Accommodations and Modifications in Grades K-3

Brighid McGann
Director of Student Support and Instruction
Our Lady of Lourdes Catholic School
Bethesda, MD
Big Ideas
Big Ideas

- Lower the barriers, not the bar
- Focus on the learning goal
- Flexibly assess
- Team up with parents and colleagues
- Be conscious of your mindset
Classroom Environment
Classroom Environment

- Alter the environment to fit the lesson and learners
- Beware over-stimulation
- Group and seat flexibly
- Routines and visual supports
- Anticipate: where might obstacles arise?
Instruction
Instruction

- Know where you’re starting from & where you’re headed
- Know your goals: can you separate them from the means?
- How many different ways can I present this?
- How many different ways can students engage with this?
- How many senses can I incorporate into each lesson?
<table>
<thead>
<tr>
<th>Algebra &amp; Functions (AF)</th>
<th>Standard</th>
<th>Core Concepts</th>
<th>Dates Assessed</th>
<th>Goal Met</th>
</tr>
</thead>
</table>
| MA.K.AF.2               | I can identify, copy, and make simple patterns with numbers and shapes | I can make AB, ABB, AAB, ABC patterns with numbers or shapes | 9/17/2018 | Yes (AB Pattern)  
No (AAB, ABB, ABC Patterns) |

<table>
<thead>
<tr>
<th>Geometry (G)</th>
<th>Standard</th>
<th>Core Concepts</th>
<th>Dates Assessed</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA.1.G.1</td>
<td>I can identify, describe, compare, sort, and draw triangles, rectangles, squares, and circles.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
-I can match shape words to pictures for circle, triangle, rhombus, diamond, square, rectangle, trapezoid, heart, oval  
| 9/17 | Yes (circle, triangle, heart, hexagon, rectangle)  
No (Rhombus, diamond, square, trapezoid, oval) |

| MA.2.G.5     | I can recognize geometric shapes in my environment |  
-I can match pictures of shapes to corresponding objects (ex: circle to lollipop or triangle to hanger) | 9/17/2018 | No |
Karla likes to design pictures.

Ms. Jay encouraged Karla to work.

The vet has to examine the puppy.

Science is an investigation.

Karla admires her mother.

Alexis is Karla’s classmate.

Lourdes is a community.

Karla contributes to the bake sale.
Elijah went to Scotland because he wanted to be an engineer.

Then, Elijah comes home to Michigan. He comes on a train.

Elijah gets a job on a train. He puts coal into the train.

Last, Elijah makes a tin cup that lets the train move using oil.
Assessments
Assessment

- Know the goal, be flexible about the means
- How can he or she show me what they have learned?
- Assessments should be frequent, short, and low-stakes
- Does it need to be new?
- If at first you don’t succeed...
I can match basic shapes!

- circle
- triangle
- oval
- trapezoid

Repeating Patterns

Look at the patterns in each row. Fill in the blanks by drawing the shapes that continue the pattern.

- □ □ □ □ □ □ □ □ □ □
- △ △ △ △ △ △ △ △ △ △
- ⬤ ⬤ ⬤ ⬤ ⬤ ⬤ ⬤ ⬤ ⬤ ⬤

Hot or Cold?

What should you wear? Circle the thermometer that goes with each item of clothing.

- Cap
- Mittens
- Flip Flops
- Swimming Trunks

Vehicle Addition

Count the vehicles to complete each addition problem. Write your answer in the box.

- 💿 + 💿 = __
- 🚗 + 🚗 = __

PreK Math Subtraction

Count the pieces of food, then cross out the number of pieces you need to subtract. How many do you have left? Then color in the food at the bottom of the page!

- 5 - 2 = __
- 6 - 5 = __
- 3 - 2 = __
Adapted Spelling Test

Name: ____________________
Date: ____________________

1. step stop __________
2. mess miss __________
3. head hed __________
4. crops crps __________
5. stop stp __________
6. rock roke __________
7. clock click __________
8. sock soke __________
9. pond pund __________
10. jupms jumps __________

Score /18

Emily

1. stuff stump
2. plus
3. plum
4. plug
5. plum
6. splun
7. plus
8. flag
Behavior
Behavior

- Will get in the way of your instruction if you let it
- Is communication: get something or get away from something
- Can be observed, tracked, measured, and addressed
- How can I give him or her what he or she needs...but on my terms?
### Do / Do Not

<table>
<thead>
<tr>
<th>Do</th>
<th>Do Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Books</td>
<td>Rip Books</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were we doing?</th>
<th>How did you do?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Assembly</td>
<td>👍</td>
<td>👎</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>👍</td>
<td>👎</td>
</tr>
<tr>
<td>Math</td>
<td>👍</td>
<td>👎</td>
</tr>
<tr>
<td>Snack</td>
<td>👍</td>
<td>👎</td>
</tr>
<tr>
<td>Bathroom</td>
<td>👍</td>
<td>👎</td>
</tr>
<tr>
<td>Reading</td>
<td>👍</td>
<td>👎</td>
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Collaboration
Parent Communication

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- “Sneak Peek” ahead of time
- Email recap at the end of the week
- Communicate: before, during, and after learning goals have been determined
- Teamwork makes the dream work!
Collaboration

- Planning and communication
- What can we learn from our colleagues? How can we tackle this together?
- SATs
- Strength and Strategies Profiles
bmcgann@bethesda-lourdes.org
@OLOL_Resource