Teacher:

E-Mail:

School: P17X

Subject: Literacy

Grade: Any



Adaptation:

As the class responds to questions about a story they are reading, other students refer to highlighted segments to assist them in locating the correct answers to questions.

Teacher: Joann Solano

E-Mail:

School: 811K@Cavallaro

Subject: Miscellaneous/Problem Solving Strategy

Grade: All

PROBLEM SOLVING STRATEGY

1. READ the problem carefully

- **what is being asked?** (re-write in your own words)
- **what do you need to find?**
- **what facts are there?** (write what you know)

Hidden

Missing

Not needed

2. PLAN how to solve the problem

- **choose a strategy**

by working backwards

by making a drawing or table

by finding patterns

by using a simpler problem

- **develop your plan**

by writing it out in words

by choosing an operation

3. SOLVE the problem

- **find the solution**
- **answer the question being asked**

4. CHECK your work

- **make sure your computations are correct**
- **did you answer the question being asked?**

Adaptation:

Students memorize the four-step problem solving strategy and apply it to all tests and assignments. It helps them organize and sequence steps to approaching the demands of the assignment.

Teacher: Madeline

E-Mail:

School: P53K @ IS 88

Subject: Miscellaneous

Grade: All



“Bag of Goodies”

The following list of supplies and materials are always useful when you need to adapt and modify the general education curriculum to meet the needs of the student you are working with. Some teachers and paraprofessionals carry an actual bag or box filled with these supplies:

- **Markers**
- **Highlighters**
- **Pencils**
- **Pens**
- **Post-it stickers**
- **Velcro**
- **Paper**
- **Paper clips**
- **Scissors**
- **Contact paper**
- **Index cards**
- **Crayons**
- **Carbon paper**
- **Tape**

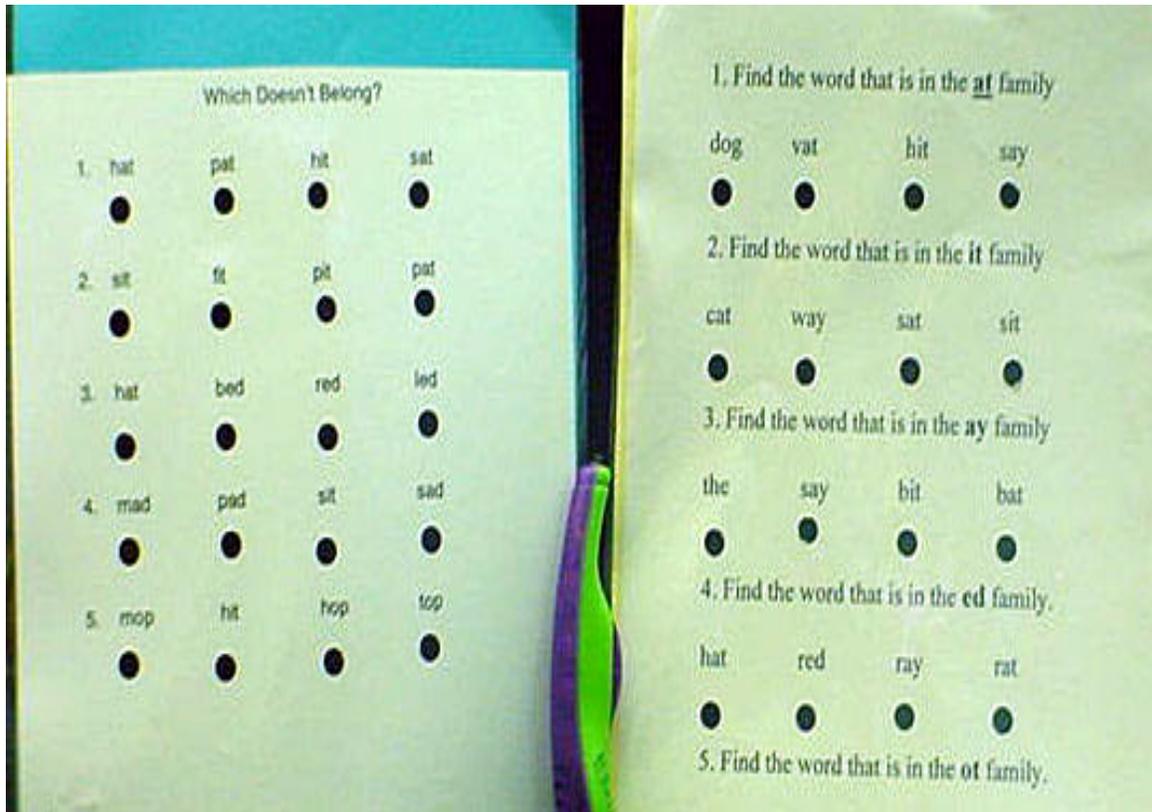
Teacher: Teachers and Paraprofessionals

E-Mail:

School: P 53K @ 104

Subject: Miscellaneous

Grade: All



Adaptation:

Using Hot Dots teachers can create a variety of hands on materials across the curriculum. When a student touches the hot dot pen on an answer, the correct answer will make a sound signifying it is correct. Only correct answers will sound.

Teacher: Paula Smith/Maria Orsini

E-Mail:

School: P53@104

Subject: Math

Grade: Elementary



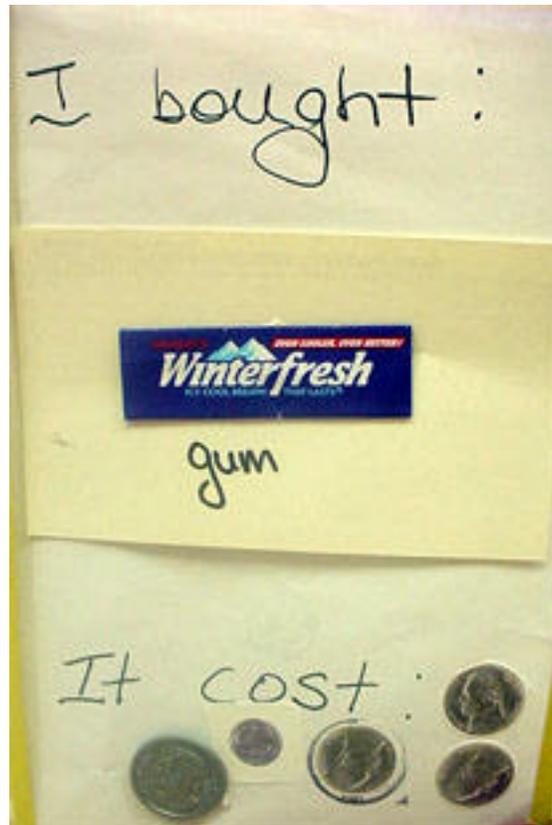
Adaptation:

This accordion book was created out of construction paper and velcro. Each student can cut, color and create the shapes. Given the written expression of each shape students can then identify and match each label placing the velcroed word under the appropriate shape.

**Teacher: Heidi Kalishman
E-Mail: HJK1171@aol.com
School: 811K@329**

Subject: Math/Language Arts

Grade: Elementary



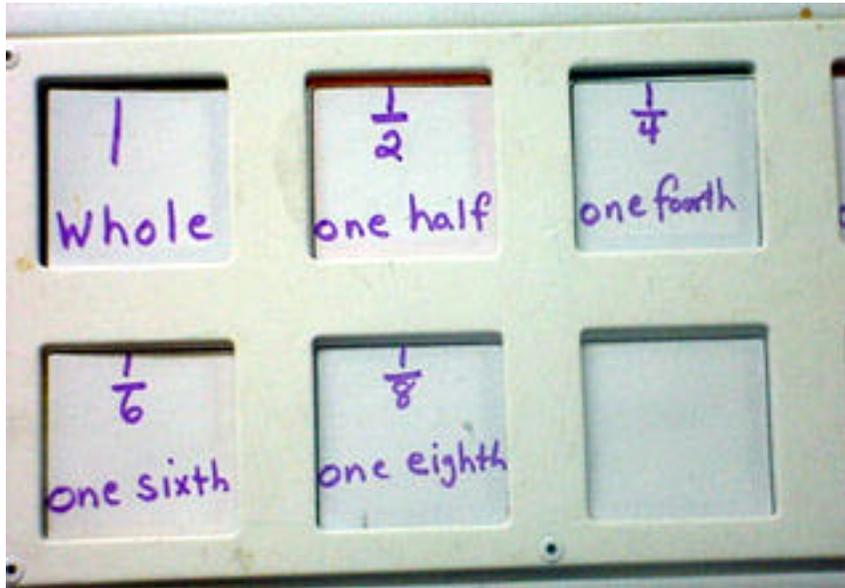
Adaptation:

Students can create a mini book utilizing labels of possible goods to be purchased. Coin stickers are then attached to represent the amount of the money needed to purchase each item.

**Teacher: Heidi Kalishman
E-Mail: HJK1171@aol.com
School: 811K@329**

Subject: Math

Grade: All



Adaptation:

A "cheap talk" speech device using six cells can be programmed using different boards (laminated paper overlays) to identify a variety of items and/or phrases across all areas of instruction.

Teacher: Heidi Kalishman
E-Mail: HJK1171@aol.com
School: 811K@329

Subject: Math

Grade: High School

Put an "X" on the boxes, which have the same words.

Base angles	Base angles	Degrees
Equilateral triangle	All sides equal	Equilateral triangle
Isosceles	Isosceles	2 sides equal

Draw a line to the word in column B that matches the word in column A.

A	B
Triangles	Hypotenuse
Numbers	Triangles
Hypotenuse	Numbers

Adaptation:

High School students can visually identify math terms in both types of examples provided above. Boxes can be adapted for any math lesson. Students can also color, mark or check boxes depending on individual goals.

Teacher: Lillian Neri - Casella

E-Mail:

School: P53 @ Lincoln High School

Subject: Math

Grade: Elementary



Adaptation:

This particular teacher created board is extremely helpful for students in need of manipulatives. Using special felt like material the students can use these materials in a variety of ways. Students can easily identify coins visually or numerically. For the more advanced student other addition questions could be asked and answered by displaying proper visual representations.

Teacher: Maria Orsini

E-Mail:

School: P53@IS88

Subject: Math

Grade: Elementary



Adaptation:

This prepared bag of money can be used in a variety of ways: students can use real money to match coins while other students can work on actual numerical value related to coins and money.

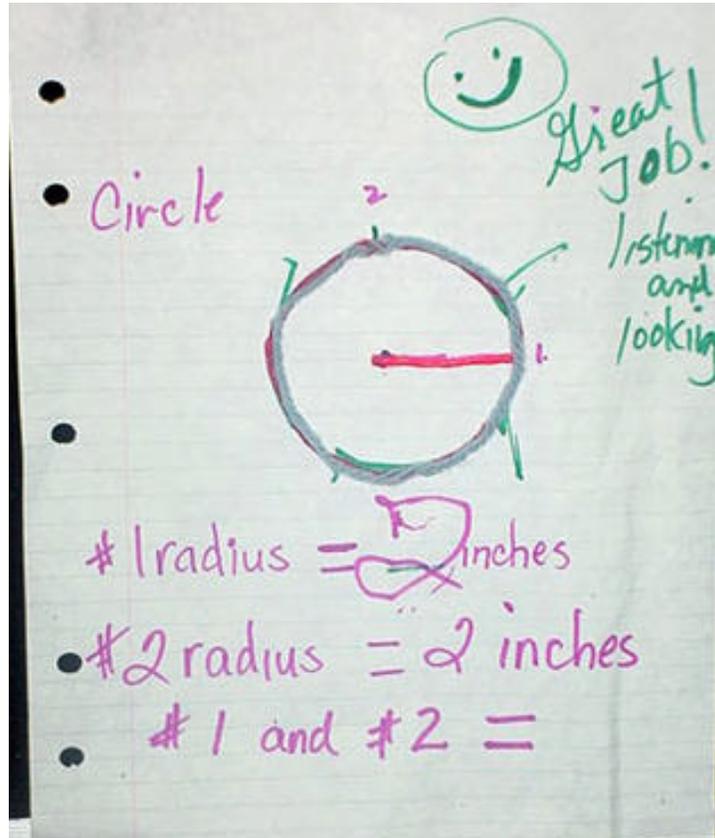
Teacher: Maria Orsini/Paula Smith

E-Mail:

School: P53@IS88

Subject: Math

Grade: Middle



Adaptation:

This tactile approach enabled students to learn about circumference and diameter using wool and string.

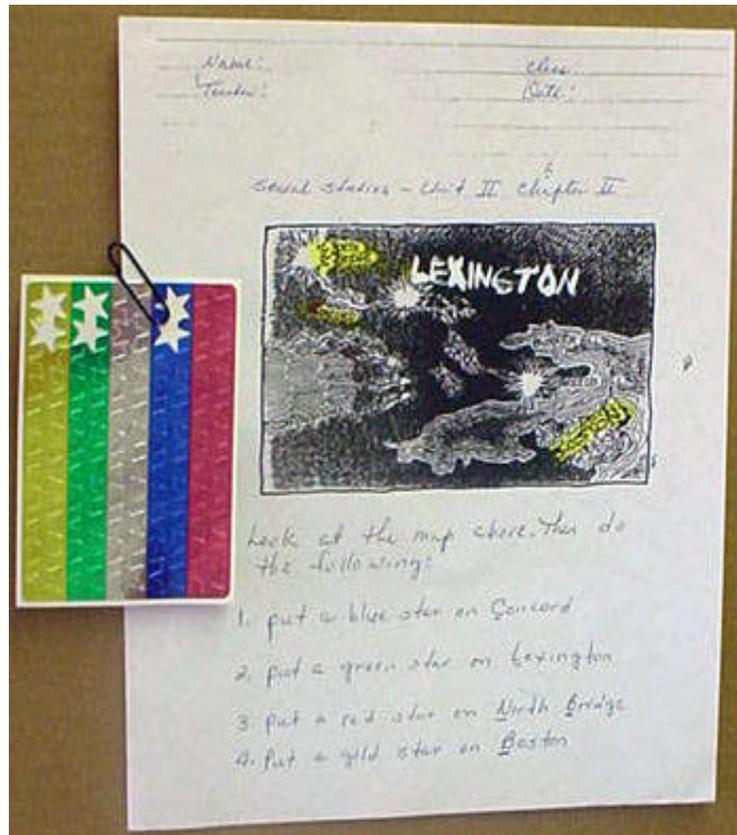
Teacher: Paula Smith/Maria Orsini

E-Mail:

School: P53@IS88

Subject: Social Studies

Grade: Middle



Adaptation:

Students can visually identify various places with the use of a reproduced smaller version of a map. While students are working on written sentences one possible adaptation for this activity is to allow students to place a star on the map for a specific location.

Teacher: Joann Solano

E-Mail:

School: P53@Cavallaro

Subject: Social Studies

Grade: Elementary



Adaptation:

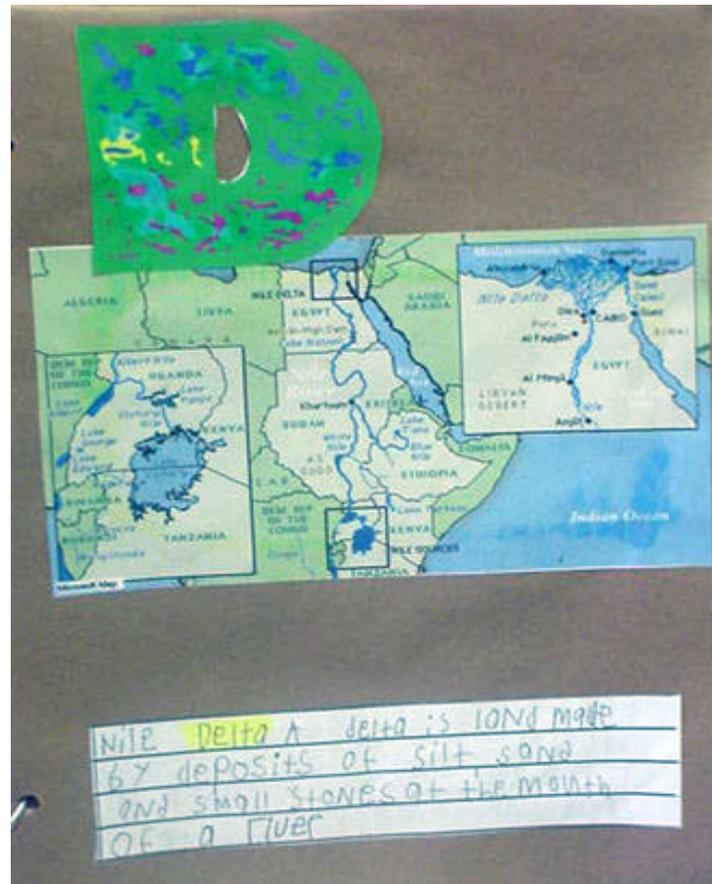
Teacher: Paula Smith/Maria Orsini

E-Mail:

School: P53K@104

Subject: Social Studies

Grade: All



Adaptation: The ABC'S of Ancient Egypt

.This ABC book was created with students with emphasis on hands on and pictorial aids. While utilizing letters of the alphabet students were provided with a sequential way of learning facts associated with ancient Egypt. The actual letters were created with the use of the clip art computer program.

Teacher: Joann Solano

E-Mail:

School: 811K@ Cavallaro

Subject: Social Studies

Grade: Middle School



Adaptation:

While students were creating a book report, other students requiring adaptations work with pictures. They sequenced pictures creating a booklet as an alternative to the book report.

Teacher: Joann Salono

E-Mail:

School: 811K@Cavallaro

Subject: Social Studies

Grade: Middle

SKILL BUILDER: MAKING A TIME LINE

► On a sheet of paper, copy the time line below. Then read the dates and events that follow. Add each event to the time line in the correct place.

Draw a line to match the dots.

1770 1773 1776 1779 1782 1785

● 1774 First Continental Congress meets.

● 1775 Battles of Lexington and Concord; Second Continental Congress meets; Washington becomes commander of the Continental Army.

● 1776 Declaration of Independence is adopted.

● 1777 Washington's army retreats to Valley Forge. British are defeated at Saratoga.

● 1778 France enters alliance with United States; British capture Savannah, Georgia.

● 1780 British capture Charleston, South Carolina.

● 1781 Americans and French defeat the British at Yorktown.

Adaptation:

In this assignment the students were to create a historical time line. For students in need of adaptations, the teacher used color coded dots to assist the students in developing and understanding the sequence of events.

Teacher: Joann Solano

E-Mail:

School: 811K@Cavallaro