

STUDY QUESTIONS FOR

**How to Reach and Teach All Children
in the Inclusive Classroom,
Second Edition**

**CHAPTER ONE:
REACHING ALL STUDENTS THROUGH DIFFERENTIATED INSTRUCTION**

Essential Question: How can I better differentiate instruction to reach and teach the diverse learners in my classroom?

The crux of reaching and teaching our full range of learners—from advanced to struggling—is differentiation. In this chapter we will define and begin to explore some of the components of differentiated instruction (DI). Teachers who are skilled and committed to DI will find the means and channels to instruct and reach all the diverse learners in their classrooms.

As you read this short chapter, consider the following questions and reflections:

Choose your favorite description from the text or adapt and write your own two- to three-line definition of differentiated instruction.

What aspects of differentiated instruction do you currently do well? Identify an area of DI that you would like to incorporate into your teaching.

What are some of the challenges of implementing differentiated instruction?

What are the implications of the statistics given on page 7 regarding how well people on average recall information after it is taught through different modalities or instructional formats?

What are the implications of Eric Jensen's statistics and comment on page 9 about "great" and "average" teachers?

Explore the brain information Web sites on page 9 and Kathy Nunley's Web site (page 6) on layered curriculum (www.help4teachers.com). These are wonderful resources you may find of interest.

What are the advantages of cooperative learning? On a scale of 1 to 5, how would you rate yourself on the effective implementation of cooperative learning in your classroom?

CHAPTER TWO: REACHING STUDENTS THROUGH THEIR LEARNING STYLES AND MULTIPLE INTELLIGENCES

Essential Question: How can I design instruction and create a learning environment to best address my students' individual learning styles and their multiple intelligences?

Read the section on modality (sensory) preferences. What type best describes you?

Read the section on cognitive style preferences. Do you have a cognitive style preference?

Read about Howard Gardner's theory of multiple intelligences (MI) and the 100 Percent Smart Activity on pages 31–33. Create a pie graph of your own MI profile, as shown in Activity 2.1. You might want to make a 100 Percent Smart graph together with someone close to you for fun (such as your own child, your spouse, or a good friend).

One key aspect of differentiating instruction is to allow for student choice of projects to demonstrate their learning—projects that tap into their multiple intelligences and preferred learning modes. Think about any unit of study or lesson you teach with culminating projects that you might design to include an array of options that incorporate the range of MI and learning style preferences, such as described on pages 19–20.

Read the multiple intelligence job descriptions on pages 21–24 to see if there are any you would like to add to your list of classroom jobs for students. If you are interested, note the job application form (Activity 2.2) on page 34.

Read about the Dunns' learning style elements on page 24 and view their learning style element chart on their Web site (www.learningstyles.net). Think about any elements that need to be addressed to improve the learning or behavior of one of your struggling students.

Read the learning style interview questions on pages 25–26. How might you use or adapt this interview to better understand the learning profile and preferences of one or more of your students? You may want to administer this interview or part of it to a student or perhaps your own child.

Read the section on environmental adaptations to accommodate learning styles (pages 26–29) and structuring to reduce auditory or visual distractions. This section discusses strategic seating arrangements, the use of auditory and visual cues, music, and various accommodations. Which aspects might you incorporate into your own classroom to support students who have difficulty with attention and on-task behavior?

CHAPTER THREE: UNDERSTANDING AND REACHING SPECIAL POPULATIONS OF STUDENTS

Essential Question: What do I need to understand to better reach and teach the learning, attention, behavioral, communication, and language needs of some of the “special” students in my classroom—those with mild to moderate disabilities or hidden brain disorders, English learners, and gifted and talented students?

All general education teachers have students in their classrooms with known or as-yet-undiagnosed disabilities or disorders—such as learning disabilities (LDs), AD/HD, Asperger's syndrome, other mental health disorders such as depression, oppositional defiant disorder, and bipolar. Many also have students who are English language learners (ELLs). Gifted students also have special needs, and some students

have dual or multiple exceptionalities (such as LD and AD/HD and gifted). This chapter provides important information about some of these “special populations” and key strategies, supports, and interventions for their success.

Read the section on learning disabilities (pages 36–40). You may have students with learning disabilities receiving special education services, and you may have others not yet diagnosed or eligible for special education. Think about any students you have with known or suspected learning disabilities and any new awareness or understanding about LDs and supports or strategies to help them.

Read the section on AD/HD (pages 40–48). Reflect upon and discuss any new understandings or awareness of AD/HD (diagnosis, treatments, impact of AD/HD on educational performance). Think about any students you have with known or suspected AD/HD and strategies you might implement to help.

Read the section on other mental health disorders in children (pages 48–52). Record a few points you didn’t know before about oppositional defiant disorder (ODD), depression, anxiety disorders, or bipolar disorder. Think about any of your students who may have one of these disorders and might need intervention.

Read the section on Asperger’s syndrome (pages 52–55). Reflect upon and discuss any new understandings or awareness of Asperger’s syndrome. Think about any of your students with known or suspected Asperger’s and strategies you might implement to help.

Read the section on English language learners (pages 55–60). Reflect upon and identify ways you can improve your instruction to better reach and teach students who are English language learners.

Read the section on gifted and talented students (pages 60–63). Which of the program options does your school implement for your GATE population? Think about your advanced and gifted learners. Reflect upon how well you differentiate instruction to reach and teach these students.

Read the section on children with dual or multiple exceptionalities (pages 63–65). What challenges do they present for you as a teacher? How can you better teach to their strengths and address their needs?

Pages 66–69 contain a listing of Web sites and online resources for parents and professionals offering more information about these special populations. Browse some of the Web sites that pique your interest.

CHAPTER FOUR: UNDERSTANDING READING AND WRITING DIFFICULTIES IN STUDENTS

Essential Question: How can I recognize what may be disabilities or brain-based disorders causing reading or writing difficulties in some of my students and begin to find appropriate interventions?

Read the Louisa Moats quote at the bottom of page 76 on the challenge of teaching older students who are poor readers. Think about any of your students to whom this issue might apply.

Read the section on dyslexia (pages 77–78). You most likely have at least one to two LD students with reading disabilities (dyslexics) with an IEP, and you may have still others who are not receiving special education services. What are the instructional components and interventions that you need to provide or advocate for to build the reading competency of these students?

Read about other common reading difficulties (page 78). What are some common reading problems in students with AD/HD?

Read on pages 79–82 about the writing struggles that students with neurobiological disorders (such as AD/HD and LD) face. Why is written language so commonly affected in these students? Think about any students in your current classes who exhibit the types of writing challenges described in this section.

Pages 82–83 lists some research-based literacy intervention programs. Which ones (or others) are available and used in your school to help students in need of more targeted and intensive reading or writing intervention? If there is a lack of intervention opportunities at your school, discuss with your colleagues and administrators what might be done to provide support to students in need.

Browse some of the other resources listed on page 84 to support struggling readers and writers.

CHAPTER FIVE: USING ACCOMMODATIONS, MODIFICATIONS, AND SUPPORTS

Essential Question: How can I best channel my concerns about students in need of support and make appropriate accommodations and modifications as needed?

Read pages 89–92 about the student support team process. Compare it to the team process in your classroom and use this information as a kickoff point to review the process and procedures in your school. Discuss these with colleagues and identify some ways to improve or enhance your team's effectiveness in supporting students and teachers.

Pages 93–99 contain some lists of possible accommodations, modifications, and supports to help students exhibiting difficulties in various areas (such as with academics, behavior, or organization and study skills). Identify which of those listed that you do well. Are there any that you might try with certain students?

It is recommended that all teachers fill out a copy of the form on the bottom of page 100 (With Whom Should You Consult?), to include the name of the relevant person in your school and his or her room number, e-mail address, or phone extension. Suggest providing such information to all staff members and your administrator. This will help everyone determine whom to contact with questions or concerns about students who may need extra support and intervention.

CHAPTER SIX: MANAGING BEHAVIOR THROUGH SUPPORT AND INTERVENTIONS

Essential Question: How can I best prevent or minimize behavior problems through effective management and positive discipline, and implement appropriate individualized interventions for students with challenging behaviors?

Read the section on understanding student behavior (pages 105–107). Think about a student of yours who exhibits behavior problems and what the “functions” of his or her behavior might be.

Now reflect upon some of the triggers of misbehavior (antecedents). Which ones do you think may be factors for this student?

Read the section on preventing student misbehavior in the classroom (pages 108–110). What are your classroom rules? Compare with your colleagues. Are there schoolwide rules that all students and staff know and can recite when asked? If not, it is suggested that issue this be discussed with your administrator.

What are the structural, environmental, affective, and instructional variables that you feel you address well? Identify any you think might be improved upon to prevent or minimize behavioral problems in your classroom.

Read the section on classroom contingencies (pages 110–112). What group incentive system do you use in your classroom? Discuss and share your systems and techniques with colleagues. What rewards do you offer to students who successfully achieve their group goal(s)? Also discuss rewards with your colleagues for additional ideas.

Read the small section on page 114 about precision requests. Try using this language with students to see if it helps increase compliance.

Read about corrective consequences on pages 114–118. Identify which ones you use, and think about any strategies from this section that you might consider implementing.

Read the section on problem behavior in other school environments (pages 118–120). Think about your school’s “hot spot” areas—environments that tend to be problematic. Jot down any ideas you may have for minimizing behavioral problems in these areas.

Read the section on individualized behavior programs and monitoring systems (pages 121–123) and look over the accompanying forms and charts (pages 128–132). Try implementing one such program with a student for a period of time (between one and three weeks, for example) and evaluate its effectiveness. Keep copies or other records of the intervention program.

Read the section on schoolwide positive behavioral interventions and supports (PBIS; pages 123–126). Think about your school in terms of implementing a PBIS model of support and intervention. Discuss with colleagues where and how your school might do a better job of providing universal interventions (primary prevention), selected interventions (secondary prevention), and intensive targeted interventions (tertiary prevention) to improve all students’ behavior.

Read the list of tips for dealing with challenging or difficult kids on pages 126–127. Think about what you do well and any ways you might improve your interactions with difficult kids.

CHAPTER SEVEN: QUESTIONING AND ENGAGING STUDENTS

Essential Question: How can I best engage my students’ attention, interest, and active participation?

Read the section on getting and focusing students’ attention (pages 133–135). Identify strategies that you currently use successfully and any new ones you wish to try.

Read the sections on keeping students engaged and keeping students on task during seat work (pages 135–136). Think about strategies you might try to better maintain the attention of students who tend to be distractible and inattentive.

Read the section on questioning techniques to increase student participation and other inclusive questioning strategies (pages 136–141). Reflect upon your own questioning style and the techniques you

typically use. Consider some of the other strategies shared and identify any you might want to implement in your classroom.

Read the sections on Socratic seminar and reciprocal teaching (pages 141–143). Think about any lessons you might format using one of these methods or processes. Share ideas with colleagues.

After reading the section on questions for deeper understanding of text (p. 145), highlight any questions from the list that you can add to your repertoire to encourage deeper thinking and more meaningful discussion about text among students.

Read about questioning games and other ideas (page 146). Have you used any such games to motivate students? Share ideas and other questioning strategies with your colleagues.

CHAPTER EIGHT: FOSTERING STUDENTS' SELF-ESTEEM AND RESILIENCE

Essential Question: How can I build students' self-esteem and resilience?

Define resiliency. What are some of the attributes researchers have found in resilient children (page 149)?

Read the section on classroom strategies and programs to promote self-esteem (pages 151–153). Note the Student Standout for the Week (Form 8.1) on page 159. Think about the ways you communicate that you value and appreciate students in your classroom. Are there ways to enhance what you are currently doing and increase positive recognition and connectedness for each student?

There is a short section on pages 152–153 that discusses how words matter. Words and the message stated or implied through our verbal and nonverbal language can be hurtful and harmful. Think about the suggested strategies and other ways you might teach and help students practice esteem-building language in your classroom.

Read the section about schoolwide strategies and programs to build resilience and self-esteem (pages 153–155). Are there any such programs at your school? If so, are you involved in those programs? Discuss with colleagues these and other such activities or programs to connect students to the school and each other, and build their self-esteem.

Read about the buddy assistance folder (page 155) and see the Buddy Assistance Folder Form 8.2 (on page 160). Consider ways you might use this strategy (or adapt it as appropriate) in your classroom.

Read about community mentorship programs and the examples given (pages 155–157). Does your school have the benefit of links with community mentors? If not, discuss with the staff at your school about seeking such mentoring opportunities within your community.

Read about community service, interventions, and supports, and principals' related efforts (pages 157–158). Think about any such ideas or strategies you might want to share with your colleagues that would benefit students at your school.

CHAPTER NINE: INCREASING HOME-SCHOOL COLLABORATION AND PARENT INVOLVEMENT

Essential Question: What steps can I take to increase parent involvement and teamwork between home and school?

Read the section on strategies for increasing parent participation in school activities and functions (pages 162–164). Identify any steps you might take to involve parents more.

On a scale of 1 to 5, how would you rate your school’s outreach efforts to encourage parent participation and teamwork between home and school?

Read the section on pages 164–166 about partnering with parents of special population students (ELLs, gifted, and those with disabilities). What programs or efforts are you aware of within your school or district to reach out to these parents?

Read the section on communication tips for teachers (pages 167–168). Think about a time you contacted parents with concerns about their child’s learning or behavior. Do you feel the communication went well? If not, are there things you might have done differently in light of the suggestions in this section?

See the Parent Interest form (Form 9.1) on page 170. Consider using this form or adapting it to increase efforts to welcome and involve parents in your classroom.

See the Parent Report (Form 9.2) on page 171. Consider using such reports and others like the forms on pages 130, 194, and 195 to increase home-school communication and collaborative efforts with parents of certain students. Try to identify one student in your classroom who would benefit from the use of such a tool.

Read through the list of forty-five home extension activities (Form 9.3 on pages 172–175). These are wonderful ideas to share with parents—fun, motivating activities that enhance and extend student learning.

CHAPTER TEN: WORKING TO IMPROVE ORGANIZATION, TIME MANAGEMENT, AND HOMEWORK SUCCESS

Essential Question: How can I build organizational, time management, and study skills, as well as help support the homework process?

Read the section that covers what teachers can do to help build organizational skills (pages 178–181). What are some organizational strategies and techniques you use that work well? If you use the three-ring notebook system with students, consider using the Notebook Check (Form 10.1) on page 189. Do you have any students who might benefit from the accordion folder method?

What additional strategies might you try at school and recommend to parents to help students better organize their supplies and materials?

Read the section that covers what teachers can do to help with time management (pages 181–184). Identify some strategies or suggestions that you think will help students in your classroom. Do you use timers in your classroom? If not, consider using them for certain procedures, routines, or activities.

Evaluate yourself on a scale of 1 to 5 on the following practices: (1) I have a system in place for students to record their daily and long-term assignments; (2) I use this system consistently, and students know they are required to record assignments; (3) I provide supports to students who have difficulty recording their assignments.

Read the section about schedules and tips on schedules for teachers to share with parents. Also see the Substitute Plan (Form 10.2 on pages 190–193). Are there ways you can improve your scheduling and encourage parents to help their children with scheduling at home?

Read the section on long-term assignments and projects (pages 185–186). Consider strategies you might try to provide extra support for students who struggle with time management.

See the forms on pages 194–195: the Daily Monitoring Form (Form 10.3) and Weekly Progress Report (Form 10.4). Think about any of your students who would benefit if such a form was sent home. Consider using or adapting one of these forms and implementing this home-school communication and monitoring system with one of your students. Use it consistently for a period of at least two weeks to see if it helps.

Read the section that covers what teachers can do to support the homework process. Identify some steps you can take to enable students who struggle with homework (such as those with AD/HD) to be more successful. You might want to offer parents a handout as well. See Homework Tips for Parents (Form 10.5 on page 196).

CHAPTER ELEVEN: HOOKING IN RELUCTANT READERS AND WRITERS

Essential Question: How can I motivate and engage the interest of my reluctant and struggling readers and writers?

Read the section on motivating students through poetry on pages 201–208 and see Activities 11.1 and 11.2 on pages 225–227. Brainstorm a list of poetry books, poems, and poets that you and your students love. Discuss how you might gather more resources for your classroom and get more poetry into the hands of your students. Think of other individual poems that might lend themselves to a two-day lesson plan like Jack Prelutsky's. How might you adapt the plans for your classroom needs?

Read the section on motivating reluctant and struggling readers and writers through tongue twisters and comics on pages 208–210. Also see the Comic Strip Recording Sheet (Activity 11.3) on page 228. Consider cost-effective ways that you might be able to gather these resources. Discuss the pros and cons of using comics in your classroom.

Read the section on motivating students through candy wrappers and food product labels, nutrition guides from fast food restaurants, joke and riddle books, and books about idioms (pages 210–212). See the related activities as well: Wrapper/Label Information Sheet (Activity 11.4 on pages 229–230) and the Idiom Activity Form (Activity 11.5 on pages 231–232). What value do you see in using these materials? How would they motivate your students? Select one of these activities to try out in your classroom.

Read the section on page 232 about motivating students to read and write with the use of menus and Let's Read a Menu (Activity 11.6 on page 233). Also see Activity 11.12, Let's Read a Recipe, on page 242. Discuss how these menus would be used and how to make them accessible to your

level of students. Are there certain restaurants that would be more appealing to your students? How would you be able to use the menus in guided reading groups? How would these be helpful to struggling readers?

Read how to motivate students to write by writing letters to celebrities and other interesting people on pages 213–215. Think about your writing standards. How would these letters motivate your students to write better in this genre?

Read the section on page 215 about using world record books and almanacs to motivate reluctant readers and the Almanac Research Sheet (Activity 11.7 on pages 234–236). Think about the record books you already have in your library that might motivate your struggling readers. How would these books enhance their reading skills?

Read how to use the television guide and newspaper movie section to hook in reluctant readers on pages 215–216. Have students do one or both of the TV activities: Let's Read a Television Guide (Activity 11.9 on pages 237–238) and Television Watching Observation and Evaluation Sheet (Activity 11.10 on page 239). How would you incorporate these activities into your classroom curriculum?

Read how to use popular music lyrics and children's magazines to motivate reluctant readers on page 216. Brainstorm what music you already have that you might use. Organize a file folder with music lyrics for shared or guided reading opportunities.

Read the section on Caldecott books on page 216 and have students complete the Caldecott Books Recording and Information Sheet (Activity 11.11 on pages 240–241). Make a list of Caldecott books that you and other teachers in your school already have. You may need to borrow from primary teachers for this study. Fill a basket with these books for your review unit before the students begin to write their own. Consider having your upper-grade students make Big Books, as described on page 217.

Read the section on books that appeal to reluctant and struggling readers (pages 218–220). Reflect on the benefits of these books for your own classroom.

Read the section on activities to keep reluctant readers reading on pages 221–222. The bookmark described here and accompanying Activity 11.14 on page 244 are highly recommended. Consider using card stock and enlarging the bookmark for the needs of your students.

Read the section on pages 222–223 about demonstrating understanding of core literature, along with the three related student activities: Let's Create a Report Card (Activity 11.15 on pages 245–246), Create Your Own Test (Activity 11.16 on page 247), and Literature/Geography Study Guide (Activity 11.17 on page 248.) Select a book that you would use in your classroom for one of these activities and prepare a model yourself to use with your class.

CHAPTER TWELVE: MAKING ORAL LANGUAGE COME ALIVE IN YOUR CLASSROOM

Essential Question: How can I use oral language in the classroom to help motivate students to be successful communicators?

Read the sections at the beginning of the chapter on pages 249–252. Consider your oral language background and discuss the fears or comforts you have now or had growing up. How do you compensate for your oral language insecurities? Think of the students in your classroom who are

struggling with oral language. How will you create an environment that will develop their trust and build a sense of risk taking?

Look over the sections on poetry, formal speeches, newscasting, open microphone, and interviewing on pages 252–256 and the related Activities 12.1 and 12.2 at the end of the chapter. Explain how you think you can use these activities to improve oral language in your classroom. Choose one of the activities to implement in your classroom this year.

Read over pages 256–260 on specific activities to motivate your students' oral language. Choose one that you have not tried before or that you have forgotten to use and try it with your students. Decide whether the one you chose inspired any student to take a bigger risk.

Read through pages 261–262 and Activity 12.2 for more ideas on motivating students in oral language. Practice a favorite story that you can use for storytelling. Try out your storytelling skill in front of the class. This will encourage your students to retell their favorite stories in a more effective way.

Read about assessing oral language on pages 262–263. Review your state or district standards for oral language and reassess whether your form of assessment is meeting the mark. Are you doing enough informal assessment throughout the day to nudge your students forward? Are you seeing improvement in your students' oral language progress? Discuss how you will move your ELL students forward.

CHAPTER THIRTEEN: REVVIN' UP THE CONTENT AREAS

Essential Question: How can I ratchet up my understanding of how nonfiction works and ensure that students understand it well enough to navigate through the complexity of information?

Read pages 276–279 on nonfiction. Think about or browse your own library to review whether it is balanced between fiction and nonfiction. Check to see if you have a variety of books like the list on pages 278–279. Put a check mark next to the ones on the list that you feel you have adequately covered. Review your state or district standards to see what percent of them are nonfiction.

Read the sections on pages 279–283 about textbooks and textbook support for all groups of students in your classroom. With your colleagues, discuss the ways you can make a textbook more accessible to all the students in your classroom. What supports will you have in place?

Read pages 283–292 and the related student activities (Activities 13.1–13.19) at the end of the chapter about research in the classroom. Discuss this section with colleagues and see how the activities can be used within your grade level at your school. What activities seem effective in meeting your nonfiction standards? How can these activities be modified for all your students' needs? Choose one activity to pursue on your own or as a grade level.

Preview the section on the science connection on pages 292–298 and the related student activities (Activities 13.20–13.26) at the end of the chapter. Consider which of these science activities would work with your class or grade level. Plan one of the activities that might work for you and implement it.

CHAPTER FOURTEEN: MOTIVATING STUDENTS TO BE SUCCESSFUL MATHEMATICIANS

Essential Question: How can I build a love of math in my students when the standards seem so dense and complicated?

Read pages 337–340. Think about and discuss with your colleagues how your math instruction has changed over the last few years. Think about the density of the math standards and how you are helping your struggling math students to meet the standards. Discuss what kinds of modifications you are implementing to make sure all your students are being served.

Read the section about setting up the classroom on pages 340–342. Think about how you let students know that math is important to you. Concentrate on one of the sections (literature, math centers, manipulatives, charts, or word walls) and see what you might do differently to help your struggling students be more successful.

Consider the ways you build a strong math community in your classroom by reading pages 343–345. Use the list on page 344 as a checklist and add other ideas of your own as they occur to you.

Review the section on instructional practices on pages 345–351. Take account of your own practices and decide what you need to add to your program that will help your students to be more successful. Choose one idea and add it to your repertoire. Consider your views on math facts, calculators, and messy and noisy math. Discuss them with your colleagues.

Look over the section on assessing student work on pages 351–354. Ponder your assessment techniques and how you might vary your ideas with some of the ideas in this section.

Read the sections on using resources and addressing the needs of special populations on pages 354–359. Reflect on your own personal ways of supporting students in their learning of math. Consider your school's methods of supporting struggling math students. Think of how the parent community can be of help. Decide on several new ways you can help meet the math needs of all the students in your school and classroom. Talk with your colleagues about new ways to support all the special populations at your school.

Skim the pages about making math relevant through real-life experiences on pages 359–363 and the related student activities at the end of the chapter (Activities 14.5–14.12). Choose one activity that you think your students might be interested in doing and make a lesson plan and time line for the project. Also make a modeled teacher activity to support your struggling students who may need a little additional help.

Read the Survival Math section on pages 363–370 and the related student activities at the end of the chapter (Activities 14.13–14.19). Highlight ten activities out of the eighty-one listed in Activity 14.14 that you think your students would be able to complete with some support from you in the classroom. Circle some activities that you think your class could do at home without your help. Devise a plan that will get your students involved in survival math at the level you think they can handle. Make an example or model of an activity that you do on your own. Plan how you will introduce the project.

CHAPTER FIFTEEN: MAKING THE MOST OF MUSIC AND ART IN THE CLASSROOM

Essential Question: How can I incorporate music and art into the classroom curriculum to provide the balance that students need to be more successful learners?

Read the section about providing balance between work and relaxation on pages 421–422. Take account of what you are already doing in your classroom that works for you. What materials will you need to obtain in order to implement a fine arts–oriented classroom environment?

Read the section on music implementation on pages 423–429. Reflect on your classroom and any activities you already have in place, such as music centers, music performances, singing, and instruments. Think about two or three ways you can add music opportunities to your classroom. Take small steps if you are not musically inclined.

Read the section on grading and assessing music on page 429. Reflect on your grading system and how to assess music in your classroom. Review your state or district standards and determine whether you are meeting them.

Read through the art implementation section on pages 430–439. Define illustrative and expressive art. Think about how you can thread art through your fiction and nonfiction reading. Choose two books (one fiction and one nonfiction) that you use regularly that might inspire a new art lesson. Discuss with your colleagues how to use each other's skills to make sure students are given opportunities to explore art.

Look over the grading and assessment section on page 439. Reflect on the way you assess your students in art. What might you change about your system? Review your state or district standards and determine whether you are meeting them.