

Developing Culturally Responsive Lesson Plans

54th Conference Exceptional Children



**Koury Convention Center
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CEC Multicultural Standards

CEC Common Core Knowledge and Skills for All Entry-Level Special Educators That Address Multicultural Competence

Standard Number	Domain Area	Standard
CC1K5	Foundations	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
CC1K8	Foundations	Historical points of view and contribution of culturally diverse groups.
CC1K9	Foundations	Impact and dominant culture on shaping schools and the individuals who study and work in them.
CC1K10	Foundations	Potential impact of differences in values, language, and customs that can exist between the home and school.
CC2K3	Developmental and Characteristics of Learners	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
CC3K2	Individual Learning Differences	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K3	Individual Learning Differences	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
CC3K4	Individual Learning Differences	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
CC3K5	Individual Learning Differences	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences
CC5K4	Learning Environment and Social Interactions	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5K7	Learning Environment and Social Interactions	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
CC5K8	Learning Environment and Social Interactions	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.
CC5K9	Learning Environment and Social Interactions	Ways specific cultures are negatively stereotyped.
CC5K10	Learning Environment and Social Interactions	Strategies used by diverse populations to cope with a legacy of former and continuing racism.
CC5S1	Learning Environment and Social Interactions	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5S13	Learning Environment and Social Interactions	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

CC5S14	Learning Environment and Social Interactions	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
CC6K1	Language	Effects of cultural and linguistic differences on growth and development.
CC6K2	Language	Characteristics of one's own cultural and use of language and the ways in which these can differ from other cultures and uses of languages.
CC6K3	Language	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
CC6S2	Language	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
CC7S8	Instructional Planning	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
CC7S14	Instructional Planning	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.
CC8S2	Assessment	Administer nonbiased formal and informal assessments.
CC8S6	Assessment	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC9K1	Professional and Ethical Practice	Personal cultural biases and differences that affect one's teaching.
CC9S6	Professional and Ethical Practice	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
CC10K4	Collaboration	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
CC10S10	Collaboration	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

Lesson Design & Delivery

Self-Audit Of Your Culturally Competent Classroom

Environmental Style:	1 Seeking Understanding	3 Starting to put into practice	5 Making corrections/culturally responsive
1. Are your visuals representative of all cultural groups?			
2. Do you have learning centers that capitalize and focus on the different modalities/intelligences?			
3. Do you establish a routine and daily schedule, to provide some important structure?			
4. Do you encourage interpersonal interactions and a sense of family and community?			
5. How would you rate your understanding of the cultural ways of thinking, acting and believing of the following groups? (1=low; 3=average; 5=high)			
African Americans			
American Indians			
German Americans			
Hispanic/Latino Americans			
Hmong Americans			
Italian Americans			
Mexican Americans			

Interactional Style:	1 Never	3 Sometimes	5 Always
1. When you use cooperative groups, are you certain everyone understands their role in the performance of the task?			
2. Are you prone to heterogeneously group by race, gender and ability unless the task specifically demands another type of grouping?			
3. Do you find ways to engage all students in each lesson?			
4. Do you encourage formality with role definitions and appropriate etiquette?			
5. Do you allow students to help each other or to work together even when reading text?			

Instructional Strategies for Cognitive Style:	1 Never	3 Sometimes	5 Always
1. When giving an assignment, do you provide a global view of the task as well as a step-by-step plan for what			

groups or individuals are to accomplish?			
2. Do you operate in the classroom as a guide and facilitator rather than a “performer” in front of an audience?			
3. Does engagement mean more to you than asking and responding to questions or worksheets?			
4. Do you model and schedule opportunities to practice the ideas or concepts before you require students to demonstrate or test their understanding?			
5. If you use lectures to convey information, do you limit your presentation to 5-10 minutes and have visuals and examples as models of the concept about which you are speaking?			
6. Do you plan ways of helping students process and internalize the information that has been presented?			
7. When you use films, videos, guest speakers, or lengthy readings, do you design ways to assist students to think about and understand the information?			

Instructional Design for Cognitive Style Responsiveness:	1 Never	3 Sometimes	5 Always
1. Do you have each day/lesson carefully planned?			
2. Do you plan a lesson or unit with specific activities, themes, or concepts that include material or information to demonstrate connections across disciplines?			
3. Do you use the knowledge of fine arts (art, music, literature) as other ways in which students can gain knowledge about concepts or ideas?			

Assessment Style	1 Never	3 Sometimes	5 Always
1. Do you include both qualitative and quantitative data in your assessment of individuals? Your class? Yourself as a teacher?			
2. Have you analyzed the tests given you or the school district to ensure that the questions have an assumption of knowledge with which students are familiar or of which they will become familiar through your instruction?			

Source: Shade, B.J., Kelly, C., & Oberg, M. (1998). *Creating Culturally Responsive Classrooms*. Washington, D.C: American Psychological Association.

**Culturally Responsive Mathematics
Lesson Plan**

**Subject area: Geometry
Grades K-4**

**Group:
Date: 3/31/04**

Objective: The student will:

- (1) Identify and compare symbols and shapes common to their lives.
- (2) Identify patterns found on textiles from Africa & Native American cultures and will compare the shapes and regions and symbols used in the textiles with those found in their classroom.
- (3) Identify geographic regions and estimate distance from their home.
- (4) Each student will ask questions about patterns and symbols (from cultural and mathematical perspectives).

Cultural Context/Advance Organizer: Describe and discuss the history of weaving in West Africa or the history of Navajo rugs.

Lesson: Teacher discusses, draws, and describes the features of shapes (square, circle, rectangle, triangle).

Guided Practice:

Activity 1

Students engage in a scavenger hunt in the classroom locating, drawing, and writing down the mathematical name for the shapes/objects found on an index card.

Students reassemble in groups of 4-6

Students sort the index card into categories by shape.

The group orally compares and contrast similarities/differences of shapes in each category.

Each group describes each shape by its properties to the class.

Students then identify places in the classroom where patterns are formed based on the shapes discussed and described.

Activity 2

Teacher shows several examples of Navajo and Kente cloth.

Groups of 4-6 describe their example to the class identifying the shapes and patterns they see.

Students then identify cultural groups that may have used these pieces of cloth and explain the usage of the patterns and shapes.

Activity 3

Students identify several shapes and patterns in the classroom that are used to represent something. ex.

Circle on the poster = sun

Square and triangle = house and roof

Teacher notes that shapes are called symbols. Cultural groups use symbols in art or fabric to tell a story or give a message

Independent Practice: Students are given sample pieces of cloth. Students will write and draw the mathematical names and properties of each shape. Patterns are to be identified as well. The student is to write the name of the cultural group

that best represents the piece of cloth and its purpose.
Modifications: Working in teams (peer tutors), manipulatives, visual organizers, tactile representations
Evaluation: Criteria: identifying correct shapes and properties, repeated patterns, purposes in culture, school, home, and community.
Homework: The student is to identify a picture or example of a cultural use of shapes or patterns at home. Bring it to class. Be prepared to identify and discuss the shapes and patterns to the class. Identify a symbol between home and school. Bring in a drawing of the symbol and an explanation of its meaning.
<p>Closing:</p> <p>Ask students:</p> <ul style="list-style-type: none"> • What geometric shapes are typically used in fabric, textile, and art? • What are the characteristics of each shape? • What cultural groups are known to use geometric shapes? • Which particular shapes are commonly found in the works of the Navajo and Africa? • Why are symbols used in the creation of fabric and art work? • Where in your home, community, and school do you find these geometric shapes? • What are they used for and why?
Resources: Examples of Navajo and Kente cloth patterns, reading material on history of weaving , index cards, chart paper, examples of common symbols and shapes, African and Native American children’s stories (optional)
<p>Extension Activities:</p> <ul style="list-style-type: none"> • Use felt, paint, or colored pasta to draw and design patterns, pictures and objects commonly seen at school, home, and in the community. • Class construction of a quilt or t-shirts using the geometric shapes. • Write a message or story using the geometric shapes. • Research other cultural fabrics and art work • Use technology
<p>Additional Math Concepts:</p> <ul style="list-style-type: none"> • Finding perimeter and area of squares, rectangles, and triangles • Symmetry • Similarity of polygons • Tessellations • Patterns

Source: Irvine, J. J., & Armento, B. (Eds.). (2001). *Culturally responsive teaching: Lesson planning for elementary and middle grades*. Boston, MA: McGraw-Hill.

Culturally Responsive Mathematics Activity

Directions: Identify your current grade level. Select a math concept that you are teaching and develop 3-5 culturally responsive math activities.

Early Grades K-2	Major Concepts/Skills	Culturally Responsive Math Activities
Kindergarten	Number sense 0-30 Calendar time Recognize basic shapes Create and extend patterns Sort and Classify	
Grade 1	Number sense 0-99 Single digit addition and subtraction Time Non-standard measurement Collect and display data Create and extend patterns	
Grade 2	Number sense 0-999 Place value Addition and subtraction of multi-digit numbers Length, time Symmetry and congruence Pictographs Probability experiments Number sentences	

Intermediate Grades 3-5	Major Concepts/Skills	Culturally Responsive Math Activities
Grade 3	Number sense 0-9,999 Multiplication and division Non-negative rational numbers Capacity and mass Coordinate grids Circle graphs Permutations and combinations Growing patterns Variables	
Grade 4	Number sense 0.01-99,999 Multiplication and division of multi-digit numbers Perimeter and area Transformations Line graphs Median, mode, and range Variables in number sense Proportional reasoning	
Grade 5	Number sense 0.001-999,999 Addition and subtraction of non-negative rational numbers Properties of plane figures Bar graphs and stem-and-leaf plots Rates of change Simple equations and inequalities	

Middle Grades 6-8	Major Concepts/Skills	Culturally Responsive Math Activities
Grade 6	Negative rational numbers Percent Transformations in the coordinate plane Probability Equations and inequalities Multiplication and division of non-negative rational numbers	
Grade 7	Computation with rational numbers Ratio and proportion Factors and multiples Volume and surface area Measures of central tendency Box plot and histograms Equations and inequalities	
Grade 8	Real numbers Linear functions Pythagorean theorem, indirect measurement Scatterplots Slope Equations and inequalities	
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Lesson Plan



Teacher: Constance Ferguson

Academic Subject Area: English 1

Grade Level: 9

Areas of Exceptionality: LD, OHI, EMD

Performance Level of Students: Very low to average

Length of class: 90 minutes

INSTRUCTIONAL PRESENTATION

When the bell rings, students are to be in their seats. They will write for 10 minutes on the following journal topic:

If I could change one thing in my life, I would change _____ because ...

After 8 minutes:

Focus and Review

Okay, class, please put away your journals. *(Give them a minute to end and put journals away)*. Who can tell us what we talked about yesterday? *(Pronouns, types of pronouns)* Good! What does a pronoun do? *(Takes the place of a noun)* Who can name at least one type of pronoun that we talked about and give an example? *(Personal-I, you, we; possessive-ours, hers, theirs; demonstrative-this, that, these, those; reflexive-myself, himself, themselves; interrogative-who, whom, which, what, whose, that; indefinite-all, both each neither some)*. You are doing so well! What kind of pronouns can only be the subject of sentence? *(personal or subject pronoun)* Now, please take out your homework and pass it to the front? Did anyone have any problems with the homework? *(Answer questions, if any)*

We have learned a number of types of pronouns, subject or personal pronouns, possessive pronouns, reflexive, interrogative, relative, and indefinite. You can always refer to your information sheets that give you all the information on pronouns until you remember them more easily. *(Attached)*

We use parts of speech in our everyday communications when we speak and write. We communicate with our families, our teachers and classmates, as well as our employers and co-workers, if you happen to have a job. Words are the way we communicate in our daily lives, so it is important to understand the parts of speech, so that we can improve our vocabulary.

Lesson Objective

Given an appropriate reading selection, TLW underline pronouns with 80% accuracy.

NC Standard Course of Study in English I

Grade 9 – Goal 6: The learner will apply convention of grammar and language usage.

Essential Question: How do we identify pronouns?

Teacher Input

Place reading passage on the overhead projector.

I have heard a passage that I selected to use for this exercise. As I read each sentence, I will underline each pronoun (words that replace nouns). To determine if it is a pronoun, I will ask the question, “Could this take the place of a person, place or thing?” or “Does it refer back to a noun? I also have my information sheets on pronouns that I can consult until I become familiar with all the pronouns. (*Read first sentence checking for pronouns*). The word that is a pronoun, because it refers to or it is used in place of arena. More is a pronoun that refers to the people. Both these words are also on my list of pronouns if I want to be absolutely sure that I am correct. (*Continue reading each sentence and naming the pronouns in the reading selection. As you read, explain to students that during the time this took place, most trains had sleeping compartments on them. The compartments would either have a door or curtain for privacy and a bed or cot for sleeping. The porters were the men that worked on the train attending to the passengers. At that time, most, if not all, of the porters were black*).

#1

On the evening of June 16, 1942, 100 men in uniform strode to the center of the huge arena of Madison Square Garden in New York City that was filled with more than 20,000 black Americans. The uniformed men were members of the Brotherhood of Sleeping Car Porters that had been formed by Asa Phillip Randolph. He had formed the union to unite the nation’s porters in their fight for better working conditions. These porters were all employees of the Pullman Palace Car Company, a sleeping car railroad company that by the early 20th century had become one of the largest employers of black labor in America. This gathering was what many had waited for the signing of the first labor pact between a group of black workers and a large American corporation.

Answers:

(that-relative; more indefinite; he personal; their possessive; one indefinite; this demonstrative; what interrogative; many indefinite)

Are there any questions or comments? (Model the next two passages the same as the first soliciting answers from the students).

#2

Born on October 28, 1955, William H. Gates grew up in Seattle with his two sisters. Their father is an attorney, and his mother was a schoolteacher. Gates attended public elementary school and the private Lakeside School where he discovered his interest in software and began programming computers at the age of 13. In 1973, he entered Harvard University as a freshman, where he lived down the hall from Steve Ballmer, now Microsoft’s chief executive officer.

In his junior year, Gates left Harvard to devote his energies to Microsoft, a company he had begun in 1975 with his childhood friend Paul Allen. Guided by a belief that the computer would be a valuable tool on every office desktop and in every home, they began developing software for personal computers.

(his-possessive; their-possessive; he-personal; that-relative; they-personal)

#3

Harry Belafonte in the 60's, was a controversial figure; labeled a fake by folk purist; as theatrical and pretentious by critics; as a Tom by some civil rights activists, as a threat by forces opposing civil rights. Belafonte never claimed to be a folk performer. He cut his performing teeth on supper-club ballads and musical theater, and never made any attempt to hide this. Instead, he adapted the traditional music he loved into his own style.

Instead, he adapted the traditional music he loved into his own style. If this makes him a fake, then so are so many others. His commitment to civil rights is a matter of record.

He was born in New York in 1927 of West Indian ancestry. His father was from Jamaica and his mother was from Martinique.

(he-personal; his-possessive; this-demonstrative; him-personal; others-indefinite)

Guided Practice

I have reading selections numbered 1-6. As I call your name, you and your partner will choose the number of the selection you will be working on. Once you get your selection you and your partner will practice doing what I have done with my reading selections, remembering to underline all pronouns and tell what kind they are as you read. Don't forget to check your information sheets to be sure that you have underlined all the pronouns. The purpose of this exercise is to learn to identify pronouns.

When you have finished, I will call each pair up, one pair at the time. One will read the selection, and the other will point out the adjectives and tell how you were able to identify them. Tell if you recognized any of the pronouns without looking at the information sheet.

(Make sure the students name the pronouns and tell what kind they are. See the key to each passage).

Independent Practice

You all did a great job with your partners identifying pronouns. Now, to give you some individual practice, I have another reading selection for you to do alone, following the same directions.

Closure

What are pronouns?

How do we identify pronouns?

Name a type of pronoun, and give an example.

Name one thing you remember about the selections that were read.

Technology

Overheard projector

Diversity

Selections from the biographies of Mother Teresa, A. Phillip Randolph, Kofi Annan, and Tecumseh.

Adaptations or Modifications

We have a new student with cerebral palsy. She has a built in desk for her wheel chair. Seating arrangements had to be made to accommodate their wheel chair. She was placed on the end of a row. A peer tutor was assigned to work with her until she gets comfortable with the work being done.

Key to Reading Selections

#1

(it-personal; she-personal; many-indefinite; her-personal; you-personal; this-demonstrative; him-personal; our-possessive; I-personal; us-personal).

#2

(her-possessive; she-personal; their-possessive; they-personal; his-personal; he-personal; that-relative; this demonstrative)

#3

(one-indefinite; our-possessive, he-personal; who-interrogative; his-possessive; she-personal; they-personal; him-personal; which-interrogative; I-personal; somebody-indefinite)

#4

(what-interrogative; he-personal; other-indefinite; those-demonstrative; who-interrogative; his-possessive; that-relative; all-indefinite)

#5

(they-personal; another-indefinite; that-relative; many-indefinite; him-personal; most-indefinite; he-personal)

#6

(he-personal; one-indefinite; who-interrogative; his-personal)

KEY to Independent Practice

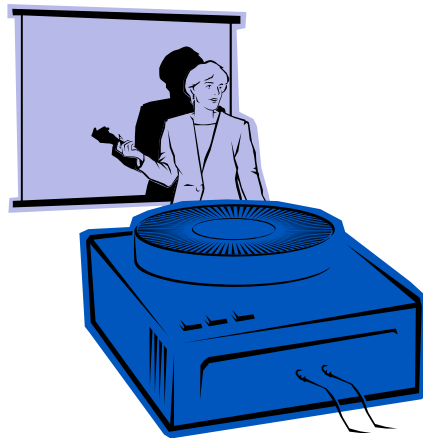
(her-possessive; she-personal; when-interrogative; someone-indefinite; this-demonstrative; another-indefinite; that-demonstrative; we-personal; I-personal; any-indefinite)

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Speakers



Dr. Cathy Kea

Dr. Cathy Kea, a graduate of the KU Special Education Department and previous graduate fellow and current affiliate of the KU-CRL, will be presenting a day of learning and discussion focused on issues associated with preparing teacher educators to design and deliver culturally responsive instruction. She is an Associate Professor at North Carolina A&T State University where she serves as coordinator of the Special Education Program. Dr. Kea is a teacher educator and researcher who studies critical teaching variables, multicultural education, and special education. She is the author of several refereed journal articles in these areas. She has secured numerous federal and privately funded grants, which focus on multicultural competence and the collaboration between local education agencies and institutions of higher education in strengthening the preparation of preservice teachers. Kea has served on the executive boards of two CEC subdivisions: CCBD as the Ethnic and Multicultural Concerns Member at Large and DLD as chair of Professional Development and Standards. Dr. Kea is a recipient of the North Carolina Exceptional Children Division Distinguished Service Award. This first time prestigious award was given in recognition of her commitment, dedication, and significant contributions made to the education of exceptional children in North Carolina. Dr. Kea has been the recipient of the “Teacher of the Year” and Research Award in the School of Education. This year she received the Goody’s Powder Teaching Excellence Award for 2003-04.

Dr. Campbell –Whatley

Gloria D. Campbell-Whatley received her Ed.D. from the University of Alabama in Tuscaloosa. She is currently at the University of North Carolina at Charlotte, where she teaches doctoral- and master-level courses in special education. She has taught fourth grade and has been a special education teacher as well as a special education administrator. Her research focuses on social skills and diversity issues in special education. She has written articles for various leading journals in her field, including *Intervention in School and Clinic* and *Teacher Education and Special Education*. She recently wrote *Strategies and Procedures in Designing Proactive Interventions with Culturally Diverse Populations with E/BD Children and Their Caregivers*, a title in the Council for Exceptional Children (CEC) Mini Library Series for the Council for Children with Behavior Disorders and a text *Who I Can Be Is Up to Me* published through Research Press . Dr. Campbell-Whatley has led research strands and preconference workshops for various divisions of CEC. In addition, she has led several workshops and presentations for various schools and communities and has made a number of juried research paper presentations at state, regional, national, and international conferences. She has been a guest lecturer at universities in Benin, West Africa, and Teresina, Brazil. Dr. Campbell-Whatley was elected to the CEC Board of Directors in 2002 and has been an officer for several CEC chapters.

Web Resources

Math

Cool Math for Kids	www.coolmath4kids.com
AAA Math	www.aaamath.com
Krimston Publishing/owned and operated by teachers	www.multiplication.com
All Math/ Arbor Media Incorporated	www.allmath.com
Algebra Help	www.algebrahelp.com
PBS Teacher Source	www.pbs.org/teachersource/math
Mrs. Glosser's Math Goodies	www.mathgoodie.com
Rick's Math Web	www.ricksmath.com
Edhelper	www.edhelper.com
The World of Math Online	www.math.com
Illuminations	www.illuminations.nctm.org/index.asp
Lesson Plans 4 Teachers	www.lessonplans4teachers.com
Lesson Plans Page	www.lessonplanspage.com
Webmath	www.webmath.com
Cool Math	www.coolmath.com
A+Math	www.aplusmath.com
Apples 4 the Teacher	www.apples4theteacher.com
Fun to Learn	www.2hawaii.edu/sallie/index.html
Teach R Kids Math	www.teachrkids.com
Mathematics Lessons that are Fun! Fun! Fun!	http://math.rice.edu/~lanius/Lessons/#Top

Cultural Diversity

Multicultural Education	www.ncrel.org/sdrs/areas/issues/educatrs/presrvce/pe3lk1.htm
Teacher Talk	www.education.indiana.edu/cas/tt/v2i2/cultural.html
About	www.jobsearchtech.about.com/od/culturaldiversity/
Mt. Mary's College	www.msmc.la.edu/ccf/IR.Intro.html
Media Awareness Network	www.media-awareness.ca/english/index.cfm
WMHT Educational Telecommunications	www.wmht.org/trail/explor02.htm
Multicultural Pavilion	www.edchange.org/multiculrtural/index.html
Multicultural Education Resources	www.education.gsw.edu/johnson/MulticulturalEducation.htm
Multicultural Education Internet Resources	www.jan.ucc.nau.edu/~jar/index.html
Internet School Library Media Center	www.falcon.jmu.edu/~ramseyil/multipub.htm
Council for Exceptional Children	www.cec.sped.org
North Central Regional Education Laboratory	www.ncrel.org
Education World	www.educationworld.com/a_diversity/
Tolerance.org	www.tolerance.org
Diversity Toolkit	www1.umn.edu/ohr/teachlearn/diversity.html

Cultural Appreciation: A Celebration of
Diversity

www.proteacher.com/090031.shtml

Multicultural (Diversity)

www.4teachers.org/

Teaching for Change

www.teachingforchange.org

Teaching Diversity: A Place to Begin
Elementary and Middle School Diversity

<http://teacher.scholastic.com/products/ect/placetobegin.htm>

Techniques for Teachers

<http://teacher.scholastic.com/professional/teachdive/>