

BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

SUBJECT: Math

GRADE: Kindergarten

PACING-->	UNIT #1 2 Weeks (SEPTEMBER)	UNIT #2 7 Weeks (SEPTEMBER/OCTOBER)	UNIT #3 2 Weeks (NOVEMBER)	UNIT #4 3 Weeks (DECEMBER)	
TOPIC/THEME AND OBJECTIVES	<p>Daily Routines</p> <ul style="list-style-type: none"> Participate in daily routines that involve math Know number names and the count sequence Classify objects and count the number of objects in each category. 	<p>Counting and Cardinality</p> <p>Know number names and the count sequence. Count to tell the number of objects. Count by fives, tens, twos and backwards. They will also be able to use ordinal numbers. Count items in a total group, matching each object with one and only one number. Practice stroke formation and them numbers 0-9. Compare numbers and learn the proper terminology to describe groups of items.</p>	<p>Numbers in Base Ten 11-19</p> <p>Know number names and the count sequence. Count to tell the number of objects. Compare numbers. Work with numbers 11-19 to gain foundations for place value. Identify the number of objects in a group up to 20. Write the numbers up to 20. Decide is one group is greater than, less than or equal to the number of objects in a group.</p>	<p>Data</p> <p>Classify objects and count the number of objects in each area. Sort and classify objects into categories. Display data using tally charts, vertical graphs and horizontal graphs.</p>	
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> How can you use numbers to help with daily classroom routines? Numbers can be used daily. Number sense develops through experience. 	<ul style="list-style-type: none"> Why is counting necessary? When do we need to compare numbers? Quantities can be counted and compared using words and numerals. 	<ul style="list-style-type: none"> How can we tell how much? How can we tell if objects are greater than, less than or equal to another group of objects? Groups of objects of 11-19 things can be grouped into one ten and ___ ones. 	<ul style="list-style-type: none"> How are objects classified? Charts and graphs are helpful ways to display data. 	
STANDARDS	<p>K.CC.A.1 Count to 100 by ones and by tens. *(benchmarked)</p> <p>K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count *(benchmarked)</p>	<p>K.CC.A.1 Count to 100 by ones and by tens. *(benchmarked)</p> <p>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). *(benchmarked)</p> <p>K.CC.B.4. Understand the</p>	<p>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).*(benchmarked)</p> <p>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a</p>	<p>K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. *(benchmarked)</p>	

		<p>relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. *(benchmarked)</p> <p>K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *(benchmarked)</p> <p>K.MD.B.3 Classify objects into given categories; count the numbers of objects</p>	<p>circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. *(benchmarked)</p> <p>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group e.g. by using matching and counting strategies.</p> <p>K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g. $18 = 10 + 8$); Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. *(benchmarked)</p>		
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		<p>in each category and sort the categories by count *(benchmarked)</p> <p>K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, and next to.</p>			
INSTRUCTIONAL PROCEDURES	<p>Whole Group: Calendar Routines Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation: White Boards Vocabulary Connecting numbers to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts <u>Individual</u> Math Centers Math Journals Independent Practice 100th day projects</p> <p><u>Small Groups</u> Guided Group Practice Paired Activities Manipulatives</p>	<p>Whole Group Calendar Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation- White Boards Vocabulary Connecting numbers to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts <u>Individual</u> Math Centers Math Journals Independent Practice 100th day projects</p> <p><u>Small Groups</u> Guided Group Practice Paired Activities Manipulatives <u>Instructional</u></p>	<p>Whole Group Calendar Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation- White Boards Vocabulary Connecting numbers to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts <u>Individual</u> Math Centers Math Journals Independent Projects 100th day projects</p> <p><u>Small Groups</u> Guided Group Practice Paired Activities Manipulatives <u>Instructional</u></p>	<p>Whole Group Calendar Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation- White Boards Vocabulary Connecting numbers to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts <u>Individual</u> Math Centers Math Journals Independent Projects 100th day projects <u>Small Groups</u> Guided Group Practice Paired Activities Manipulatives <u>Instructional Activities:</u></p>	

	<u>Instructional Activities:</u> Calendar Routines Number of School Days Daily Schedule Routine Temperature and Weather Attendance Routine Practice Routine	<u>Activities:</u> Count Sequence Numbers 0-6 Numbers 6-10 Writing Numbers 0-10 Comparing Numbers- One to one Comparing Numbers-more, less, same, least, etc. Skip Counting	<u>Activities:</u> Numbers 11-14 Numbers 15-16 Numbers 17-18 Number 19 Reading and Writing two digit numbers	Sorting Introduction Sorting by color and Shape Sorting by Size Classifying Venn Diagrams Tally Marks Pictographs Vertical Graphs Horizontal Graphs Graphing without Lines	
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	<u>Materials</u> Guided Group Practice Paired Activities Manipulative/ Games <i>City 1,2,3 By Zoran Milich</i> <i>123 Dream by Kim Krans</i> <u>Leveled Texts</u> Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive Math Story Go Math Readers	<u>Materials</u> Guided Group Practice Paired Activities Manipulatives/ Games <i>Billions of Bricks: A Counting Book about building by Kurt Cyrus</i> <u>Leveled Texts</u> Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive math Story Go Math Readers	<u>Materials</u> Guided Group Practice Paired Activities Manipulatives/ Games <i>Zero the Hero by Joan Holub</i> <i>123 Dream by Kim Krans</i> <u>Leveled Texts</u> Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive math Story Go Math Readers	<u>Materials</u> Guided Group Practice Paired Activities Manipulatives/ Games <i>Pictographs by Vijaya Bodach</i> <u>Leveled Texts</u> Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive math Story Go Math Readers	
ASSESSMENTS	<u>Formative</u> Classwork Homework Observation Total Participation Techniques Math Journals Drawings <u>Summative</u> Topic Tests	<u>Formative</u> Classwork Homework Observation Total Participation Techniques Math Journals Drawings <u>Summative</u> Topic Tests	<u>Formative</u> Classwork Homework Observation Total Participation Techniques Math Journals Drawings <u>Summative</u> Topic Tests	<u>Formative</u> Classwork Homework Observation Total Participation Techniques Math Journals Drawings <u>Summative</u> Topic Tests	

	<u>Benchmark</u> Mid term test and Textbook Assessments Map Testing Final <u>Alternative</u> Project Based Assessments	<u>Benchmark</u> Mid term test and Textbook Assessments Map Testing Final <u>Alternative</u> Project Based Assessments	<u>Benchmark</u> Mid term test and Textbook Assessments Map Testing Final <u>Alternative</u> Project Based Assessments	<u>Benchmark</u> Mid term test and Textbook Assessments Map Testing Final <u>Alternative</u> Project Based Assessments	
ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	<u>Special Education</u> Additional time for skill mastery Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Multi-sensory presentation Preferential seating	<u>Special Education</u> Additional time for skill mastery Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary	<u>Special Education</u> Additional time for skill mastery Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary	<u>Special Education</u> Additional time for skill mastery Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary	

	<p>Preview of content, concepts, and vocabulary</p> <p>Secure attention before giving instruction/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Teacher initiated weekly assignment sheet</p> <p>Choice of books or activities</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Reading buddies</p> <p>Varied journal prompts</p> <p>Varied supplemental materials</p> <p>ELL</p> <p>Allowing students to correct errors (looking for understanding)</p> <p>Teaching key aspects of a topic</p> <p>Eliminate nonessential information</p> <p>Using videos, illustrations, pictures, and drawings to explain or clarify</p>	<p>Secure attention before giving instruction/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Teacher initiated weekly assignment sheet</p> <p>Choice of books or activities</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Reading buddies</p> <p>Varied journal prompts</p> <p>Varied supplemental materials</p> <p>ELL</p> <p>Allowing students to correct errors (looking for understanding)</p> <p>Teaching key aspects of a topic</p> <p>Eliminate nonessential information</p> <p>Using videos, illustrations, pictures, and drawings to explain or clarify</p>	<p>Secure attention before giving instruction/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Teacher initiated weekly assignment sheet</p> <p>Choice of books or activities</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Reading buddies</p> <p>Varied journal prompts</p> <p>Varied supplemental materials</p> <p>ELL</p> <p>Allowing students to correct errors (looking for understanding)</p> <p>Teaching key aspects of a topic</p> <p>Eliminate nonessential information</p> <p>Using videos, illustrations, pictures, and drawings to explain or clarify</p>	<p>Secure attention before giving instruction/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Teacher initiated weekly assignment sheet</p> <p>Choice of books or activities</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Reading buddies</p> <p>Varied journal prompts</p> <p>Varied supplemental materials</p> <p>ELL</p> <p>Allowing students to correct errors (looking for understanding)</p> <p>Teaching key aspects of a topic</p> <p>Eliminate nonessential information</p> <p>Using videos, illustrations, pictures, and drawings to explain or clarify</p>	
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	<p>etc.) to demonstrate student's learning Allowing students to select from given choices</p> <p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required.</p> <p>Modifying tests to reflect selected objectives</p> <p>Reducing the number of answer choices on a multiple choice test Tutoring by peers Using authentic assessments with real-life problem-solving</p> <p>using videos, illustrations, pictures, and drawings to explain or clarify</p>	<p>(general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required.</p> <p>Modifying tests to reflect selected objectives</p> <p>Reducing the number of answer choices on a multiple choice test Tutoring by peers Using authentic assessments with real-life problem-solving</p> <p>using videos, illustrations, pictures, and drawings to explain or clarify Choice of books or activities Exploration by interest Flexible grouping Goal setting with students</p> <p>Mini workshops to</p>	<p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required .</p> <p>Modifying tests to reflect selected objectives Reducing or omitting lengthy assignments Outside reading Reducing the number of answer choices on a multiple choice test Tutoring by peers Using authentic assessments with real-life problem-solving</p> <p>using videos, illustrations, pictures, and drawings to explain or clarify Choice of books or activities</p> <p>Exploration by interest Flexible grouping</p>	<p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required .</p> <p>Modifying tests to reflect selected objectives Reducing or omitting lengthy assignments Outside reading Reducing the number of answer choices on a multiple choice test Tutoring by peers Using authentic assessments with real-life problem-solving</p> <p>using videos, illustrations, pictures, and drawings to explain or clarify Choice of books or activities</p> <p>Exploration by interest Flexible grouping</p>	
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	<p>Choice of books or activities Exploration by interest Flexible grouping Goal setting with students</p> <p>Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p><u>Gifted and Talented</u></p> <p>Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups</p> <p>Literature circles Multiple intelligence options Multiple texts Project-based learning Problem-based learning Stations/centers</p>	<p>re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p><u>Gifted and Talented</u></p> <p>Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups</p> <p>Literature circles Multiple intelligence options Multiple texts Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p>	<p>Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p><u>Gifted and Talented</u></p> <p>Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p>	<p>Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p><u>Gifted and Talented</u></p> <p>Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p>	
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	<p>Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <hr/> <p>504</p> <p>Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have students repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating</p>	<p>504</p> <p>Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have students repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments</p>	<p>504</p> <p>Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have students repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instructions/directio</p>	<p>504</p> <ul style="list-style-type: none"> - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/ quizzes - Have students repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential 	
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	<p>Preview of content, concepts, and vocabulary</p> <p>Reduced/shortened reading assignments</p> <p>Reduced/shortened written assignments</p> <p>Secure attention before giving instructions/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Teacher initiated weekly assignment sheet</p> <p>Choice of books or activities</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with student</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Reading buddies</p> <p>Varied journal prompts</p> <p>Varied supplemental materials</p>	<p>Secure attention before giving instructions/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Teacher initiated weekly assignment sheet</p> <p>Choice of books or activities</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with student</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Reading buddies</p> <p>Varied journal prompts</p> <p>Varied supplemental materials</p>	<p>ns</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Teacher initiated weekly assignment sheet</p> <p>Choice of books or activities</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Reading buddies</p> <p>Varied journal prompts</p> <p>Varied supplemental materials</p>	<p>seating</p> <ul style="list-style-type: none"> - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Reduced/shortened written assignments - Secure attention before giving instructions/directions - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly assignment sheet - Choice of books or activities - Exploration by interest - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share 	
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				<ul style="list-style-type: none"> - Reading buddies - Varied journal prompts - Varied supplemental materials 	
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p><u>21st Century Skills/ Themes</u> (select all the apply, add more as necessary, delete those that do not apply)</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p><u>21st Century Skills/ Themes</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p><u>21st Century Skills/ Themes</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <ul style="list-style-type: none"> - <u>21st Century Skills/ Themes</u> (select all the apply, add more as necessary, delete those that do not apply) <ul style="list-style-type: none"> Global Awareness Financial, Economic, 	

	<p>apply) Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration</p> <p>https://njctl.org</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration</p> <p>https://njctl.org/org/courses/math/2nd-grade/facts/</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration</p> <p>https://njctl.org/org/courses/math/2nd-grade/facts/</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p>	<p>Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration</p> <p>https://njctl.org/org/courses/math/2nd-grade/facts/</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply) Agriculture, Food &</p>	
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	<p>necessary, delete those that do not apply)</p> <p>Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>apply)</p> <p>Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>apply)</p> <p>Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	
PACING-->	UNIT #5 4 Weeks (JANUARY)	UNIT #6 6 Weeks (FEBRUARY/MARCH)	UNIT #7 8 Weeks (APRIL/MAY)	UNIT #8 (Optional) 2 Weeks (JUNE)	
TOPIC/THEME AND OBJECTIVES	<p>Measurement Describe and compare measurable attributes Compare objects using non-standard units and standard units.</p>	<p>Operations and Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction</p>	<p>Geometry and Patterns Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p>	<p>Exploring Time and Money Distinguish between penny, nickels and dimes. Understand morning, afternoon and evening. Sequence events.</p>	

	<p>Compare volumes as well as estimate how much volume a container can hold. Compare the weights of different objects.</p>	<p>as taking apart and taking from. Show that addition is the putting together and subtraction is the taking apart of things. Identify the addition, subtraction and equal signs. Understand addition through addition patterns, counting on, and addition loops. Represent addition and subtract both horizontally and vertically. Find a missing addend. Model subtraction with both pictures/ objects and connecting cubes. Tell is a situation is representing addition or subtraction.</p>	<p>Analyze, compare, create, and compose shapes. Use positional words to describe their environment. Describe 2-D and 3-D shapes. Model symmetry using paints Model and create patterns.</p>	<p>Compare two activities and determine which takes more/less time. Gain an initial understanding of the clock.</p>	
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> • How can objects be compared? • Objects can be compared using words like: taller, shorter, more, less, heavier and lighter. 	<ul style="list-style-type: none"> • Why do I need to add and subtract? • What strategies can I use to add and subtract? • Quantities can be combined or taken apart. 	<ul style="list-style-type: none"> • How can our environment be described using positional words and shapes? • Shapes can be described by naming them. • Positional words describe our environments. • 2-D and 3-D shapes can be compared and modeled. 	<ul style="list-style-type: none"> • How is money used to purchase items? • How can we use time to describe events? • Knowing the names for coins and their value is an essential life skill. • Telling time is an essential life skill 	
STANDARDS	<p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of" "less of" the attribute, and describe the differences. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>	<p>K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *(benchmarked)</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem</p> <p>K.OA.A.3 Decompose numbers less than or equal to 10</p>	<p>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, and next to.</p> <p>K.G.A.2 Correctly name shapes regardless of their orientation or overall size.</p> <p>K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")</p> <p>K.G.B.4 Analyze and compare</p>		

		<p>into pairs in more than one way, e.g. using objects or drawings, and record each decomposition by a drawing or equation (e.g. $5 = 3 + 2$ and $5 = 4 + 1$)</p> <p>K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number e.g. by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.OA.A.5 Demonstrate fluency for addition and subtraction within 5. (by the end of Kindergarten). *(benchmarked)</p>	<p>two- and three-dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices "corners") and other attributes (e.g. having sides of equal length).</p> <p>K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.B.6 Compose simple shapes to form larger shapes. For example: "Can you join these two triangles with full sides touching to make a rectangle?"</p>		
INSTRUCTIONAL PROCEDURES	<p>Whole Group Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation- White Boards Vocabulary Connecting numbers/ measurement to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts Number of School Days</p>	<p>Whole Group Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation- White Boards Vocabulary Connecting numbers/ measurement to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts Number of School Days Daily Schedule</p>	<p>Whole Group Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation- White Boards Vocabulary Connecting numbers/ measurement to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts Number of School Days Daily Schedule</p>	<p>Whole Group Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation- White Boards Vocabulary Connecting numbers/ measurement to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts Number of School Days Daily Schedule</p>	

	<p>Daily Schedule Routine Temperature and Weather Compare and Contrast</p> <p>Individual Math Centers Math Journals Independent Practice 100th day projects</p> <p>Small Groups Guided Group Practice Paired Activities Manipulatives Compare and Contrast</p> <p>Instructional Activities: Intro to Measurement Non Standard Units Standard Units Comparing Volume How Much Can I hold? More/Less Volume Weight</p>	<p>Routine Temperature and Weather Compare and Contrast</p> <p>Individual Math Centers Math Journals Independent Practice 100th day projects</p> <p>Small Groups Guided Group Practice Paired Activities Manipulatives Compare and Contrast</p> <p>Instructional Activities: Part One: Exploring Addition Plus Symbol Number Line Equal Sign Tally Marks Addition Pattern Counting On Word Problems Addition Loops More Than One Way Vertical Addition Number facts to 5 Missing Addend</p> <p>Part Two: Exploring Subtraction Word Problems Modeling Subtraction Equal Sign</p>	<p>Routine Temperature and Weather Compare and Contrast</p> <p>Individual: Math Centers Math Journals Independent Practice 100th day projects</p> <p>Small Groups Guided Group Practice Paired Activities Manipulatives Compare and Contrast</p> <p>Instructional Activities: Positions Dimensional Shapes 3-D 2-D Equal Parts Patterns</p>	<p>Routine Temperature and Weather Compare and Contrast</p> <p>Individual Math Centers Math Journals Independent Practice 100th day projects</p> <p>Small Groups Guided Group Practice Paired Activities Manipulatives Compare and Contrast</p> <p>Instructional Activities: Money and Comparing Coins Penny Nickel Dime Combination of Coins Morning, Afternoon, Evening Sequence Seasons Measuring Time Tools for Measuring Time Time Problem Solving</p> <p>Money Poem: Penny, Penny, Easily spent Cooper Brown and worth one cent.</p>	
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		Connecting Cubes Vertical Subtraction Number facts to 5 Addition and Subtraction Games Addition and Subtraction Problem Solving		Nickel, Nickel Thick and fat You're worth five cents, I know that. Dime, Dime little and thin I remember You're worth ten. Quarter, quarter Big and Bold You're worth Twenty-five I'm told	
ASSESSMENTS	<u>Formative</u> Classwork Homework Teacher Observation Total Participation Techniques Math Journals Drawings <u>Summative</u> Topic Tests Benchmark Mid term test and Textbook Assessments Map Testing <u>Alternative</u> Project Based Assessments	<u>Formative</u> Classwork Homework Teacher Observation Total Participation Techniques Math Journals Drawings <u>Summative</u> Topic Tests Benchmark Mid term test and Textbook Assessments Map Testing <u>Alternative</u> Project Based Assessments	<u>Formative</u> Classwork Homework Teacher Observation Total Participation Techniques Math Journals Drawings <u>Summative</u> Topic Tests Benchmark Mid term test and Textbook Assessments Map Testing <u>Alternative</u> Project Based Assessments	<u>Formative</u> Classwork Homework Teacher Observation Total Participation Techniques Math Journals Drawings <u>Summative</u> Topic Tests Benchmark Mid term test and Textbook Assessments Map Testing <u>Alternative</u> Project Based Assessments	
ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	<u>Special Education</u> - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work	<u>Special Education</u> - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for	<u>Special Education</u> - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for	<u>Special Education</u> - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for	

	<p>frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have students repeat directions to check for understanding Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet</p> <p>Choice of books or activities Exploration by interest Flexible grouping Goal setting with</p>	<p>understanding Computer or electronic device utilization Extended time on tests/ quizzes Have students repeat directions to check for understanding Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet</p> <p>Choice of books or activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend</p>	<p>understanding Computer or electronic device utilization Extended time on tests/ quizzes Have students repeat directions to check for understanding Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet</p> <p>Choice of books or activities Exploration by interest Flexible grouping Goal setting with student Mini workshops to re-teach or extend</p>	<p>understanding Computer or electronic device utilization Extended time on tests/ quizzes Have students repeat directions to check for understanding Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet</p> <p>Choice of books or activities Exploration by interest Flexible grouping Goal setting with student Mini workshops to re-teach or extend</p>	
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	<p>student Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify</p> <p>Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to</p>	<p>skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify</p> <p>Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy</p>	<p>skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify</p> <p>Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading</p>	<p>skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify</p> <p>Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy</p>	
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	<p>reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students</p>	<p>outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to select from given choices . Allowing the use of note cards or open-book during testing Collaborating (general education teacher and</p>	<p>assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to select from given choices . Allowing the use of note cards or open-book during testing Collaborating (general education teacher and specialist) to modify</p>	<p>outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to select from given choices . Allowing the use of note cards or open-book during testing Collaborating (general education teacher and</p>	
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	<p>to select from given choices . Allowing the use of note cards or open-book during testing Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required . Having peers take notes or providing a copy of the teacher's notes Marking students' correct and acceptable work, not the mistakes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy assignments Outside reading assignments Reducing the number of answer choices on a multiple choice test</p>	<p>specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required . Having peers take notes or providing a copy of the teacher's notes Marking students' correct and acceptable work, not the mistakes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy assignments Outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using authentic assessments with real-life problem-solving Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos,</p>	<p>vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required . Having peers take notes or providing a copy of the teacher's notes Marking students' correct and acceptable work, not the mistakes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy assignments Outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using authentic assessments with real-life problem-solving Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos, illustrations,</p>	<p>specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required . Having peers take notes or providing a copy of the teacher's notes Marking students' correct and acceptable work, not the mistakes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy assignments Outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using authentic assessments with real-life problem-solving Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos,</p>	
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	<p>Tutoring by peers Using authentic assessments with real-life problem-solving Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos, illustrations, pictures, and drawings to explain or clarify Choice of books or activities</p> <p>Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Guided Reading</p>	<p>illustrations, pictures, and drawings to explain or clarify Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning</p>	<p>pictures, and drawings to explain or clarify Choice of books or activities</p> <p>Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based</p>	<p>illustrations, pictures, and drawings to explain or clarify Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning</p>	
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	<p>Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <hr/> <p>504 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have students repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory</p>	<p>Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <hr/> <p>504 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have students repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory</p>	<p>learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <hr/> <p>504 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have students repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation</p>	<p>Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <hr/> <p>504</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment 	
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	<p>repeat directions to check for understanding</p> <p>Highlighted text</p> <p>visual presentation</p> <p>Modified assignment format</p> <p>Modified test content</p> <p>Modified test format</p> <p>Modified test length</p> <p>Multiple test sessions</p> <p>Multi-sensory presentation</p> <p>Preferential seating</p> <p>Preview of content, concepts, and vocabulary</p> <p>Reduced/shortened reading assignments</p> <p>Reduced/shortened written assignments</p> <p>Secure attention before giving instructions/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Seacher initiated weekly assignment sheet</p> <p>Use open book, study guides, test prototypes</p> <p>Choice of books or activities</p> <p>Cubing activities</p> <p>Exploration by</p>	<p>presentation</p> <p>Preferential seating</p> <p>Preview of content, concepts, and vocabulary</p> <p>Reduced/shortened reading assignments</p> <p>Reduced/shortened written assignments</p> <p>Secure attention before giving instructions/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Seacher initiated weekly assignment sheet</p> <p>Use open book, study guides, test prototypes</p> <p>Choice of books or activities</p> <p>Cubing activities</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Jigsaw</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Reading buddies</p> <p>Varied journal prompts</p> <p>Varied supplemental materials</p>	<p>Preferential seating</p> <p>Preview of content, concepts, and vocabulary</p> <p>Reduced/shortened reading assignments</p> <p>Reduced/shortened written assignments</p> <p>Secure attention before giving instructions/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Seacher initiated weekly assignment sheet</p> <p>Use open book, study guides, test prototypes</p> <p>Choice of books or activities</p> <p>Cubing activities</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Reading buddies</p> <p>Varied journal prompts</p> <p>Varied supplemental materials</p>	<p>format</p> <ul style="list-style-type: none"> - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Reduced/shortened written assignments - Secure attention before giving instructions/directions - Shortened assignments - Student working with an assigned partner - Seacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Choice of books or activities - Cubing 	
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	<ul style="list-style-type: none"> interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials 			<ul style="list-style-type: none"> activities - Exploration by interest - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Think-Pair-Share - Reading buddies - Varied journal prompts - Varied supplemental materials 	
<p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p>	<p>Materials Guided Group Practice Paired Activities Manipulative/ Games Related Books: <u>How Tall is a T-Rex?</u> by Alison Limentani <u>How Long is a Whale?</u> by Alison Limentani <u>Too Tall Houses</u> by Gianna Marion</p> <p>Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive Math</p>	<p>Materials Guided Group Practice Paired Activities Manipulatives/ Games Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive Math Story Go Math Readers</p>	<p>Materials: Guided Group Practice Paired Activities Manipulatives/ Games Related Books: <u>Triangle</u> by Mac Barnett <u>Square-Shape Trilogy</u> by Mac Barnett <u>Circle</u> by Mac Barnett Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive Math Story Go Math Readers</p>	<p>Materials Guided Group Practice Paired Activities Manipulatives/ Games You Can't Buy a Dinosaur with a Dime! By Harriet Ziefert <u>Jenny Found a Penny</u> by Trudy Harris</p> <p>Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive Math Story Go Math Readers</p>	

	Story Go Math Readers				
INTERDISCIPLINARY CONNECTIONS	Interdisciplinary Connections	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)	
21ST CENTURY SKILLS/THEMES (P21.ORG)	(select all the apply, add more as necessary, delete those that do not apply)	(select all the apply, add more as necessary, delete those that do not apply)	(select all the apply, add more as necessary, delete those that do not apply)	(select all the apply, add more as necessary, delete those that do not apply)	
TECHNOLOGY INTEGRATION	English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages	English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages	English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages	English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages	
CAREER EDUCATION (NJDOE CTE Clusters)	21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)	21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)	21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)	21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)	
	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Literacy	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental	

	<p>Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p><u>Technology Integration</u> <u>Career Education</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services</p>	<p>Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p><u>Technology Integration</u> <u>Career Education</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security</p>	<p>Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p><u>Technology Integration</u> <u>Career Education</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security</p>	<p>Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p><u>Technology Integration</u> <u>Career Education</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V - Technology & Communications - Business Management & Administration - Education & Training - Finance - Government & Public Administration - Health Science - Hospitality & Tourism - Human Services - Information 	
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	<p>Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>Technology - Law, Public Safety, Corrections & Security - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics</p>	
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