

Kenilworth Public Schools

Curriculum Guide

Content Area: Pre-K
Grade: Pre-K
BOE Approved: 10/13/2015

Revision Date: September 2022
Submitted by: Erin Healy
BOE Revision Approved: 10/11/22

Pre-Kindergarten Scope and Sequence

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| Unit 1- Introduction to School | Unit 2- Family (Subject to change) | Unit 3- Restaurant (Subject to change) | Unit 4- Pet/Vet (Subject to change) | Unit 5- Grocery (Subject to change) | Unit 6- Hospital/Doctor (Subject to change) | Unit 7- Community Helpers (Subject to change) |
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| Weeks 1 and 2 (Subject to change) | Weeks 3-8 (Subject to change) | Weeks 9-14 (Subject to change) | Weeks 15-20 (Subject to change) | Weeks 21-26 (Subject to change) | Weeks 27-32 (Subject to change) | Weeks 33-38 (Subject to change) |
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| <p><i>Unit Description:</i></p> <p>Basic Readiness skills such as lining up at the door, sitting for circle time, raising hands, participating in discussions, waiting for direction, following group and individual directions, learn about the six make believe play centers: Literacy, Art, Science, Dramatic Play, Blocks, and Table Toys, learn how to choose a center and stay in center chosen, sharing, self-help skills such as packing and unpacking personal items, using bathroom and cleaning up toys, use manners, take part in pretend play activities and learn</p> | <p><i>Unit Description:</i></p> <p>Learn about what a family is, who is in their family and their roles, what different families can look like and how families help one another, i.e. mother and father helping children/babies and siblings helping each other; learn about the areas of homes and what takes place in each area, i.e. cooking in the kitchen, sleeping in the bedroom etc.; learn about the different items you would find in a home in the different areas, i.e. a toaster in the kitchen and what it's function is</p> | <p><i>Unit Description:</i></p> <p>Learn about different types of restaurants such as a diner versus a fancier restaurant versus a take out/drive thru type of restaurant; learn the different roles of workers in a restaurant i.e. chef, waiter and customers; learn how to work as a team to provide the food to the customer; learn how to use the different tools/props correctly such as a spatula and a blender; learn about a menu and ordering off of it; learn about the language needed to take orders and place an order appropriately</p> | <p><i>Unit Description:</i></p> <p>Learn the importance of taking care of pets; learn about what types of animals can be pets and which are not; learn what types of supplies one needs to take care of a pet at home; learn how to take care of a pet if they are sick and which roles are needed in a vet office i.e. doctor, nurse, receptionist; learn how to use tools/props appropriately such as the stethoscope; learn how to work collectively to help the pets or customers; learn the appropriate language needed to take care of</p> | <p><i>Unit Description:</i></p> <p>Learn about the different types of stores i.e. ones that sell foods, ones that sell other items and larger department type stores; learn the different roles of the workers in stores such as those that stock shelves, and cashiers etc; learn how to work together to help customers; learn how different items cost different amounts; learn to use language to ask questions of workers and also language needed to work in a store</p> | <p><i>Unit Description:</i></p> <p>Learn about the importance of work in a hospital or doctor's office and being a caring and helpful member of society; learn about the different roles such as a doctor, surgeon, nurse, receptionist and patient; learn how to work as a team to solve a problem; learn the different tools that are used to help i.e. the thermometer; learn the proper language needed to take care of patients and when you are the one that is sick</p> | <p><i>Unit Description:</i></p> <p>Learn about the importance of different community helpers and what some of those jobs are such as firemen, teachers and postal workers; learn how these jobs help our community to work better as a whole unit; learn how to work together to solve problems in the community; learn about the different roles and tools needed i.e. a firehose for a fireman or a chalkboard for a teacher; learn about the language needed to be one of these workers</p> |
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how to take on new
play roles

customer/be
customer

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| <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> · Math: Numbers 1 and 2; counting aloud with class up to 10; individually up to 5 or up to 10 with help; beginning of completing patterns: ABAB; one to one correspondence up to 5; identify the basic shapes: oval, circle, square, triangle and rectangle at least by pointing; tracing the basic shapes, drawing circles, identify the primary colors: red, blue, green and yellow · Language Arts: be able to listen to short stories read aloud and | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> · Math: Numbers 3 and 4; counting aloud with the class up to 10 and starting to count ten numbers with help; ABAB independently and completing patterns for AABB; concept of big and small; understand the positional words: in, out, over and under; one to one correspondence with more independence up to 5; identify the basic shapes: circle, oval, square, triangle and rectangle by saying names aloud; drawing circles and | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> · Math: Numbers 5 and 6; counting aloud with the class up to 15 with more independence, complete ABAB and AABB patterns independently and ABC patterns with help; seriation for numbers up to 6; exposure to positional words: next to, in front of, in back of, on top of; concept of more/less/same; one to one correspondence with objects up to 7 with help; identify the basic shapes plus the star and heart; trace all shapes, draw the circle, oval and | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> · Math: Numbers 7 and 8; counting aloud with the class up to 15 and individually independently; complete the patterns ABAB, AABB and ABC independently and AAB with help; one to one correspondence up to 7 independently; concept of some versus all; concept of small, medium and large; exposure to positional words: in between, beside, far from, near; seriation of numbers up to 8; identify the basic shapes | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> · Math: Numbers 9 and 10; counting aloud with the class group up to 20 with some help; up to 15 independently; complete the patterns ABAB, AABB, ABC and AAB independently; one to one correspondence up to 10 with help; seriation of numbers up to 10; identify the basic shapes plus the heart, star and hexagon and rhombus; trace all shapes and draw the circle, oval, triangle, square and rectangle with minimal help · Language Arts: Letters Pp-Tt: | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> · Math: Numbers 11 and 12; counting aloud with the class group up to 20 and independently minimal help; complete patterns ABAB, AABB, ABC and AAB independently and begin to make and continue own patterns; seriation of numbers up to 12; one to one correspondence up to 10 no assistance; identify the basic shapes plus heart, star, hexagon, rhombus and crescent; trace all the shapes, draw all the | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> · Math: 13-20: students should be able to identify the numbers and trace them independently; should be able to write them by copying a model if needed and write some from memory; complete all the basic patterns and make their own and continue it; seriation of numbers up to 20 with help if needed; one to one correspondence past 10; up to 10 with no help; identify all the basic shapes plus: hexagon, rhombus, crescent and |
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| <p>stay engaged with minimal reminders; learn how to hold a book appropriately and turn pages correctly; learn to follow left to right progression; answer simple questions after a story is read aloud (Storylab card: What is your favorite part of the story?; singing ABC's aloud as a class group; general awareness of letters; and beginning to recognize own name in written form; identify the letter that starts their name; answer simple questions about themselves such as name and age</p> | <p>ovals with minimal help, identify more colors past the primary colors: pink, purple, orange, brown, black</p> <ul style="list-style-type: none"> Language Arts: Letters Aa through Ee: identify the letters, learn to trace and then write them, identify the sound they make and find items that start with that letter; seriation of letters A-E; listen to stories read aloud with less reminders to pay attention; begin buddy reading and practice using ear and lip cards to indicate who's turn it is to read/listen; hold book appropriately to peer for buddy | <p>triangle with minimal help</p> <ul style="list-style-type: none"> Language Arts: Letters Ff through Jj: identify the letters, learn to trace and then write them, identify the sound they make and find items that start with that letter; retain and remember the letters previously learned as well; seriation of letters A-J; listen to stories read aloud with less reminders to pay attention; able to take part in buddy reading mostly independently and use ear and lip cards to indicate who's turn it is to read/listen; hold book appropriately to | <p>plus heart, star and hexagon; trace all the shapes, and draw the circle, oval, triangle and square with minimal help</p> <ul style="list-style-type: none"> Language Arts: Letters Kk-Oo; identify the letters, learn to trace and then write them, identify the sound they make and find items that start with that letter; retain and remember the letters previously learned as well; seriation of letters A-O; listen to stories read aloud and remain engaged appropriately; buddy reading and using ear and lip cards to indicate who's turn it is to read/listen; hold | <p>identify the letters, learn to trace and then write them, identify the sound they make and find items that start with that letter; retain and remember the letters previously learned as well; seriation of letters A- T; listen to stories read aloud; buddy reading and using ear and lip cards to indicate who's turn it is to read/listen; hold book appropriately to peer for buddy reading; answer additional Storylab card question: Can you remember the new word in the book and what it means?; recognize peer</p> | <p>basic shapes with minimal help</p> <ul style="list-style-type: none"> Language Arts: Letters Uu, Vv and Ww : identify the letters, learn to trace and then write them, identify the sound they make and find items that start with that letter; retain and remember the letters previously learned as well; seriation of letters A- W; fluent with reading to a buddy and taking turns appropriately and understanding each other's roles; answer additional Storylab question: What happened First, | <p>trapezoid with no help; trace all shapes and draw the basic shapes with no help</p> <ul style="list-style-type: none"> Language Arts: Letters Xx, Yy and Zz: identify the letters, learn to trace and then write them, identify the sound they make and find items that start with that letter; retain and remember the letters previously learned as well; seriation of letters A-Z with help if needed; buddy reading and taking turns appropriately and understanding each other's roles; answer additional Storylab questions: How |
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| | <p>reading; answer additional Storylab card question: How does the character feel? i.e. sad, happy etc.; begin awareness of what peer's names look like in print and what letter their names start with; tracing own first name on papers and writing some letters if can</p> | <p>peer for buddy reading; answer additional Storylab card question: Can you make a connection? (text to text, text to me, text to world); be able to identify some printed peer's names and what letter their names start with; recognize some other words in our everyday environment such as the calendar month or the word STOP, or EXIT; tracing own first name on papers with fluency and now writing own name on papers, with help with individual letters if needed</p> | <p>book appropriately to peer for buddy reading; answer additional Storylab card question: What did you learn?; recognize more words in our everyday environment beyond our peer's names; writing first name with little to no help on paper and with better spacing and sizing</p> | <p>names and other high frequency words in our daily environment; writing whole first name and tracing last name on all papers</p> | <p>Next and Last in the book?; additional high frequency sight words; writing whole first name and last name with some help with individual letters if needed on all papers</p> | <p>can you extend the story? And, What will you predict will happen next?; additional high frequency sight word exposure; writing first and last name on all papers</p> |
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Pre-Kindergarten Unit 1

Unit 1 Title: Introduction to School

Unit Summary: Basic Readiness skills such as lining up at the door, sitting for circle time, raising hand, participating in discussions, waiting for directions, following group and individual directions; learn about the six make believe play centers: Literacy, Art, Science, Dramatic Play, Blocks, and Table Toys, learn how to choose a center and stay in center chosen, sharing, waiting turn, self-help skills such as unpacking and packing up personal items, using bathroom independently, and cleaning up toys, use manners, take part in pretend play activities and learn how to take on new roles in play

Primary Interdisciplinary Connections: Language Arts and Math

Learning Targets

NJSLS Standards: 0.0.2, 0.0.3, 0.0.4, 0.2.1, 0.2.2, 0.2.3, 0.2.4, 0.4.1, 0.4.2, 0.4.3, 0.4.4, 0.4.5, 0.4.6, 0.5.1, 0.5.2, 0.5.3, 0.5.4, 0.5.5, 3.1.1, 3.1.2, 3.1.3, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.3.A.3, 3.3.A.1, 3.3.A.4, 3.3.A.6, 3.3.B.1, 3.3.B.23.4.3, 3.4.5, 6.1.1, 6.2.1, 6.2.2, 6.2.3, 4.2.2, 4.2.3, 4.2.6, 4.3.4

Big Idea: Basic School Readiness skills

Unit Essential Questions:

- 1. Why is it important to clean up after ourselves?
- 2. Why is it important to listen and pay attention in school?

Unit Enduring Understandings:

- 1. It is important to clean up after ourselves so that we have a nice, clear place to learn and play
- 1. It is important to clean up after ourselves so that no one gets hurt by tripping or falling on the toys and materials.
- 1. It is important that we clean up after ourselves so that we don't lose things or mix up which items belong to whom.
- 1. It is important to clean up after ourselves so that we are all taking an active part in our classroom and we are working together, so that the job isn't left to one person.
- 2. It is important to listen and pay attention in school so that we can learn everything the teacher is trying to teach to us.
- 2. It is important to listen and pay attention in school so that we can be respectful to those that

- 3. Why is it important to be kind to one another?

are speaking and so that others around us can listen and learn too.

- 3. It is important to be kind to one another because that is how we would also want to be treated.
- 3. It is important to be kind to one another because when we are kind we form meaningful friendships and relationships.
- 3. It is important to be kind to one another because people may be different in one or many ways from you but you can make others feel respected and accepted by being kind and respectful.

Unit Targets:

Students will be able to:

- Follow simple directions directed to the whole group or to them individually
- Begin to understand how to raise hand and not call out
- Learn to wait their turn and share materials and toys
- Clean up after themselves or with minimal help
- Learn the unpack and packing up routines
- Learn to find own name to sign in, on belongings and other times of the day
- Sit for a few minutes at a time and listen to the teacher or a peer talking and remain quiet and engaged
- Learn the basic routine of the day and be able to follow along from one activity to the next
- Learn how to make independent choices and accept their choice
- Be kind and respectful to the teacher and their peers
- Share and take turns
- Beginning coping skills and general compliance with adults and peers
- Learn how to answer the question of the day by finding own name and choosing their answer on the pocket chart
- Learn beginning simple fingerplay songs and take part in them as a class group
- Recognize numbers 1 and 2 by pointing and beginning to say aloud verbally when asked
- Count aloud with class up to 10 with some help if needed
- Count individually up to 5 on own or up to 10 with help if needed
- Show understanding of completing the basic pattern style: ABAB
- Show beginning understanding of one to one correspondence up to 5 objects ; some help when needed
- Identify some of the basic shapes: oval, circle, square, triangle and rectangle at least by pointing and some verbally

- Identify the primary colors by pointing and saying verbally: red, blue, green and yellow
- Show beginning sorting skills; by color and shape
- Be able to begin tracing the basic shapes, drawing circles
- Listen to short stories read aloud and stay engaged with minimal reminders
- Learn how to hold a book appropriately and turn pages correctly
- Learn to follow left to right progression
- Learn how to answer simple questions after a story is read aloud Storylab card: What is your favorite part of the story?
- Sing the ABC's aloud as a class group and some independently if can
- Show a general awareness of letters especially the one that starts their name
- Begin to recognize own name in written form and find belongings with their name on it
- Answer simple questions about themselves such as name and age
- Begin learning how to hold scissors and crayon/pencil appropriately
- Beginning snipping skills
- Learn how to squeeze glue and use only a small amount and paste items onto paper
- Beginning gross motor skills such as jumping, climbing, and hopping
- Beginning drawing skills such as drawing of one self

Evidence of Learning

Summative Assessment:

- Tools of the Mind Assessments for Math and Language Arts: (Completed 3 times per school year)
 - Math: Group Assessment Form: Counting and Cardinality, Geometry, Operations and Algebraic Thinking, Measurement and Data Analysis
 - Language Arts: Letter Sound and Name Dynamic Assessment, Active Listening and Connections

Formative Assessments:

- Student work portfolios: baseline sample of writing name/tracing name, drawing shapes, drawing self, coloring and cutting work
- Formal and informal student observations
- Teacher made checklists and daily or weekly data sheets

Lesson Plans

| <i>Activities/Interdisciplinary Connections</i> | <i>Timeframe</i> |
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| <ul style="list-style-type: none"> • Timeline Calendar/Weather Graphing/Opening group (interdisciplinary connections are language arts and math) • I Have Who Has Game with pictures of peers • Numerals Game up to 5 (math) • Make Believe Play Block (interdisciplinary connections are language arts and Math) • Number Line Hopscotch 1-5 (math) • Music and Gross Movement activities (Interdisciplinary math and language arts) • Storylab (interdisciplinary connections are language arts and math) • Attribute Game for Colors: Red, Blue, Green and Yellow(Math) • Attribute Game for Shapes: Circles versus Ovals • Shape BINGO • Mystery Question • Fine Motor Activities, i.e. beads, pegs, puzzles • Graphics Practice and other Pre-Writing Activities • Practice with holding scissors and crayons • Beginning snipping sheets • Beginning pasting and using glue activities | <ul style="list-style-type: none"> • 15 to 20 minutes per activity/lesson |

| <i>Teacher Resources</i> | <i>Teacher Note</i> |
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| <ul style="list-style-type: none"> • Seesaw • Raz Kids • Touch Math • Scholastic Magazines | |

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Examples of Strategies and Practices that support Students with Disabilities:

- Use of visual and multisensory formats

- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 2 Title: Family

Unit Summary:

Learn about what a family is, who is in their family and their roles, what different families can look like and how families help one another, i.e. mother and father helping children/babies and siblings helping each other; learn about the areas of homes and what takes place in each area, i.e. cooking in the kitchen, sleeping in the bedroom etc.; learn about the different items you would find in a home in the different areas, i.e. a toaster in the kitchen and what it's function is

Primary Interdisciplinary Connections: Language Arts and Math

Learning Targets

NJSLS Standards: 0.0.1,0.0.2, 0.0.3, 0.0.4, 0.2.1, 0.2.2, 0.2.3, 0.2.4, 0.3.1, 0.3.2, 0.4.1, 0.4.2, 0.4.3,0.4.4, 0.4.5, 0.4.6, 0.5.1, 0.5.2, 0.5.3, 0.5.4, 0.5.5,1.1.1, 1.1.3,1.2.1,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.6, 1.4.1,1.4.4, 2.1.1,2.1.2, 2.3.1, 2.3.4, 2.4.1, 2.4.2, 3.1.2, 3.2.2, 3.2.3, 3.2.5, 3.2.7, 3.2.8,

3.3.A.1, 3.3.A.2, 3.3.A.3, 3.3.A.4, 3.3.A.5, 3.3.A.6, 3.3.B.1, 3.3.B.2, 3.3.B.3, 3.3.B.4, 3.3.B.5, 3.3.C.2, 3.4.1, 3.4.2, 3.4.3, 3.4.5, 5.2.1, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 6.4.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.6, 4.3.4, 4.3.4

Big Idea: What Makes a Family?

Unit Essential Questions:

- 1. What different ways does a family look like?
- 2. Who is in your family?
- 3. How do different members of families care for one another?

Unit Enduring Understandings:

- 1. A family can look many different ways such as Mom, Dad, and kids, including a baby, grandparents in the home, blended families with step kids etc.
- 2. Each child will be able to name the members of their family
- 3. Families can care for one another by helping to take part in the household chores and jobs, by helping each other out, by parts of the daily routine that they need help with such as a mom giving a child a bath, by being understanding and respectful of each other

Unit Targets:

Students will be able to:

- Identify the members of their family
- Take part in discussions and show understanding that all families look different
- Be able to express either verbally or through play skills the different reasons why it is important that families help to care for one another and how they do that
- Be able to demonstrate through play centers the different roles of the family and some of the typical jobs that family member may have in the household
- Be able to work together collaboratively in the play centers as they take on the roles of the family
- Be able to share materials and toys as they take part in the play centers for Family Theme
- Be able to use some of the language associated with different members of the family in order to pretend play those roles, i.e. what a mom would say to cuddle a crying baby
- Learn more fingerplay songs and take part in them as a class group,
- Identify numbers 3 and 4 by saying aloud verbally and pointing to if needed
- Be able to count aloud with the class up to 10 with more independence
- Be able to complete basic patterns of ABAB independently and begin to be able to complete AABB patterns as well
- Show beginning understanding of basic positional words: in, out, over and under
- Understand the concepts of same and different and find items that are either the same or different
- Understand the concepts of big and small
- Show understanding of one to one correspondence with objects up to 5
- Identify the basic shapes by saying aloud verbally, pointing to if needed (circle, oval,

square, triangle and rectangle)

- Identify the colors aloud beyond the primary colors: pink, purple, brown, black, and orange
- Demonstrate sorting skills; by shape and color
- Show understanding of the attributes of shapes such as curves, 3 sides, or 4 sides
- Trace all the basic shapes with decent accuracy
- Draw the circle, oval and triangle with modeling and help if needed
- Understand beginning connection between spoken language and print and making one line per word on paper to indicate the words in a message
- Letters Aa through Ee : identify aloud verbally and point to if needed
- Learn to trace and then write the letters
- Identify the sound the letters make and find items that start with that letter with help if needed
- Show beginning understanding of seriation for the letters A-E and be able to put them in the correct order
- Be able to match the capital letter to the corresponding lower case letter for A-E
- Listen to stories read aloud with less reminders to pay attention
- Be able to take part in buddy reading and use ear and lip cards to indicate who's turn it is to read/listen with guidance
- Begin working in buddy pairs for various activities and using the check mark cards to indicate if their buddy is doing the task correctly
- Begin buddy reading and learning how to use the lip and ear cards to indicate who's turn it is and learn basics of holding the book in the right fashion etc. to tell a story
- Be able to answer the additional Storylab card question: How does the character feel? i.e. sad, happy, angry
- Be able to identify some printed peer's names and what letter their names start with
- Begin tracing own names on papers and writing some of the letters on own if can
- Answer simple questions about themselves such as name and age and where live etc.
- More fluent in how to hold scissors and crayon/pencil appropriately
- Move beyond snipping skills to simple cutting on straight lines
- Continue work on how to squeeze glue and use only a small amount and paste items onto paper
- Beginning gross motor skills such as jumping, climbing, and hopping
- Become more fluent at drawing one self and add more features to their drawing

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| Evidence of Learning |
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Summative Assessment:

- Tools of the Mind Assessments for Math and Language Arts: (Completed 3 times per school year)
 - Math: Group Assessment Form: Counting and Cardinality, Geometry, Operations And Algebraic Thinking
 - Language Arts: Letter Sound and Name Dynamic Assessment, Active Listening and Connections, Learning Facts and Character Empathy

Formative Assessments:

- Student work portfolios: baseline sample of writing name/tracing name, drawing shapes, drawing self, coloring and cutting work
- Formal and informal student observations
- Teacher made checklists and daily or weekly data sheets

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| Lesson Plans |
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| <i>Activities/Interdisciplinary Connections</i> | <i>Timeframe</i> |
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| <ul style="list-style-type: none"> • Timeline Calendar/Weather Graphing: Opening group (interdisciplinary connections are language arts and math) • I Have Who Has Game with numbers 1-5 (Math) • I Have Who Has Game with pictures of peers • Numerals Game up to 5 (math) • Making Collections (One to one correspondence) (Math) 1-5 • Shape and Color BINGO • Message of the Day: Modeled for the students as a group as they follow along and watch putting one line for each word in the message • Mystery Question • Family Themed Arts and Crafts projects • Play Planning for choosing of centers and indicating where they want to play on paper • Play Practice scenarios to be modeled by teacher | <ul style="list-style-type: none"> • 15 to 20 minutes per activity/lesson |

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| <p>and practiced by students for the family theme: Rocking a baby, burping a baby, feeding a baby, giving a baby a bath, reading a bedtime story, tucking children into bed, cooking meals for family members, going to work for your family etc, helping to do family chores and tasks together i.e. setting the table, washing dishes</p> <ul style="list-style-type: none"> • Make Believe Play Block for Family theme (interdisciplinary connections are language arts and Math) • Number Line Hopscotch 1-5 (math) • Music and Gross Movement activities (Interdisciplinary math and language arts) • Fine Motor Activities i.e. beading, pegs and puzzles • Cutting and Pasting Activities • Graphics Practice and other Pre-Writing and Writing Activities (Interdisciplinary connections are Math and Language Arts) • Storylab (Interdisciplinary connections are language arts and math) | |
| <i>Teacher Resources</i> | <i>Teacher Note</i> |
| <ul style="list-style-type: none"> • Seesaw • Raz Kids • Touch Math • Scholastic Magazines | |

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

- Examples of Strategies and Practices that support Students with Disabilities:**
- Use of visual and multisensory formats
 - Use of assisted technology
 - Use of prompts
 - Modification of content, student products, and assessment tools (rubrics for example)
 - Testing accommodations
 - Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman

budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 3 Title: Restaurant

Unit Summary: Learn about different types of restaurants such as a diner versus a fancier restaurant versus a take -out/drive thru type of restaurant; learn the different roles of workers in a restaurant i.e. chef, waiter and customers; learn how to work as a team to provide the food to the customer; learn how to use the different tools/props correctly such as a spatula and a blender; learn about a menu and ordering off of it; learn about the language needed to take orders and place an order appropriately

Primary Interdisciplinary Connections: Language Arts and Math

Learning Targets

NJSLS Standards: 0.0.1,0.0.2, 0.0.3, 0.0.4, 0.2.1, 0.2.2, 0.2.3, 0.2.4, 0.3.1, 0.3.2, 0.4.1, 0.4.2, 0.4.3,0.4.4, 0.4.5, 0.4.6, 0.5.1, 0.5.2, 0.5.3, 0.5.4, 0.5.5,1.1.1, 1.13,1.2.1,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.6, 1.4.1,1.4.4, 2.1.1,2.1.2, 2.3.1, 2.3.4, 2.4.1, 2.4.2, 3.1.2, 3.2.2, 3.2.3, 3.2.5, 3.2.7, 3.2.8, 3.3.A.1, 3.3.A.2, 3.3.A.3, 3.3.A.4, 3.3.A.5, 3.3.A.6, 3.3.B.1, 3.3.B.2, 3.3.B.3, 3.3.B.4, 3.3.B.5, 3.3.C.2, 3.4.1, 3.4.2, 3.4.3, 3.4.5, 5.2.1,6.1.3, 6.2.1, 6.2.2, 6.2.3, 6.4.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.6, 4.3.4, 4.3.4

Big Idea: How to serve customers in a restaurant and be a customer

Unit Essential Questions:

- 1. What types of restaurants do we know of?
- 2. Who works in a restaurant and what are their roles?
- 3. What types of things do people who work in restaurants say? What do you say when you want to order in a restaurant as a customer?
- 4. How can restaurants provide good service to customers?

Unit Enduring Understandings:

- 1. Students will name popular restaurants of different types that they go to or notice in town etc. such as the town diner, McDonalds, etc.
- 2. Some of the people that work in a restaurant are a chef who makes the food, the waiter and waitress who take orders and deliver the food, and the busboys who clean up dishes, and a hostess who seats you at your table
- 3. Some things that a waiter or waitress might say when you first arrive may be: "Welcome to _____", "Where would you like to sit?", "Would you like something to drink?" "What would you like to order?", "Your order is coming right up!" And when you are the customer you may say "Can I have a menu please?", "I would like to order the _____, please.", "Thank you!"
- 4. Restaurants provide good service to customers by being friendly, being clean and offering quick but good service.

Unit Targets:*Students will:*

- Show an understanding of the different roles there are in a restaurant and also the customer's role
- Be able to identify some restaurants they know of and learn some new ones
- Show understanding through their play roles that some restaurants are dine-in, some are take-out and some are drive-thru
- Be able to work collaboratively with peers to take on the various roles and share the toys and materials to play in the restaurant themed centers
- Be able to use some of the language used in restaurants and know what to say when the customer vs. the waiter for example
- Be able to use some of the sound effects paired with play motions to make their make believe play more life-like such as the swooshing sound water would make in a sink
- Be able to order off a pretend menu and understand that concept
- Be able to pay with pretend money and begin to understand the concept of having to have enough money to order what they choose off of the pretend menu
- Learn more fingerplay songs and take part in them as a class group
- Identify numbers 5 and 6 by saying aloud verbally and pointing to if needed
- Be able to count aloud with the class up to 15 with more independence
- Show beginning concept of seriation for numbers for 1-5 and can put them in order
- Be able to complete basic patterns of ABAB and AABB independently and ABC patterns with help if needed
- Show understanding of more positional words beyond in out over and under: in front of,

in back of, next to, on top of

- Understand the concept of more, less and the same and demonstrate that with manipulatives
- Show understanding of one to one correspondence with objects up to 7
- Identify the basic shapes by saying aloud verbally, pointing to if needed (circle, oval, square, triangle and rectangle) plus the star and heart
- Identify the colors aloud beyond the primary colors: pink, purple, brown, black, and orange
- Demonstrate sorting skills; by shape and color and size
- Show understanding of the attributes of shapes such as curves, 3 sides, or 4 sides
- Demonstrate categorizing skills such as putting items together that are foods, clothing and animals etc.
- Trace all the basic shapes with decent accuracy
- Draw the circle, oval and triangle with modeling and help if needed
- Introduction to simple rhyming in storybooks read aloud
- Be able to match many of the capital letters to the corresponding lowercase letter
- Letters Ff through Jj: identify aloud verbally and point to if needed
- Learn to trace and then write the letters
- Identify the sound the letters make and find items that start with that letter with help if needed
- Shows understanding of the seriation of letters for A-J and can put them in order
- Retain and remember the letters previously learned as well
- Listen to stories read aloud with less reminders to pay attention
- Be able to take part in buddy reading more independently and use ear and lip cards to indicate who's turn it is to read/listen
- Understand beginning connection between spoken language and print and making one line per word on paper to indicate the words in a message
- Learn to hold a book appropriately to peer for buddy reading and use the lip and ear cards to indicate who's turn it is
- Work in buddy pairs for various activities and using the check mark cards to indicate if their buddy is doing the task correctly
- Be able to answer additional Storylab card question: Can you make a connection? (text to text, text to me, text to world)
- Be able to identify some printed peer's names and what letter their names start with
- Be able to recognize some other words in our everyday environment such as the calendar month or the word STOP, or EXIT
- Be able to trace own first name on papers with fluency and now writing own name on papers, with help with individual letters if needed
- Answer simple questions about themselves such as name and age and where live, birthday etc.
- More fluent in how to hold scissors and crayon/pencil appropriately

- More cutting skills such as curves and thinner straight lines
- Continue work on how to squeeze glue and use only a small amount and paste items onto paper
- Beginning gross motor skills such as jumping, climbing, and hopping and expand to more motor movements that include more balance and coordination such as hopping on one foot, or jumping jacks
- Become more fluent at drawing one self and add more features to their drawing

Evidence of Learning

Summative Assessment:

- Tools of the Mind Assessments for Math and Language Arts: (Completed 3 times per school year)
 - Math: Group Assessment Form: Counting and Cardinality, Geometry, Operations and Algebraic Thinking, Measurement and Data Analysis
 - Language Arts: Letter Sound and Name Dynamic Assessment, Active Listening and Connections, Learning Facts and Character Empathy

Formative Assessments:

- Student work portfolios: baseline sample of writing name/tracing name, drawing shapes, drawing self, coloring and cutting work
- Formal and informal student observations
- Teacher made checklists and daily or weekly data sheets

Lesson Plans

| <i>Activities/Interdisciplinary Connections</i> | <i>Timeframe</i> |
|---|--|
| <ul style="list-style-type: none"> • Timeline Calendar/Weather Graphing: Opening group (interdisciplinary connections are language arts and math) • I Have Who Has Game with numbers 1-6(Math) • I Have Who Has Game with pictures of peers • Numerals Game up to 6(Math) • Making Collections (One to one correspondence) (Math) 1-6 • Make Believe Play Practice for Restaurant theme: teacher models and students follow by pretending: how to order off of a menu, how to take an order | <ul style="list-style-type: none"> • 15 to 20 minutes per activity/lesson |

| | |
|---|---------------------|
| <p>from a customer, how to cook different foods as a chef, how to greet people when they enter a restaurant as a hostess, how to wash dishes, how to clear dishes off of tables, how to mop a floor or clean up a spill on a table, how to send food back if it is not the right order etc.</p> <ul style="list-style-type: none"> • Play Planning (Language arts) making plan on paper to represent their choice of centers • Make Believe Play Block (interdisciplinary connections are language arts and Math) • Number Line Hopscotch 1-6 (Math) • Music and Gross Motor Movement activities (Interdisciplinary math and language arts) • Storylab (language arts) • Message of the Day • Mystery Question • Mystery Literacy Games • Buddy Reading (Language arts) • Letter of the week daily worksheets (Language arts) • Letter BINGO (Language arts) • Number BINGO (Math) • Color and Shape BINGO • Fine Motor Activities i.e. pegs, beading and puzzles • Cutting and Pasting Activities • Graphics Practice and other Pre-Writing and Writing activities (Interdisciplinary Connections are Math and Language Arts) • Repeat and Replicate (Math) • Science Eyes (Science) | |
| <i>Teacher Resources</i> | <i>Teacher Note</i> |
| <ul style="list-style-type: none"> • Seesaw • Raz Kids • Touch Math • Scholastic Magazines | |
| Differentiating Instruction: | |

Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 4 Title: Pet/Vet

Unit Summary:

Learn the importance of taking care of pets; learn about what types of animals can be pets and which are not; learn what types of supplies one needs to take care of a pet at home; learn how to take care of a pet if they are sick and which roles are needed in a vet office i.e. doctor, nurse, receptionist; learn how to use tools/props appropriately such as the stethoscope; learn how to work collectively to help the pets or customers; learn the appropriate language needed to take care of customer/be customer

Primary Interdisciplinary Connections: Language Arts and Math

Career Readiness, Life Literacies, and Key Skills: (Use Font: Times, Size:12, Not Bold) (List standards, all K-12 curricula)

Learning Targets

NJSLS Standards: 0.0.1,0.0.2, 0.0.3, 0.0.4, 0.2.1, 0.2.2, 0.2.3, 0.2.4, 0.3.1, 0.3.2, 0.3.3, 0.4.1, 0.4.2, 0.4.3,0.4.4, 0.4.5, 0.4.6, 0.5.1, 0.5.2, 0.5.3, 0.5.4, 0.5.5,1.1.1, 1.13,1.2.1,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.4.1,1.4.4, 2.1.1,2.1.2, 2.3.1, 2.3.4, 2.4.1, 2.4.2, 3.1.2, 3.1.3,3.2.1, 3.2.2, 3.2.3, 3.2.5, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 3.3.A.1, 3.3.A.2, 3.3.A.3, 3.3.A.4, 3.3.A.5, 3.3.A.6, 3.3.B.1, 3.3.B.2, 3.3.B.3, 3.3.B.4, 3.3.B.5, 3.3.B.6, 3.3.C.2, 3.4.1, 3.4.2, 3.4.3, 3.4.5, 5.1.2, 5.2.1, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 6.4.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.6, 4.3.4, 7.1.1, 7.1.2, 8.1.1, 8.2.2, 8.2.3, 8.2.5, 8.4.1, 8.5.1

Big Idea: How to care for animals/why it is important to care for animals

Unit Essential Questions:

- 1. Why is it important to care for animals?
- 2.What does a Veterinarian do?
- 3.What types of animals can be pets?
- 4.What do you need to do for a pet to care for them at home?

Unit Enduring Understandings:

- 1. It is important to care for animals because they can't take care of themselves; when we choose to have a pet we are agreeing to take good care of it; if we do not care for animals properly they can get very sick
- 2. A Veterinarian takes care of animals when they are sick or hurt and also sees pets when they are healthy to prevent them from getting sick
- 3. Some types of pets can be: cats, dogs, rabbits, hamsters, gerbils, fish, birds
- 4. To properly care for a pet at home you need the proper food for that pet, you need the proper place for them to sleep, and an environment that is clean and free from things that pets can choke on or eat that are not safe, you also need things for some pets to chew on and to play with so they do not eat and chew household items, you also may need medications for some pets as well

Unit Learning Targets:

Students will...

- Show an understanding of what a veterinarian does by explaining it and also through play in the play centers
- Show and understanding of how to properly care for animals by demonstrating it in the play centers and also explaining it in group discussions
- Be able to indicate which types of animals can be pets and which cannot by taking part in group discussions and also by demonstrating the knowledge during play centers
- Show an understanding of why it is important to care for pets by taking part in group discussions and by demonstrating the knowledge during play centers

- Learn more fingerplay songs and take part in them as a class group
- Identify the numbers 7 and 8 verbally and by pointing if need
- Show understanding of seriation for numbers 1-8 and can put them in order
- Count aloud with the class up to 15 independently
- Count aloud individually up to 15
- Complete the basic patterns for ABAB, AABB and ABC patterns; can do AAB with some help
- Understand the concept of small, medium and large and demonstrate that with manipulatives or with paper pencil tasks
- Understand the concept of some versus all and demonstrate that with manipulatives
- Understand more positional words beyond the basics of in, out, over and under: between, beside, near and far
- Understand One to one correspondence up to 7 independently
- Identify the basic shapes (circle, oval, square, rectangle and triangle) plus star, heart and hexagon, by saying aloud verbally, and pointing if need
- Identify the colors aloud beyond the primary colors: pink, purple, brown, black, and orange
- Demonstrate sorting skills; by shape and color and size and texture
- Show understanding of the attributes of shapes such as curves, 3 sides, or 4 sides
- Demonstrate categorizing skills such as putting items together that are foods, clothing and animals etc.
- Trace all of the basic shapes
- Draw the circle, oval, triangle and square with minimal help
- Identify the letters Kk-Oo
- Learn to trace then write the letters Kk-Oo
- Identify the sound of letters Kk-Oo and find items that start with that letter
- Retain and remember the letters they previously learned
- Shows some understanding of seriation for letters K-O and can put them in order
- Beginning rhyming skills
- Be able to match many of the capital letters to the corresponding lowercase letter
- Listen to stories read aloud and remain engaged
- Take active part in Buddy Reading activities and use lip and ear cards more fluently without help
- Work in buddy pairs for various activities and using the check mark cards to indicate if their buddy is doing the task correctly
- Hold book appropriately for Buddy reading so that peer can see and turn pages appropriately
- Understand beginning connection between spoken language and print and making one line per word on paper to indicate the words in a message and follow along with class group to sound out the beginning sound of each word in the message
- Answer additional Storylab Question: What did you learn?
- Recognize more and more sight words in our environment beyond peer's names
- Writing own first name with little to no help on all papers with better spacing and sizing

- Answer simple questions about themselves such as name and age and where live, birthday, parent's names etc.
- Can hold scissors and crayon/pencil appropriately
- More cutting skills such as curves and thinner straight lines, large shapes
- Continue work on how to squeeze glue and use only a small amount and paste items onto paper
- Able to take part in more complex motor movements and exercises and able to take part in group exercise/dances that involve many movements to follow
- Able to draw themselves and other simple drawings as well such as house, sun, etc.

Evidence of Learning

Summative Assessment:

- Tools of the Mind Assessments for Math and Language Arts: (Completed 3 times per school year)
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Lesson Plans

| <i>Activities/Interdisciplinary Connections</i> | <i>Timeframe</i> |
|--|--|
| <ul style="list-style-type: none"> • Timeline Calendar/weather graphing: Opening group (interdisciplinary connections are language arts and math) • I Have Who Has Game with numbers 1-8 (Math) • I Have Who Has Game with Shapes (Math) • I Have Who Has Game with Letters (A-M) • Numerals Game up to 8 (Math) • Making Collections (One to one correspondence) (Math) up to 8 | <ul style="list-style-type: none"> • 15 to 20 minutes per activity/lesson |

| | |
|---|----------------------------|
| <ul style="list-style-type: none"> • Make Believe Play Practice for the Pet/Vet Theme: Teacher models while students mimic the actions/language the teacher is doing: bringing in a sick pet to the vet’s office, taking care of a pet as a veterinarian, helping greet customers as a receptionist at a vet’s office, grooming a dog at a grooming salon, training a dog with treats, taking a dog on a walk, selling pet supplies, buying a pet or pet supplies • Play Planning (language arts) making a plan on paper of which play center they have chosen • Make Believe Play Block (interdisciplinary connections are language arts and Math) • Number Line Hopscotch 1-8 (math) • Music and Movement activities (Interdisciplinary math and language arts) • Storylab (language arts) (Interdisciplinary connection: math) • Message of the Day • Mystery Question • Mystery Literacy Games • Buddy Reading (language arts) • Letter of the week daily worksheets (language arts) • Letter BINGO (language arts) • Number BINGO (Math) • Elkonin Boxes (Language Arts) • Fine Motor Activities i.e. beading, pegs, and puzzles • Rhyme Games (Language Arts) • Cutting and Pasting Activites • Graphics Practice and other Pre-Writing and Writing Activities (Interdisciplinary connections are Math and Language Arts) • Repeat and Replicate (Math) • Science Eyes (Science) • Math Memory Game (Math) | |
| <p><i>Teacher Resources</i></p> | <p><i>Teacher Note</i></p> |
| <ul style="list-style-type: none"> • Seesaw • Raz Kids • Touch Math | |

- Scholastic Magazines

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- Testing accommodations
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- Adjusting the pace and content of lessons
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- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
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Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 5 Title: Grocery

Unit Summary:

Learn about the different types of stores i.e. ones that sell foods, ones that sell other items and larger department type stores; learn the different roles of the workers in stores such as those that stock shelves, and cashiers etc; learn how to work together to help customers; learn how different items cost different amounts; learn to use language to ask questions of workers and also language

needed to work in a store

Primary Interdisciplinary Connections: Language Arts and Math

Learning Targets

NJSLS Standards: 0.0.1,0.0.2, 0.0.3, 0.0.4, 0.2.1, 0.2.2, 0.2.3, 0.2.4, 0.3.1, 0.3.2, 0.3.3, 0.4.1, 0.4.2, 0.4.3,0.4.4, 0.4.5, 0.4.6, 0.5.1, 0.5.2, 0.5.3, 0.5.4, 0.5.5,1.1.1, 1.13,1.2.1,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.4.1,1.4.4, 2.1.1,2.1.2, 2.3.1, 2.3.4, 2.4.1, 2.4.2, 3.1.2, 3.1.3,3.2.1, 3.2.2, 3.2.3, 3.2.5, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 3.3.A.1, 3.3.A.2, 3.3.A.3, 3.3.A.4, 3.3.A.5, 3.3.A.6, 3.3.B.1, 3.3.B.2, 3.3.B.3, 3.3.B.4, 3.3.B.5, 3.3.B.6, 3.3.B.7, 3.3.C.2, 3.4.1, 3.4.2, 3.4.3, 3.4.5, 5.1.2, 5.2.1, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 6.4.1, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.6, 4.3.4, 7.1.1, 7.1.2, 8.1.1, 8.2.2, 8.2.3, 8.2.5, 8.4.1, 8.5.1

Big Idea: Basics of working and shopping in a store

Unit Essential Questions:

- 1.What are some stores you shop at with your family?
- 2.How do you know what to buy?
- 3.What jobs do people have that work in different stores?

Unit Enduring Understandings:

- 1. Children will name stores that they have been to and are local such as : ACME, Target and Walmart.
- 2. You look at a list or remember the items that you need
- 3. Cashier, stocker, cart collector

Unit Learning Targets:

Students will...

- Show an understanding of what different types of stores there are that sell many different types of items
- Be able to list stores that they have been to with their family or they have seen
- Show and understanding of how to work in various types of stores as they make believe in the play centers and how to take on the different roles such as stocker versus cashier
- Be able to collaborate with peers to take on the different roles in the stores as they play and also take turns being the customer
- Show an understanding of how to make a list and buy things off of a list in the play centers as they make believe in the various stores
- Learn to use the language needed to work in the stores in the play center and know what to say as the cashier vs. the customer for example
- Learn more fingerplay songs and take part in them as a class group
- Identify the numbers 9 and 10 verbally and by pointing if need
- Show understanding of seriation for numbers 1-10 and can put them in order
- Count aloud with the class up to 20 independently
- Shows some understanding of seriation for numbers up to 10 and can put them in order
- Count aloud individually up to 15 independently
- Complete the basic patterns for ABAB, AABB and ABC and AAB types

- Show more fluency with all of the prior learned positional words such as in, out, over and under etc.
- Understand One to one correspondence up to 10 independently
- Identify the basic shapes (circle, oval, square, rectangle and triangle) plus star, heart and hexagon, and rhombus by saying aloud verbally, and pointing if need
- Identify the colors aloud beyond the primary colors: pink, purple, brown, black, and orange
- Demonstrate sorting skills; by shape and color and size
- Show understanding of the attributes of shapes such as curves, 3 sides, or 4 sides
- Demonstrate categorizing skills such as putting items together that are foods, clothing and animals etc.
- Trace all of the basic shapes
- Draw the circle, oval, triangle, rectangle and square with minimal help
- Be able to identify some rhyming word pairs
- Be able to match many of the capital letters to the corresponding lowercase letter
- Identify the letters Pp-Tt
- Learn to trace then write the letters Pp-Tt
- Identify the sound of letters Pp-Tt and find items that start with that letter
- Retain and remember the letters they previously learned
- Shows some understanding of seriation for letters A-T and can put them in order
- Listen to stories read aloud and remain engaged
- Take active part in Buddy Reading activities and use lip and ear cards
- without help
- Work in buddy pairs for various activities and using the check mark cards to indicate if their buddy is doing the task correctly
- Hold book appropriately for Buddy reading so that peer can see and turn pages appropriately
- Understand beginning connection between spoken language and print and making one line per word on paper to indicate the words in a message and follow along with class group to sound out the beginning sound of each word in the message and the last sound of each word
- Answer additional Storylab Question: Can you remember what the new word in the book means?
- Recognize more and more sight words in our environment beyond peer's names
- Writing own first name with no help and tracing last names
- Answer simple questions about themselves such as name and age and where live, birthday, parent's names, sibling names
- Can hold scissors and crayon/pencil appropriately
- More cutting skills such as curves and thinner straight lines, large shapes, and with more independence
- Continue work on how to squeeze glue and use only a small amount and paste items onto paper
- Able to take part in more complex motor movements and exercises and able to take part

in group exercise/dances that involve many movements to follow

- Able to draw themselves and other simple drawings as well such as house, sun, etc.

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Summative Assessment:

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**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Examples of Strategies and Practices that support Students with Disabilities:

- Use of visual and multisensory formats
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- Scaffolding
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- Think-pair-share
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Unit 6 Title: Hospital/Doctor

Unit Summary:

Learn about the importance of work in a hospital or doctor’s office and being a caring and helpful member of society; learn about the different roles such as a doctor, surgeon, nurse, receptionist and patient; learn how to work as a team to solve a problem; learn the different tools that are used to help i.e. the thermometer; learn the proper language needed to take care of patients and when you are the one that is sick

Primary Interdisciplinary Connections: Language Arts and Math

Learning Targets

NJSLS Standards: 0.0.1,0.0.2, 0.0.3, 0.0.4, 0.2.1, 0.2.2, 0.2.3, 0.2.4, 0.3.1, 0.3.2, 0.3.3, 0.4.1, 0.4.2, 0.4.3,0.4.4, 0.4.5, 0.4.6, 0.5.1, 0.5.2, 0.5.3, 0.5.4, 0.5.5,1.1.1, 1.1.3,1.2.1,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.4.1,1.4.4, 2.1.1,2.1.2, 2.3.1, 2.3.4, 2.4.1, 2.4.2, 3.1.2, 3.1.3,3.2.1, 3.2.2, 3.2.3, 3.2.5, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 3.3.A.1, 3.3.A.2, 3.3.A.3, 3.3.A.4, 3.3.A.5, 3.3.A.6, 3.3.B.1, 3.3.B.2, 3.3.B.3, 3.3.B.4, 3.3.B.5, 3.3.B.6,3.3.B.7, 3.3.C.2, 3.4.1, 3.4.2, 3.4.3, 3.4.5, 5.1.2, 5.2.1, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 6.4.1, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.6, 4.3.4, 7.1.1, 7.1.2, 8.1.1, 8.2.2, 8.2.3, 8.2.5, 8.4.1, 8.5.1

Big Idea: Basics of working and shopping in a store

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| <p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • 1. Why is it so important to care for people in a hospital or doctor's office? • 2. What jobs are there in hospitals or doctor's offices? • 3. What does an Ambulance do? • 4. What do you do in an emergency? | <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • 1. It is important to take care of people when they are sick so that they can get healthy; it is important to have compassion for others and care for them as we would want to be cared for • 2. In a hospital or doctor's office, there are many jobs, some of them are doctors, nurses, receptionists, surgeons, etc. • 3. An ambulance takes people who are very sick or hurt to a hospital faster when it is an emergency. • In an emergency, you call 911. If you see an adult you can have them call 911 too. |
| <p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none"> • Be able to identify some of the different jobs in a hospital or doctor's office by expressing them verbally in discussion and/or demonstrate during make-believe play time • Be able to take on the various roles of the jobs in a hospital or doctor's office and show understanding of those roles by their actions and language used to pretend to be those roles • Understand the importance of taking care of others and how to be compassionate to others by taking part in group discussions and class activities and also by playing during the make-believe play time • Be able to understand what an ambulance does and what to do in an emergency • Learn more fingerplay songs and take part in them as a class group • Identify the numbers 11 and 12 verbally and by pointing if need • Show understanding of seriation for numbers 1- 12 and can put them in order • Count aloud with the class up to 20 independently • Count aloud individually up to 20 with minimal help • Complete the basic patterns for ABAB, AABB and ABC and AAB types and begin to make patterns on own and continue them • Show more fluency with all of the prior learned positional words such as in, out, over and under etc. • Understand One to one correspondence up to 10 independently • Identify the basic shapes (circle, oval, square, rectangle and triangle) plus star, heart and hexagon, trapezoid, rhombus and crescent, by saying aloud verbally and pointing if need • Identify the colors aloud beyond the primary colors: pink, purple, brown, black, and orange • Demonstrate sorting skills; by shape and color and size and texture • Show understanding of the attributes of shapes such as curves, 3 sides, or 4 sides • Demonstrate categorizing skills such as putting items together that are foods, clothing and animals etc. • Trace all of the basic shapes | |

- Draw all the basic shapes from memory but with model needed for: circle, oval, triangle, rectangle and square
- Be able to identify which sets of words rhyme and which do not
- Identify the letters Uu, Vv and Ww
- Learn to trace then write the letters Uu, Vv and Ww
- Identify the sound of letters Uu, Vv and Ww and find items that start with that letter
- Retain and remember the letters they previously learned
- Shows some understanding of seriation for letters A-W and can put them in order
- Listen to stories read aloud and remain engaged
- Take active part in Buddy Reading activities and use lip and ear cards without help
- Work in buddy pairs for various activities and using the check mark cards to indicate if their buddy is doing the task correctly
- Hold book appropriately for Buddy reading so that peer can see and turn pages appropriately
- Understand beginning connection between spoken language and print and making one line per word on paper to indicate the words in a message and follow along with class group to sound out the beginning sound of each word in the message; able to do this more and more independently as well and on play plans
- Answer additional Storylab Question: What happened first, next and last in the book?
- Recognize some basic sight words/high frequency words such as : for, it, and, be and be able to point them out as a class group when teacher is reading aloud or holding up the words
- Writing own first and last name on all papers, with help with individual letters if needed
- Answer simple questions about themselves such as name and age and where live, birthday, parent's names, sibling names
- Can hold scissors and crayon/pencil appropriately
- More cutting skills such as curves and thinner straight lines, various size shapes all with more independence
- Continue work on how to squeeze glue and use only a small amount and paste items onto paper
- Able to take part in more complex motor movements and exercises and able to take part in group exercise/dances that involve many movements to follow
- Able to draw themselves and other simple drawings as well such as house, sun, etc.
- Be able to match many of the capital letters to the corresponding lowercase letter

Evidence of Learning

Summative Assessment:

- Tools of the Mind Assessments for Math and Language Arts: (Completed 3 times per

school year)

Math: Group Assessment Form: Counting and Cardinality, Geometry, Measurement And Data Analysis, Operations and Algebraic Thinking

Language Arts: Letter Sound and Name Dynamic Assessment, Active Listening and Connections, Learning Facts and Character Empathy, Story Extensions/Story Grammer

Formative Assessments:

- Student work portfolios: baseline sample of writing name/tracing name, drawing shapes, drawing self, coloring and cutting work
- Formal and informal student observations
- Teacher made checklists and daily or weekly data sheets

Lesson Plans

| <i>Activities/Interdisciplinary Connections</i> | <i>Timeframe</i> |
|---|--|
| <ul style="list-style-type: none">• Timeline Calendar/weather graphing: Opening group (interdisciplinary connections are language arts and math)• I Have Who Has Game with numbers 1-12(Math)• I Have Who Has Game with Shapes (Math)• I Have Who Has Game with Letters (A-W)• Numerals Game up to 10 (Math)• Making Collections (One to one correspondence) (Math) up to 12 with help when needed• Make-Believe Play Practice: Teacher will model the play and students with mimic it for the Hospital/Doctor Theme: pretend to be a doctor taking care of a patient, pretend to be a patient indicating what is wrong, pretend to be a receptionist in a doctor's office greeting patients, pretend to be driving an ambulance, pretend to have an emergency and call 911• Play Planning (language arts) making a plan on paper of which play center they have chosen• Make Believe Play Block (interdisciplinary connections are language arts and Math)• Number Line Hopscotch 1-12 (math)• Music and Gross Movement activities (Interdisciplinary math and language arts)• Fine Motor Activities, i.e. pegs, puzzles, beading | <ul style="list-style-type: none">• 15 to 20 minutes per activity/lesson |

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Unit 7 Title: Community Helpers

Unit Summary:

Learn about the importance of different community helpers and what some of those jobs are such as firemen, teachers and postal workers; learn how these jobs help our community to work better as a whole unit; learn how to work together to solve problems in the community; learn about the different roles and tools needed i.e. a firehose for a fireman or a chalkboard for a teacher; learn about the language needed to be one of these workers

Primary Interdisciplinary Connections: Language Arts and Math

Learning Targets

NJSLS Standards: 0.0.1,0.0.2, 0.0.3, 0.0.4, 0.2.1, 0.2.2, 0.2.3, 0.2.4, 0.3.1, 0.3.2, 0.3.3, 0.4.1, 0.4.2, 0.4.3,0.4.4, 0.4.5, 0.4.6, 0.5.1, 0.5.2, 0.5.3, 0.5.4, 0.5.5,1.1.1, 1.1.3,1.2.1,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.4.1,1.4.4, 2.1.1,2.1.2, 2.3.1, 2.3.4, 2.4.1, 2.4.2, 3.1.2, 3.1.3,3.2.1, 3.2.2, 3.2.3, 3.2.5, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 3.3.A.1, 3.3.A.2, 3.3.A.3, 3.3.A.4, 3.3.A.5, 3.3.A.6, 3.3.B.1, 3.3.B.2, 3.3.B.3, 3.3.B.4, 3.3.B.5, 3.3.B.6,3.3.B.7, 3.3.C.2, 3.4.1, 3.4.2, 3.4.3, 3.4.5, 5.1.2, 5.2.1, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 6.4.1, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.6, 4.3.4, 7.1.1, 7.1.2, 8.1.1, 8.2.2, 8.2.3, 8.2.5, 8.4.1, 8.5.1

Big Idea: Basics of working and shopping in a store

Unit Essential Questions:

- 1.What different community helpers are

Unit Enduring Understandings:

- 1. Some of these jobs are: a police officer, a

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| <p>there?</p> <ul style="list-style-type: none"> • 2. Why are these jobs so important to our community? | <p>firefighter, a teacher, a postal worker, a librarian</p> <ul style="list-style-type: none"> • 2. People that have these different jobs in the community help our neighborhoods to run smoothly. Without the people who take these jobs, our community would have many more problems. For example we would have no one to protect us from fires or crime and people would not get an education or get their mail delivered. |
|--|--|

Unit Learning Targets:

Students will...

- Be able to identify some of the different community helpers in our neighborhoods, such as police, firefighter and teacher etc. by expressing these names during group discussions and also pretending to be these community helpers during Make-believe play time
- Be able to identify why these jobs are important by taking part in class discussions and by the actions in the make-believe play time
- Learn more fingerplay songs and take part in them as a class group
- Identify the numbers 1 to 20 by saying aloud and pointing to some if need
- Show understanding of seriation for numbers 1-20 and can put in order with minimal help
- Count aloud with the class up to 20 independently
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- Complete the basic patterns for ABAB, AABB and ABC and AAB types and be able make patterns on own and continue them
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