

Melissa Pedraza : 1st Grade Inclusion,
Queens, NY

Curriculum: Reading

Focus: Text-to-text connections and
accountable talk

Reflections: On team teaching, inclusion,
and teacher mentoring

Resources: Literacy materials

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When Melissa first arrived at the school, instruction was largely undifferentiated, with all students reading the same book of the same level. With the adaptation of the Teachers College Reading and Writing Project curriculum and her work with her co-teacher and mentor, Melissa is developing a variety of ways to meet all her students' needs while still meeting the New York State Standards for first grade.

How Melissa addresses students' varying abilities:

Melissa, Leslie and Nikki reflect on their practice of including children with special needs:

1. Finding appropriate partners and supporting their discussions.



1 min quicktime video: FAST: 1.8MB / SLOW: 384KB

1. The teachers foster natural modifications, such as teaching children to help each other.



(2:12 min. quicktime video: FAST: 7.2 MB/ SLOW: 1 MB)

2. Adapting guided reading (music and rhythm, use of post-its to cover text, etc).



2:07 min. quicktime video: FAST: 6.9 MB / SLOW: 1MB

2. The teachers focus on children's individual strengths and needs.



(2:30 min. quicktime video: FAST: 8.4 MB / SLOW: 1.2 MB)

3. Adapting teacher/student conferencing to the needs of each child.



1:15 min. quicktime video (FAST: 4.1 MB / SLOW: 628 MB)

3. Students achieve success when given individualized attention and tools to work through their needs.



(3 min quicktime video: FAST: 12.7 MB / SLOW: 1.8 MB)

4. Addressing various students' needs within whole group discussions.



1 min. quicktime video. FAST: 5.7 MB / SLOW: 457 KB

4. Reading groups are never set in stone, but change constantly, according to what the teachers see that children need to work on.



(44 sec. quicktime: FAST: 2.3 MB / SLOW: 380 K)