Mr. Clark

In Guided Practice, we'll divide our class in half. I will work with one group on finding waypoints on the large grid in the hallway with cards, tape and string and then outdoors with the actual GPS and preset points. This type of scaffolded, hands on instruction helps make the concept concrete. Meanwhile, the other group will have opportunities to work on vocabulary and review background knowledge as needed with Ms. Gimble. They will also have opportunities to create their own research questions, plan multimedia presentations and design satellites (photo).

Mr. Clark (continued) We will trade groups after 30 minutes. During my activity, I will encourage partners to ‘think aloud’ and use the vocabulary. They can keep their word cards on a ring on a belt loop or in a pocket, along with the GPS directions for quick referral. We will carefully pair students. For example, we need to be sure our student with low vision has a partner who likes to talk and give lots of detail about what is happening. This person will also need to help his buddy be aware of rocks and other possible pitfalls when outdoors to prevent falls. We often pair our ELL student with another student who has been in the country longer and knows the same language. We have another student we pair with a student who can be extremely disruptive. Thanks to training he has had in peer mediation and coaching, along with a great personality match, this works very effectively. One nonverbal student prefers to work alone. He enjoys taking pictures so he can use a digital camera to record the project for use in a future multimedia show.