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Meeting Individual Needs: Advanced Students

Houghton Mifflin Reading's materials for reaching all learners are a time-saving system of instruction. With this group of handbooks you can turn your attention to specific needs in your classroom—to advanced students, students who are struggling below level, or students who are learning English—while other students work independently. The Challenge, Extra Support, and English Language Learners handbooks are each tied to the core instruction in *Houghton Mifflin Reading*. For independent work, the *Classroom Management Handbook* provides meaningful activities related to literature selections and to core skills.

As a group, the handbooks for reaching all learners:

- help you manage your classroom and organize your time effectively
- provide excellent, additional instruction
- give you the resources you need to help all students achieve grade level expectations

Challenge Handbook Overview

The *Challenge Handbook* has been developed to help you deliver instructional activities to advanced learners that will extend their experiences with the literature and skills in *Houghton Mifflin Reading*, challenging them to use higher-level thinking in interactive and meaningful ways.

The activities are presented in a five-day plan that uses the Challenge Masters and teacher support in this handbook and that also recommends use of the provisions for Challenge students in other components of *Houghton Mifflin Reading*. Your Teacher's Edition provides Challenge suggestions at point of use and in the Theme Resources section.



Students should be challenged to engage in higher-level thinking and explorations that are integrated with the learning of the larger group.

Students Who Need a Challenge

Students for whom the Challenge Activities are intended are those who are often called gifted and talented or advanced learners. They meet one or more of these criteria:

- They have mastered the core content and are ready for a challenge; they may be English Language Learners if they have adequate proficiency English.
- They are reading and writing one or two grades above their designated grade.
- They have a record of task-commitment and independence and can work at a more advanced level.

See the *Teacher's Assessment Handbook* for recommendations for identifying students who are ready for a challenge. Group students flexibly, as the *Classroom Management Handbook* recommends, to provide a challenge to as many students as can profit by it and to encourage ideas to flow among mixed-ability groups.

Preparing Students to Work Independently

Prepare students to work independently—individually, in pairs, or in small groups. Work with students to develop guidelines for independent work. Plan with them some strategies to use if they are stuck and need help. Make sure they know where to find material resources. (See also the *Classroom Management Handbook*.)

Challenge students benefit from the interaction of working in small groups or pairs as well as from working individually. The inquiry portion of a project often involves interviewing and interaction with others. Sharing their results with the larger groups of classmates also keeps Challenge students involved with others.

Emphasize the need for students to stay committed to the task and to plan their time. If some part of the project requires using resources outside the classroom, discuss how that work can be accommodated. Some activities, both full-week projects and shorter ones, may engage a student's interest and warrant more time. Allow extensions that are profitable, but insist that students set goals and plan for an end date.

In planning with students, be realistic about opportunities for presenting their results. A Challenge Master activity may include a range of suggestions for sharing, but you may decide to limit the audience, the time, and the place.

Some students respond well to challenges mainly because of their ability to stay committed to a task.



Instruction for Challenge Students

Advanced learners need instruction or coaching to channel their talents and to focus their ideas. Often, for new tasks, they need specific information beyond the regular classroom instruction for their grade. They need guidance to extend what they can already do and to complete products of high quality. The activities in this handbook provide that, in directions and Tips for students and in the recommendations for brief coaching and instruction on the pages for you.

Plan time each week to give the preparation provided, particularly for the major project, and check in with students occasionally to provide additional coaching.

Effective Ways to Challenge Students

Accelerate students' learning and ask them to explore concepts and content in greater depth. Ask of students a higher level of thinking, encourage flexible and creative thinking, and promote problem solving. You will do this by using Activities in the Challenge Handbook, which

- are integrated with the content of the literature and skills in the themes so that students can relate to material they have already encountered, explore it more deeply, and think flexibly and more broadly about it
- are interdisciplinary, often developing a relationship between theme content and other curriculum areas
- are inquiry-based in helping students learn how to learn, to do research and to summarize, synthesize, or otherwise use what they have learned in the inquiry phase of their project
- encourage wider reading, including books, articles, and Internet resources, and ask students to collect data and ideas in various ways, such as interviewing within their classroom and beyond
- engage students in the processes at the highest levels of Bloom's Taxonomy—application, analysis, synthesis, and evaluation
- ask students to recognize and solve different types of problems
- provide exercises in multiple perspectives, such as asking students to write a different version of a selection
- focus on a genre, asking students to compare selections or to write in the genre of a selection
- provide opportunities for students to challenge each other, through games, discussions, or problem-solving situations
- call upon students to apply learning strategies, to set goals, and to plan their projects
- enable students to make choices within projects

Many advanced learners, while talented, need coaching to stay focused.

Features of the Challenge Handbook

The Walkthrough on pages vi–ix gives a visual overview. Each major selection has these features:

- A major project that students work on for the week is on the first page of both the student’s and the teacher’s material. Students begin by planning and brainstorming; they move on to information-gathering, drafting, or creating—doing the project; and finally they present and share it. The teacher’s page suggests how to pace the activity over five days. It provides recommendations for coaching or instruction to give students, usually on the first day, and often on the third day, and ends with suggestions for helping students present and share their projects. There are suggestions for your involvement on Days 1, 3, and 5.

In Grade 1, for the first four themes, the week-long project uses the Theme Paperbacks to ensure that children at this higher ability level are spending a significant amount of time exploring trade literature. These lessons are the major projects for the first twelve weeks.

- There are two shorter activities on the second page, each of which can be completed in about one hour. These cover the same range of content, skills, and modes as the week-long projects, but they are less ambitious in terms of the scope and time required
- Connecting/Comparing Literature is a suggestion to the teacher to have students compare works of the same genre and apply comprehension skills.
- Additional Activities is a list of resources available for *Houghton Mifflin Reading*. It provides a reminder of those activities that are planned as Challenges throughout the Teacher’s Editions as well as listing other books and media in the program. These resources are summarized in the Assignment Planner in the *Classroom Management Handbook*. You can select those you wish to assign to Challenge students while you are working with other groups.

Blackline Masters

At the back of this handbook are

- the student Blackline Masters for the Challenge Activities, for you to duplicate for each student.
- Graphic Organizer Masters that are called for in Challenge Activities; they can be used for other activities. They include story maps, Venn diagrams, cause-and-effect charts, and other graphics that can help students organize their thinking.

See the Walkthrough on the following pages for more information.

The Challenge activities provide structure to encourage growth: goals and tips for students, and expected outcomes to help you direct and evaluate their work.

To the Teacher

This walkthrough will familiarize you with the five-day plan that is provided for Challenge students for each selection in this level of *Houghton Mifflin Reading*. Annotations in this walkthrough introduce the major parts of the activities for five days.

Goal

The Goal describes a child's task. Tell children what this Goal is, and read through their Activity page with them.

Day-by-Day Plan for the Major Project

On Day 1 children plan their project; they brainstorm, do research, or gather information and ideas. On Days 2–4, they continue to gather ideas, they carry out their plan, and they share the results.

Instruction or Coaching for Challenges

Instruction or coaching is provided to enable children to work effectively at a challenging level and to ensure high-quality work.

English Language Learners

Adaptations are provided when activities need to be made more accessible to English Language Learners.

Sharing

Sharing, publishing, or presenting the result is the culmination of every five-day Challenge project.

Content Area; Materials

- Any content-area connection is noted.
- Materials needed, other than paper and pencil, are listed. Some activities need Graphic Organizer Masters, which are in the Blackline Masters section at the back of this handbook.

Time; Grouping

- Approximate amount of time an activity takes
- Recommendations for grouping.

1. Animal Homes Fact File
 120 MINUTES INDIVIDUAL
Materials: *Graphic Organizer Master 2, oaktag cards (8 1/2" × 11"), self-stick notes*

Goal: Make cards for a Fact File about animals' homes.

DAY 1
Learning About Animal Homes
 Help children think about the kinds of animal homes they want to learn about.

- Have them list some animals that interest them.
- Help them use their lists to find books about animal homes.
- Have them list the different kinds of animal homes as they learn about them.
- Remind them to take notes or use self-stick notes to mark pages to look at when they make their Fact File cards.

English Language Learners: Some children may find that drawing a picture will help them understand what the animal home is like. A drawing can serve as a note to remind them about the home, and the child can copy it onto the Fact File card.

DAY 2
 Children continue to work on this project.

DAY 3
Writing Facts
 • Children should organize their notes or drawings and make a different Fact File card for each kind of animal home.
 • Remind children to include what they know about each home: who lives in it, what the home is made of, and where it is found.

DAY 4
 Children continue to work on this project.

DAY 5
Comparing and Sharing Facts
 Have children compare two of the homes in their Fact File, using a Venn diagram. Provide copies of *Graphic Organizer Master 2*.

Expected Outcome
 A good Fact File will include
 ✓ important details
 ✓ labeled drawings or pictures

58 THEME 5: Home Sweet Home

The Activities on Masters

The three numbered activities on these pages appear on two blackline masters to be used during the week. The first master has the major project for the week. There are two shorter activities on the second Challenge Master. These can be done any time during the week. In Themes 1–4, these are on the fourth Challenge Master for the week.

2. A Perfect Home 60 MINUTES INDIVIDUAL

Materials: oaktag cards (4" × 6")

Goal: Draw a postcard that shows your idea of a perfect home.

Remind children that one side of a postcard has a photograph of a place, and the other side has space where you write a note and fill out an address.

3. The Leaving Morning 60 MINUTES INDIVIDUAL

(Challenge Theme Paperback)

- Tell children to review the story and to pay special attention to the boy's feelings about moving.
- Ask children to compare themselves with the boy in the story. Would they feel the same or different if they moved?

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *The Chip Chop Ship* with the anthology selection *Moving Day*; using what they have learned about Compare and Contrast. Children may discuss or write about their comparisons.

Other Activities

- Challenge Theme Paperback, *The Leaving Morning*
- TE p. 42, Language Development
- TE p. 64, Challenge Words
- TE pp. R13, R15, R25, R31, Challenge
- Education Place: www.eduplace.com
- More activities related to *Moving Day*
- Accelerated Reader®, *Moving Day*

2

Expected Outcome

A good postcard will include

- ✓ information about what is happening in the picture
- ✓ why the child likes this home

3

Expected Outcome

Outstanding work will include

- ✓ a clearly written expression of the child's feelings
- ✓ the advantages and disadvantages of moving
- ✓ correct grammar, capitalization, and punctuation

Challenge Master CH 5-2

Read 5, Week 1

Name _____

2. A Perfect Home

Where would your perfect home be?

Draw a postcard showing yourself in your perfect home.

Write a note to your friends on the back.

TIP

- Think what you like best about this special home.

3. The Leaving Morning

- Think about the boy in *The Leaving Morning*.
- How did he feel about moving away?

Write what you think it would be like to move away from your home.

TIP

- Think about what you would take with you.

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Guid 1, Theme 5, Home Sweet Home

Challenge Master CH 5-2

WEEK 1 **59**

The sample shown on the facing page is typical of Themes 5 through 10.

For Themes 1 through 4, the major five-day project relates to the Challenge Theme Paperback. There are 3 pages for the teacher, 3 pages for the child. They include:

- Day 1: Building Background—Introducing the Book, which includes a picture walk and has children use phonics skills; Responding, which is accompanied by a Challenge master for children.
- Days 2–5: Children carry out a project that relates to the Challenge Theme Paperback, which is accompanied by two Challenge Masters.

Expected Outcome

The Expected Outcome shows the quality and quantity of work expected from a Challenge student.

Connecting/Comparing Literature

Connecting/Comparing Literature is a standard recommendation to have students compare works of literature, applying the comprehension skill they learn with this selection.

Facsimile of Challenge Master

Heading identifies the student's blackline master. A reduced facsimile is provided here. Full-size Challenge Masters are in the Blackline Masters section of this handbook.

Other Activities

Other Activities are challenging independent work that can be found elsewhere in materials for Houghton Mifflin Reading, referenced here as a reminder to use them.



Challenge Masters

Full-size blackline masters are in the Blackline Masters section of this handbook.

THEME 5/Week 1

Name _____

1. Animal Homes Fact File

What are some animals' homes you want to learn about?

TIP

- Write the name of the animal and its home in large letters.

Learning About Animal Homes

- Find books and articles about animal homes.
- Read about animals near home, as well as animals far away.

Writing Facts

- Make a Fact File card for each animal's home.



Write facts about each home, and add pictures.

Comparing and Sharing Facts

Compare two of the homes. How are they alike? How are they different?

CH 5-1 Challenge Master

Grade 1 Theme 5: Home Sweet Home

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Tips

Tips help children produce work of high quality.

Challenges

Questions or instructions lift activities to a challenging level.

Sharing

Children share their projects in various ways.

Activities 2 and 3

These two shorter activities can be done any time during the week.

THEME 5/Week 1

Name _____

2. A Perfect Home

Where would your perfect home be?



Draw a postcard showing yourself in your perfect home.



Write a note to your friends on the back.

TIP

- Think what you like best about this special home.

Challenges

A skill applied is often more advanced than expected at this grade level.



3. The Leaving Morning

- Think about the boy in *The Leaving Morning*.
- How did he feel about moving away?



Write what you think it would be like to move away from your home.

TIP

- Think about what you would take with you.

Numbering of Masters

The numbering identifies the master as CH (Challenge Handbook) and gives the theme number followed by the number of the master in the sequence of Challenge Masters for this theme.