



Participant demographic information

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Classroom Demographic Information

- Type (s) of disability (ies): Mild learning disabilities and emotional behavioral disorders
 - Number of students: 21
 - Age range of students: 10-13
 - Type of classroom: Regular education classroom
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Type of technology currently used by students in classroom

□ Computer based instruction

- Accelerated reader
 - Accelerated math
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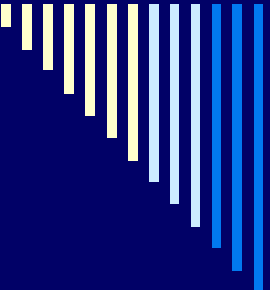
“Pros” of Technology

- The accelerated reading and math software help students develop their language arts and arithmetic concepts in a more independent, hands on way. This software benefits the students in that they are working independently and it provides immediate feedback of their progress.
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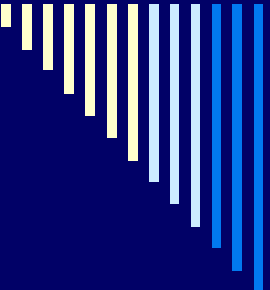
“Cons” of Technology

- Though the students enjoy working independently on the accelerated reading and math software, they are sometimes frustrated by the complexity of the software. Many students do not have immediate access to technology and it makes it that much harder for them to continue through each page of the software.
 - The software is also meant for the students that already have the concepts being addressed. It does not teach the students how to perform the given task or equation.
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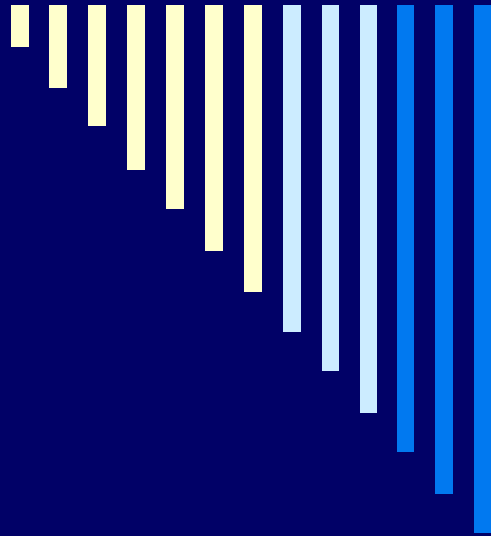
Strategies for enhancing use of technology in the classroom based on information learned in this course:

- A variety of software can be provided for student use to enhance the use of technology in the classroom.
 - Programs can be used that actually teach the students a given lesson and give auditory responses to the students.
 - For struggling readers, other devices can be used besides the computer to enhance reading skills.
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Description of how the technology will be used...

- Students will take turns to use multimedia devices to assist with homework, class work, and independent practice exercises.
 - With a wide variety of devices and/or programs available, the students can take time to work on the computer to assist with any problems they are having with the devices/software.
 - Example: A struggling reader can use an auditory output system for the student to follow to increase comprehension and/ or reading skills.
 - A student that may have problems with handwriting can use the computer/ other devices to type given assignments.
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Call Me Ruth Novel Study ...

...to Accompany Immigration Unit



Abstract

- The book "Call Me Ruth" by Marilyn Sachs is about a Russian girl who comes to America in the early 1900's. It is excellent at helping students empathize with the difficulties immigrants faced during this time period. Other appropriate novels are available on immigration during this time period, however, and could be used instead of "Call Me Ruth."
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Primary Learning Outcomes

- Students will learn about what life was like for new immigrants, particularly those who lived in New York City, and how they attempted to adjust and live in America. What difficulties did immigrants face when coming to America? What were some of the solutions these immigrants came up with to cope with the changes they faced?
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Additional Learning Outcomes

- Students will be discussing this novel in literature circles as they read it and will be learning/reviewing such reading skills as point of view, setting, character traits, plot development, climax, new vocabulary words, etc.
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Assessed QCC Standards

- Grade: 5
 - *Language Arts*
 - Written Communication

 - *Topic: Reading*
Standard: Recognizes EXPLICIT main ideas, details, sequence of events and cause-effect relationships in fiction and nonfiction.

 - *Topic: Reading*
Standard: Recognizes IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction.

 - *Topic: Reading*
Standard: Identifies story development, author's purpose, and point of view.
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Assessed QCC Standards cont...

- *Topic:* Reading
Standard: Identifies characters' actions, motives, emotions, traits, and feelings.
 - *Topic:* Reading
Standard: Draws conclusions, makes predictions, compares/contrasts, and makes generalizations.
 - *Topic:* Reading
Standard: Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).
 - *Topic:* Literature
Standard: Responds appropriately to questions about author's purpose, techniques, character development and plot structure.
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Assessed QCC Standards cont...

- Grade: 5
 - *Social Studies*
 - History

 - *Topic:* Immigrants and Industry
Standard: Explains the economic and social changes that came about in the late 19th century as a result of the growth and expansion -industries/business (small businesses to monopolies) - transportation and transportation systems - migration (farms to cities) and - immigration.

 - *Topic:* Immigrants and Industry
Standard: Explains how the following groups lived and worked in the American West during the late 19th century -miners and prospectors -frontier settlers (ranchers and farmers), and - railroad workers.
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Non-Assessed QCC Standards

- Grade: 5
 - *Language Arts*
 - Oral Communication

 - *Topic:* Listening/Speaking
Standard: Listens and responds to a variety of literary forms including prose, poetry, and drama.

 - *Topic:* Listening/Speaking
Standard: Paraphrases and discusses information.

 - *Topic:* Listening/Speaking
Standard: Increases vocabulary to reflect a growing range of interests and knowledge.
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Non-Assessed QCC Standards cont...

- *Topic:* Listening/Speaking
Standard: Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.

 - *Topic:* Listening/Speaking
Standard: Uses grade/age appropriate standard American English when communicating orally.
 - Written Communication

 - *Topic:* Reading
Standard: Reads a variety of materials for information and pleasure.

 - *Topic:* Reading
Standard: Reads with fluency and expression.
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Non-Assessed QCC Standards cont...

- 32
 - *Topic:* Reading
Standard: Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension.
 - 52
 - *Topic:* Literature
Standard: Responds to literal, inferential, and evaluative questions about literature.
 - 57
 - *Topic:* Literature
Standard: Recognizes cultural diversity represented in literature.
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Non-Assessed QCC Standards cont...

- Grade: 5
 - *Social Studies*
 - Core Social Study Skills

 - *Topic: Civic Participation*
Standard: Works within a group, following set rules of procedures to complete an assigned task.
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Procedures/Activities

- *Step: 1 Duration: One class period (language arts) of 45 minutes*
 - On the first day of the immigration unit, the teacher should distribute the novels to each student and have them predict the story from the front cover of the book. The teacher and students should read the first two chapters together and discuss the characters, time period, setting, point of view, etc. As they read, the teacher will model a literature log on the overhead or board and the students will write down the shared ideas in their own "literature logs." The teacher will explain to them that each day as they read the students will be adding to their literature log and using this information to stimulate discussion in their literature circles.
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Procedures....

- *Step: 2 Duration: Subsequent class periods (language arts) of 45 minutes*
 - Students will continue to read two chapters daily beginning in class and continuing as homework if they do not complete the chapters in class. They will keep a literature log daily and respond to specific prompts given to them by the teacher daily such as: summarize events, compare and contrast story elements, describe the mood, predict next event, analyze a problem and look for a solution, analyze characters, offer personal opinions, etc. They will meet daily with their literature circles to read and discuss their literature logs and the novel.
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Procedures.....

- *Step: 3 Duration: Last five minutes of language arts period*
 - After each daily literature circle discussion, the teacher will lead a brief whole class discussion where students will share insightful thoughts that they heard in their discussions.
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□ Materials and Equipment

- 1. "Call Me Ruth" by Marilyn Sachs novel sets (one per student)
- 2. Notebooks to keep literature log

□ Total Duration

- Two weeks-read two chapters each day

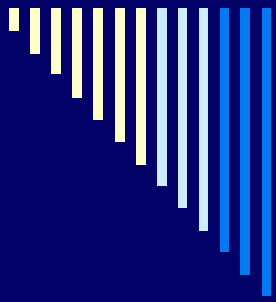
□ Technology Connection

- Earobics
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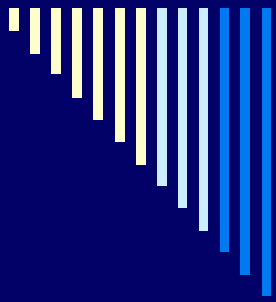
Assessment

- Teacher observation of the students as they work in their literature circles to share their literature logs and discuss each day's reading. The teacher will collect the literature logs at the end of the two weeks and assess the student's responses to the prompts. After completion of the book, each student will write a character analysis of Ruth (Rifka) including what difficulties she faced in America and how she overcame her problems. How did she change from when she first arrived in America until the end of the novel?
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Extension

- Students could do an internet search for other first hand accounts from immigrants. This information should be shared with the class
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Remediation

- Students could be group together with a paraprofessional who could read the novel aloud or discuss in a smaller group the events of the story. An audio-tape of the novel could be made available.
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Accommodations and Modifications

- For students who struggle with reading comprehension and fluency, a tape recorder can be used along with headphones, to play the tape of the story for the student to help with comprehension. The use of the Earbocis device can be used also for reading fluency and comprehension practices.
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