### Books

**Goal: To make reading interactive**

- Highlighter Tape
- Rewordify.com
- Textcompactor.com
- Wikki Stix
- Focus Tools
- Sticky Arrows
- Restickable Dots
- Clear Plastic Covers
- Audio Recording
- Leveled Text
- Digital Version
- Personal Strategy List
- Reading Bookmarks
- Pre-reading Guides

### Lecture

**Goal: To engage multiple modalities**

- Partially Completed Note-Taking Guide
- Post-Its
- Aha Light Bulbs
- Stop For Popcorn
- Partner Talk
- Close Copy of Slides
- PearDeck.com/Edpuzzle.com/Screencast
- Graphic Organizer or Thinking Map
- Metacognitive Mapping
- Video/audio recording
- Chunking/Marking Big Ideas
- Illustrations

### Worksheets

**Goal: To provide students multiple options**

- Highlighter Tape
- File Folder Mask
- Colored Sticky Dots
- Sticky Arrows
- Provide Digital Tools options to show mastery like Infographahics & Comic Strips
- Cut up problems for a scavenger hunt
- Leveled Worksheets
- Word Banks on Post Its
- Post Its as Masks
- Extra Writing Space
- Timeline for Completion
- Personal Common Error List
- Chunking

### Discussion

**Goal: To ensure all students participate**

- Discussion Symbol Board
- Talk Stems
- Silent Think Time
- Wait Time
- Teacher Modeling
- Participation Diamond
- Think-Pair-Timed Share
- Role Tip Cards
- Picture Cues
- Scripts
- Blanket the Table
- Four Square
- Four Colored
- Marker Accountability

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**The BIG FOUR: Strategies for Inclusive Classrooms**

**Lesson Planning Considerations to Incorporate Specially Designed Instruction:**

What about this lesson will students find difficult? What are the key vocabulary terms – content and academic?

How will the information be presented (Auditory, Visual, Kinesthetic)? Any benefit in color-coding? What communication skills might challenge students? How can we boost participation? What supports can we provide during group discussion times? What technology will support learning and engagement? Are there opportunities to provide a mini-lesson on reading, note-taking, summarizing, studying, etc.? Are there specific IEP objectives that can be addressed during this lesson? Have we addressed any required accommodations? What directions/tasks will be given that might need greater task scaffolding? What executive function skills will be required (planning and prioritizing, time management, organization, working memory, metacognition, self-regulation, persistence,
attention, processing, flexibility)? Are there individualized behavior management concerns? Does our progress monitoring data suggest any needs and/or need for student choice, novelty and explicit connections?