

CURRICULUM

FOR

ABA / VB MAPP

PRESCHOOL

DISABILITIES

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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Subject/Course Title:
ABA Preschool Disabilities

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RAHWAY PUBLIC SCHOOLS CURRICULUM

ABA/VB MAPP - PSD

Pacing Guide - Verbal Behavior Milestones Assessment and Placement Program

Unit	Title	Pacing
Prek 3- Milestone Assessment Level 1	Tact, Listener Responding, Visual Perceptual Skills and Matching to Sample, Motor Imitation, Echoic	40 weeks
Prek 4- Milestone Assessment Level 2	Tact, Listener Responding, Visual Perceptual Skills and Matching to Sample, Motor Imitation, Echoic, Listener Responding by Feature Function and class, Intraverbal	40 weeks
K- Milestone Assessment Level 3	Tact, Listener Responding, Visual Perceptual Skills and Matching to Sample, Listener Responding by Feature Function and class	20 weeks
K- Level 4	Language for Learning	20 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists. Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have students restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide students with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have students restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign a peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have students repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow students to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give students a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to students.
- Give oral clues or prompts.
- Record or type assignments.

- Adapt worksheets/packets.
- Create alternate assignments.
- Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide students with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow students to answer orally, give extended time (time and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read questions to students to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Verbal Behavior Milestones Assessment and Placement Program

Unit Title: A Language and Social Skills Assessment Program for Children with Autism and or Other Developmental Disabilities

Target Course/Grade Level: PSD: Ages 3-5

Unit Summary The VB-MAPP is based on B.F. Skinner's analysis of verbal behavior, developmental milestones, language acquisition, and field-test data from typically developing children, children with autism, and children with other developmental disabilities. The Assessment Program provides placement recommendations for each of the 170 milestones along with suggestions for IEP goals.

Approximate Length of Unit: 40 weeks

Primary interdisciplinary connections: The supporting skills supplement the milestones with language, learning and social skills that should be developed from birth to 48 months.

LEARNING TARGETS

Content Area Strand	Content Area Strand	CPI
SED.PK.0 Social/Emotional Development	1.1 Express individuality by making independent decisions about which materials to use.	SED.PK.0.1.1
SED.PK.0 Social/ Emotional Development	1.2 Express ideas for activities and initiate discussion	SED.PK.0.1.2
SED.PK.0 Social/ Emotional Development	1.3 Actively engage in activities and interactions with teachers and peers	SED.PK.0.1.3
SED.PK.0 Social/ Emotional Development	3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness	SED.PK.0.3.1
HSPE.PK.2 Health and Physical Education	3.2 Develop an awareness of warning symbols	HSPE.PK.2.3.2
HSPE.PK.2 Health and Physical Education	4.1 Develop and refine gross-motor skills	HSPE.PK.2.4.1

HSPE.PK.2 Health and Physical Education	4.2 Develop and refine fine-motor skills	HSPE.PK.2.4.2
HSPE.PK.2 Health and Physical Education	4.3 Use objects and props to develop spatial and coordination skills	HSPE.PK.2.4.3
ELA.RF. PK.1 Language Arts and Literacy: Print Concepts	a. Follow words from left to right, top to bottom, page by page	ELA.RF.PK.1.a
ELA. RF.PK.1 Language Arts and Literacy: Print Concepts	b. Recognize that spoken words can be written and read	ELA.RF.PK.1.b
ELA.RF.PK.1 Language Arts and Literacy: Print Concepts	c. Recognize that words are separated by spaces	ELA.RF.PK.1.c
ELA.RF.PK.1 Language Arts and Literacy: Print Concepts	d. Recognize and name many uppercase and lowercase letters of the alphabet	ELA.RF.PK.1.d
ELA.RF.PK.2 Language and Literacy: Phonological Awareness	a.Recognize and produce simple rhyming words	ELA.RF.PK.2.a
ELA.RF.PK.2 Language and Literacy:Phonological Awareness	b. Segment syllables in spoken words	ELA.RF,PK.2.a
ELA.RF.PK.2 Language and Literacy: Phonological Awareness	c. Identify many initial sounds of familiar words	ELA.RF.PK.2.c
ELA.RF.PK.3 Language and Literacy: Phonics and Word Recognition	a.Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.	ELA.RF.PK.3.a
ELA.RF.PK.3 Language and Literacy: Phonics and Word Recognition	c. Recognize their name in print as well as other familiar print in the environment	ELA.RF. PK.3.c
ELA.PK.W.PK Language and Literacy:Writing	8. With guidance and support, recall information from experience of familiar topic to answer a question	ELA.PK.W.PK.8
ELA.SL.PK.1 Language and Literacy : Speaking and Listening	b. Continue a conversation through several back and forth exchanges	ELA.SL.PK.1.b

ELA.PK.SL.PK.2 Language and Literacy : Speaking and Listening	2. Ask and answer questions about a text or other information read aloud or presented orally	ELA.PK..SL.PK.2
ELA.PK.SL.PK.4 Language and Literacy: Speaking and Listening	4. Begin to describe familiar people, places, things, and events and sometimes with details	ELA.PK.SL.PK.4
ELA.PK.SL.PK Language and Literacy: Speaking and Listening	5. Use drawings or visual displays to add to descriptions to provide additional detail	ELA.PK.SL.PK.5
ELA.PK.SL.PK Language and Literacy: Speaking and Listening	6. With guidance and support, speak audibly and express thoughts, feelings and ideas	ELA.PK.SL.PK.6
ELA.L.PK.1 Language and Literacy: Language	b. Use frequently occurring nouns and verbs	ELA.L.PK.1.b
ELA.L.PK.1 Language and Literacy: Language	c. Form regular plural nouns	ELA.L.PK.1.c
ELA.L.PK.1 Language and Literacy: Language	d. Understand and use question words.	ELA.L.PK.1.d
ELA.L.PK.1 Language and Literacy: Language	e. Use frequently occurring prepositions	ELA.L.PK.1.e
ELA.L.PK.1 Language and Literacy: Language	f. begin to speak in complete sentences	ELA.L.PK.1.f
ELA.L.PK.1 Language and Literacy: Language	g. Understands and can follow simple multi-step directions	ELA.L.PK.1.g
ELA.L.PK.4 Language and Literacy: Language	a. With guidance and support, generate words that are similar in meaning	ELA.L.PK.4.a
ELA.L.PK.5 Language and Literacy: Language	a. Begin to sort familiar objects	ELA.L.PK.5.a
ELA.L.PK.5 Language and Literacy: Language	b.Begin to understand opposites of simple and familiar words	ELA.L.PK.5.b

AL.PK.9 Approaches to Learning	1.1 Make plans and decisions to actively engage in learning	AL.PK.9.1.1
AL.PK.9 Approaches to Learning	1.5 Bring a teacher-directed or self-initiated task, activity or project to completion	AL.PK.9.1.5
AL.PK.9 Approaches to Learning	4.1 Use prior knowledge to understand new experiences or a problem in an new context	AL.PK.9.4.1
AL.PK.9 Approaches to Learning	4.2 Make connections between ideas, concepts, and subjects	AL.PK.9.4.2
MA.PK.4 Mathematics	1.5 Use one to one correspondence to solve problems by matching sets and comparing amounts	MA.PK.4.1.5
MA.PK.4 Mathematics	1.6 Compare groups of up to 5 objects	MA.PK.4.1.6
MA.PK.4 Mathematics	3.1 Sort, order, pattern, and classify objects by non-measurable and measurable attributes.	MA.PK.4.3.1
MA.PK.4 Mathematics	4.1 Respond to and use positional words	MA.PK.4.4.1
MA.PK.4 Mathematics	4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes	MA.PK.4.4.2

Unit Understandings

Students will understand that.....

- It is important to label people, objects, body parts, and pictures.
- It is important to attend to and respond to the words spoken by others.
- It is important to attend and respond to visual stimuli and match objects or pictures.
- It is important to imitate the actions of other people.
- it is important to immediately repeat (echo) vowel and consonant phonemes, single and in combinations
- it is important to label nouns and verbs
- it is important to acquire more advanced listener skills
- it is important to match identical and non-identical objects and pictures
- it is important to immediately repeat (echo) specific words and phrases
- It is important to understand as a listener words that describe or modify nouns and verbs by their functions, features, or classes.
- It is important to verbally respond to the content of the words of others.
- it is important to emit a wide variety of labels, and that label contains several different parts of speech
- it is important to understand complex words and sentences involving the different parts of speech
- it is important to complete complex designs, patterns and sequences
- It is important to understand as a listener multiple words that describe or modify nouns and verbs by their function, features, or classes.
- it is important to verbally respond to the content of the words of others

Unit Essential Questions

1. Does the child tact people, objects, body parts, or pictures?
2. Does the child attend to and respond to the words spoken by others?
3. Does the child attend to and respond to visual stimuli and match objects or pictures?
4. Does the child imitate the actions of other people?
5. Does the child immediately repeat (echo) vowel and consonant phonemes, singly and in combinations?
6. Does the child tact nouns and verbs?
7. Is the child acquiring more advanced listener skills?
8. Does the child match identical and non-identical objects and pictures?
9. Does the child immediately repeat (echo) specific words and phrases?
10. Does the child understand as a listener words that describe or modify nouns and verbs by their function, features, or classes?
11. Does the child verbally respond to the content of the words of others?
12. Does the child emit a wide variety of tacts, and do they contain several different parts of speech?
13. Does the child understand the complex words and sentences involving the different parts of speech?
14. Does the child complete complex designs, patterns and sequences?
15. Does the child understand as a listener multiple words that describe or modify nouns and verbs by their functions, features, or classes?
16. Does the child verbally respond to the content of the words of others?

Knowledge and Skills

Students will know...

The development of receptive, expressive and fine motor skills that are required for the ages 0-48 months.

Listener Responding, Visual Perception, Tacting, Motor Imitation, Echoic, Intraverbal. Listener Responding by Feature, Function or Class.

Students will be able to...

- label people, objects, body parts, and pictures.
- attend to and respond to the words spoken by others.
- attend and respond to visual stimuli and match objects or pictures.
- imitate the actions of other people.
- immediately repeat (echo) vowel and consonant phonemes, single and in combinations
- label nouns and verbs
- acquire more advanced listener skills
- match identical and non-identical objects and pictures
- immediately repeat (echo) specific words and phrases
- understand as a listener words that describe or modify nouns and verbs by their functions, features, or classes.
- verbally respond to the content of the words of others.
- emit a wide variety of labels, and that label contains several different parts of speech
- understand complex words and sentences involving the different parts of speech
- complete complex designs, patterns and sequences
- understand as a listener multiple words that describe or modify nouns and verbs by their function, features, or classes.
- to verbally respond to the content of the words of others

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

Individualized Instructional Therapy/ Individual Teaching time(ITT)/ Discrete Trial Training(DTT) will be implemented and progress monitored to address IEP goals as well as items for VB MAPP operant targets.. When a student is successful at an ITT skill three consecutive days the skill is removed for five sessions and reintroduced. At the time the skill is removed for 5 days a new skill is added. Errorless teaching skills are used instructing during ITT sessions to improve the number of correct daily probes.

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Students acquire and maintain IEP and VB MAPP skills through individual instructional therapy sessions (ITT/DTT/DT). Sessions range from 10 minutes to 1 hours over the course of the day. These sessions are students-specific and follow a hierarchy of skills determined by IEP goals and VB MAPP assessment outcomes. Students work on acquisition and maintenance targets at every session. The target levels are specific to each child's current VB MAPP level and score. Every day, data is collected on the acquisition targets, skills are reinforced, and instruction is planned for the following day. After 3 days of "yes" responses to a cold probe, the target is removed for 5 consecutive therapy sessions. On the 6th day, the target is probed again. If the response is "yes" the target is moved to maintenance. If the response is "no" the target is placed back into daily acquisition probes. When a target is moved to maintenance, a new target is selected for the appropriate and corresponding verbal operant acquisition target list. Once each month a probe is made of all maintenance targets, after 3 consecutive "yes" monthly probes, the skill is determined to be mastered. If, during a monthly probe a "no" response is given for a maintenance target, the target is removed from maintenance and becomes an acquisition target again. A list of all ITT data is kept for each student and is broken down by verbal operant in the form of skill tracking sheets. Cumulative graphing of acquisition targets is updated on a weekly basis.

RESOURCES

Teacher Resources:

- **Verbal Behavior Milestones Assessment and Placement Program Protocol**
- **Verbal Behavior Milestones Assessment and Placement Program Teacher Guide**

Equipment Needed:

Useful Tool Boxes, multi colored index cards (blue, pink, yellow, white, purple, green), paste cards, target sheets, Language Builder Noun Cards, Printable Picture Cards, Dr. Seuss books, 3-ring binders

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Language for Learning

Unit Title: A Language and Social Skills Assessment Program for Children with Autism and or Other Developmental Disabilities

Target Course/Grade Level: PSD: Ages 4-5

Unit Summary Language for Learning teaches children the words, concepts, and statements important to both oral and written language. The program emphasizes language as a means of describing the world as a tool for thinking and solving problems. This language can be described as the language of learning and instruction. Language for Learning provides for the direct teaching of this language.

Approximate Length of Unit: 40 weeks

Primary interdisciplinary connections: The supporting skills supplement kindergarten and primary school aged children who have less than adequate language knowledge and skill for their age.

LEARNING TARGETS

Content Area Strand	Content Area Strand	CPI
SED.PK.0 Social/Emotional Development	1.1 Express individuality by making independent decisions about which materials to use.	SED.PK.0.1.1
SED.PK.0 Social/ Emotional Development	1.2 Express ideas for activities and initiate discussion	SED.PK.0.1.2
SED.PK.0 Social/ Emotional Development	1.3 Actively engage in activities and interactions with teachers and peers	SED.PK.0.1.3
SED.PK.0 Social/ Emotional Development	3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness	SED.PK.0.3.1
HSPE.PK.2 Health and Physical Education	4.1 Develop and refine gross-motor skills	HSPE.PK.2.4.1
HSPE.PK.2 Health and Physical Education	4.2 Develop and refine fine-motor skills	HSPE.PK.2.4.2

HSPE.PK.2 Health and Physical Education	4.3 Use objects and props to develop spatial and coordination skills	HSPE.PK.2.4.3
ELA.RL. PK.1 English Language Arts: Reading Literature	1. With prompting and support, ask and answer key elements in a familiar story or poem	ELA.RL.PK.1
ELA.RL. PK.2 English Language Arts: Reading Literature	2. With prompting and support, retell familiar stories or poems	ELA.RL.PK.2
ELA.RL.PK.3 English Language Arts: Reading Literature	3. With prompting and support, identify characters, settings, and major events in a familiar story	ELA.RL.PK.3
ELA.RL.PK.4 English Language Arts: Craft and Structure	4. Ask and answer questions about unfamiliar words in a story or poem read aloud.	ELA. RL.PK.4
ELA.RL.PK.7 English Language Arts: Integration of Knowledge and Ideas	7. With prompting and support, using a familiar storybook, tell how the illustrations support the story	ELA. RL.PK.7
ELA.RL.PK.9 English Language Arts: Integration of Knowledge and Ideas	9. With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different	ELA. RL.PK.9
ELA.RL.PK.10 English Language Arts: Integration of Knowledge and Ideas	10. Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	ELA. RL.PK.10
ELA.RI.PK.1 English Language Arts: Key Ideas and Details	1. With prompting and support, ask and answer questions about key elements in a familiar text.	ELA. RI.PK.1
ELA.RI.PK.2 English Language Arts: Key Ideas and Details	2. With prompting and support, recall important facts from a familiar text.	ELA. RI.PK.2
ELA.RI.PK.3 English Language Arts: Key Ideas and Details	3. With prompting and support, make a connection between pieces of essential information in a familiar text	ELA. RI.PK.3
ELA.RI.PK.4 English Language Arts: Craft and Structure	4. With prompting and support, ask and answer questions about unfamiliar words in informational	ELA. RI.PK.4
ELA.RI.PK.5 English Language Arts: Craft and Structure	5. Identify the front and back cover of a book	ELA. RI.PK.5
ELA.RF.PK.2 English Language Arts: Phonological Awareness	a. Recognize and produce simple rhyming words	ELA.RF.PK.2.a
ELA.RF.PK.2 English Language Arts: Phonological Awareness	c. Identify many initial sounds of familiar words	ELA.RF.PK.2.c

ELA.RF.PK.3 English Language Arts: Phonics and Word Recognition	a.Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.	ELA.RF.PK.3.a
ELA.RF.PK.3 English Language Arts: Phonics and Word Recognition	c. Recognize their name in print as well as other familiar print in the environment	ELA.RF. PK.3.c
ELA.PK.W.PK.1 English Language Arts:Writing	1. Use a combination of drawings, dictations, scribble writing, letter-strings or invented spelling to share a preference or opinion during play or other activities	ELA.PK.W.PK.1
ELA.PK.W.PK.2 English Language Arts:Writing	2. Use a combination of drawings, dictations, scribble writing, letter-strings or invented spelling to share information during play and other activities	ELA.PK.W.PK.2
ELA.PK.W.PK.8 English Language Arts:Writing	8. With guidance and support, recall information from experience of familiar topic to answer a question	ELA.PK.W.PK.8
ELA.SL.PK.1 English Language Arts : Speaking and Listening	b. Continue a conversation through several back and forth exchanges	ELA.SL.PK.1.b
ELA.PK.SL.PK.2 English Language Arts : Speaking and Listening	2. Ask and answer questions about a text or other information read aloud or presented orally	ELA.PK..SL.PK.2
ELA.PK.SL.PK.4 English Language Arts: Speaking and Listening	4. Begin to describe familiar people, places, things, and events and sometimes with details	ELA.PK.SL.PK.4
ELA.PK.SL.PK.5 English Language Arts: Speaking and Listening	5. Use drawings or visual displays to add to descriptions to provide additional detail	ELA.PK.SL.PK.5
ELA.PK.SL.PK.6 English Language Arts: Speaking and Listening	6. With guidance and support, speak audibly and express thoughts, feelings and ideas	ELA.PK.SL.PK.6
ELA.L.PK.1 English Language Arts: Language	b. Use frequently occurring nouns and verbs	ELA.L.PK.1.b
ELA.L.PK.1 English Language Arts: Language	c. Form regular plural nouns	ELA.L.PK.1.c

ELA.L.PK.1 English Language Arts: Language	d. Understand and use question words.	ELA.L.PK.1.d
ELA.L.PK.1 English Language Arts: Language	e. Use frequently occurring prepositions	ELA.L.PK.1.e
ELA.L.PK.1 English Language Arts: Language	f. begin to speak in complete sentences	ELA.L.PK.1.f
ELA.L.PK.1 English Language Arts: Language	g. Understands and can follow simple multi-step directions	ELA.L.PK.1.g
ELA.L.PK.4 English Language Arts: Language	b. With guidance and support, generate words that are similar in meaning	ELA.L.PK.4.a
ELA.L.PK.5 English Language Arts: Language	b.Begin to understand opposites of simple and familiar words	ELA.L.PK.5.b
AL.PK.9 Approaches to Learning	1.1 Make plans and decisions to actively engage in learning	AL.PK.9.1.1
AL.PK.9 Approaches to Learning	1.5 Bring a teacher-directed or self-initiated task, activity or project to completion	AL.PK.9.1.5
AL.PK.9 Approaches to Learning	4.1 Use prior knowledge to understand new experiences or a problem in an new context	AL.PK.9.4.1
AL.PK.9 Approaches to Learning	4.2 Make connections between ideas, concepts, and subjects	AL.PK.9.4.2

Unit Understandings

Students will understand that.....

- it is important to communicate and use precise words to describe the diverse concepts as how objects are the same and different
- it is important to understand language is to be read before they read it
- it is important to learn new words, new information and new ideas from reading
- it is important to follow directions
- it is important to immediately repeat (echo) vowel and consonant phonemes, single and in combinations
- it is important to label nouns and verbs
- it is important to acquire more advanced listener skills
- it is important to “say the whole thing” making a statement about what they are doing
- it is important to perform actions without responding verbally.
- it is important to label their actions
- it is important to make an action statement
- it is important to emit a wide variety of labels, and that label contains several different parts of speech
- it is important to understand complex words and sentences involving the different parts of speech
- it is important to learn the names of parts of the body

- It is important to understand as a listener multiple words that describe or modify nouns and verbs by their function, features, or classes.
- it is important to verbally respond to the content of the words of others
- It is important to respond in sequence, without mistakes and without teacher assistance
- it is important to make *not* statements about actions
- it is important to use pronouns I and you to answer questions about what each child is doing and about what you are doing
- it is important to distinguish the difference in meaning between present tense and past tense
- it is important to build on fundamental language structure to make judgements about things

Unit Essential Questions

1. Does the child understand basic actions?
2. Does the child understand the description of objects?
3. Does the child understand information and background knowledge?
4. Does the child understand instructional words and problem solving concepts?
5. Does the child understand classification?
6. Does the child understand problem-solving strategies and applications?

Knowledge and Skills

Students will know...

The basis for reading comprehension. The programs vocabulary, background- and world knowledge-building exercises, as well as its statement analysis, questioning, and concept-application exercises, preparing the students to know literal and inferential comprehension of books and other materials they will read both in and out of school.

Students will be able to...

- label and identify basic actions
- describe different objects
- recall information and background knowledge
- use instructional words and problem solving concepts
- classify objects
- use problem solving strategies and applications

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Individualized Instructional Therapy/ Individual Teaching time(ITT)/ Discrete Trial Training(DTT) will be implemented and progress monitored to address IEP goals as well as items for Language for Learning progression. When a student is successful at a Language for learning lesson the student then advances to the next level in the guide.

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Students acquire and maintain IEP and Language for Learning skills through individual therapy sessions (ITT/DTT/DT) or whole group sessions.. Sessions range from 10 minutes to 1 hours over the course of the day. These sessions are students-specific and follow a hierarchy of skills determined by IEP goals and Language for Learning assessment outcomes. Students work on learning concepts by practicing it with different examples daily. The lessons are specific to each child’s current Language for Learning level

and score. Every day, data is collected through recorded observations, student workbook completion and an assessment of the students' learning.

RESOURCES

Teacher Resources:

- **Language for Learning Teacher Presentation books A: Lessons 1-50, B: 51-85, C:Lessons 86-120, D: Lessons 121-150**
- **Language for Learning Teachers Guide**
- **Language for Learning Children's Workbook A/B, C/D**
- **Language for Learning Behavioral Objectives Booklet**
- **Language for Learning Behavioral Skills folder**
- **Language for Learning Answer Key**

Equipment Needed:

Language for Learning instructor guide with lesson plans, student workbooks , pencils and crayons.

RAHWAY PUBLIC SCHOOLS CURRICULUM

ABA/VB MAPP - PSD

Pacing Guide Mathematics

Unit	Title	Pacing
Pre-K Unit 1	Numbers and Operations, Patterns and Functions, Geometry and Measurement	40 weeks
Pre-K 3- Unit 2	Counting	15 weeks
Pre-k 3- Unit 3	Touch Points	10 weeks
Pre-k-4- Unit 4	Classifying	20 weeks
Prek-4- Unit 5	2-D Shapes	20 weeks
K- Unit 6	Graphs	40 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists. Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have students restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide students with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have students restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign a peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have students repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow students to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give students a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to students.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have students enter written assignments in criterion, where

they can use the planning maps to help get them started and receive feedback after it is submitted.

- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide students with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow students to answer orally, give extended time (time and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read questions to students to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Mathematics

Unit Title: Numbers and Operations, Patterns and Functions, Geometry and Measurement

Target Course/Grade Level: PSD: Ages 3-5

Unit Summary This unit will focus on nurturing the young child's curiosity about mathematics through daily discussion. Every Day in Pre-K math revolves around a simple bulletin board containing elements that focus on different math concepts every day. With the Calendar and Counting Tape children count the days of the month. Number bear help children to explore small numbers. Each day the class gathers together to examine the day;s data and get a new angle on mathematical relationships. Each day is slightly different than the day before, bringing new relationships to be examined.

Approximate Length of Unit: 40 weeks

Primary interdisciplinary connections: The supporting skills supplement the mathematical understandings that should be developed throughout the year while exploring early math concepts in an organized, in-depth, and engaging approach to mathematics.

LEARNING TARGETS

Content Area Strand	Content Area Strand	CPI
SED.PK.0 Social/Emotional Development	1.1 Express individuality by making independent decisions about which materials to use.	SED.PK.0.1.1
SED.PK.0 Social/ Emotional Development	1.2 Express ideas for activities and initiate discussion	SED.PK.0.1.2
SED.PK.0 Social/ Emotional Development	1.3 Actively engage in activities and interactions with teachers and peers	SED.PK.0.1.3
SED.PK.0 Social/ Emotional Development	3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness	SED.PK.0.3.1
AL.PK.9 Approaches to Learning	1.1 Make plans and decisions to actively engage in learning	AL.PK.9.1.1

AL.PK.9 Approaches to Learning	1.5 Bring a teacher-directed or self-initiated task, activity or project to completion	AL.PK.9.1.5
AL.PK.9 Approaches to Learning	4.1 Use prior knowledge to understand new experiences or a problem in a new context	AL.PK.9.4.1
AL.PK.9 Approaches to Learning	4.2 Make connections between ideas, concepts, and subjects	AL.PK.9.4.2
MA.PK.4 Mathematics	1.1 Count to 20 by ones with minimal prompting	MA.PK.4.1.1
MA.PK.4 Mathematics	1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting	MA.PK.4.1.2
MA.PK.4 Mathematics	1.5 Use one to one correspondence to solve problems by matching sets and comparing amounts	MA.PK.4.1.5
MA.PK.4 Mathematics	3.1 Sort, order, pattern, and classify objects by non-measurable and measurable attributes.	MA.PK.4.3.1

Unit Understandings

Students will

- know numbers and names and the count sequence up to 31
- understand how to count with one-to-one correspondence
- discover counting patterns
- predict and extend patterns
- know the days of the week and months of the year

Unit Essential Questions

- What is counting and how can it be used?
- What are the days of the week?
- What are the months of the year?

Knowledge and Skills

Students will know...

- know numbers and names and the count sequence up to 31
- understand how to count with one-to-one correspondence
- discover counting patterns
- predict and extend patterns
- know the days of the week and months of the year.

Students will be able to...

- **count sequence up to 30**
- **count with one to one correspondence**
- **complete counting patterns**
- **predict and extend patterns**
- **identify the days of the week and months of the year**

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- teacher observations
- small group and one-to one
- district-wide beginning and end of year assessments

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Every Day Counts: Every Day in Pre-K Math Activities
- Calendar

RESOURCES

Teacher Resources:

- **Everyday Counts Every Day in Pre-K Math Kit**

Equipment Needed:

Calendar accessories

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Mathematics

Unit Title: Counting

Target Course/Grade Level: PSD: Ages 3-5

Unit Summary This unit will focus on counting orally to 10, one to one correspondence to 10, counting from any given number, counting to answer “how many” and learning ordinal words through *fifth*.

Approximate Length of Unit: 15 weeks

Primary interdisciplinary connections: The supporting skills supplement the mathematical understandings that should be developed throughout the year while exploring early math concepts in an organized, in-depth, and engaging approach to mathematics.

LEARNING TARGETS

Content Area Strand	Content Area Strand	CPI
SED.PK.0 Social/Emotional Development	1.1 Express individuality by making independent decisions about which materials to use.	SED.PK.0.1.1
SED.PK.0 Social/ Emotional Development	1.2 Express ideas for activities and initiate discussion	SED.PK.0.1.2
SED.PK.0 Social/ Emotional Development	1.3 Actively engage in activities and interactions with teachers and peers	SED.PK.0.1.3
SED.PK.0 Social/ Emotional Development	3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness	SED.PK.0.3.1
AL.PK.9 Approaches to Learning	1.1 Make plans and decisions to actively engage in learning	AL.PK.9.1.1
AL.PK.9 Approaches to Learning	1.5 Bring a teacher-directed or self-initiated task, activity or project to completion	AL.PK.9.1.5

AL.PK.9 Approaches to Learning	4.1 Use prior knowledge to understand new experiences or a problem in a new context	AL.PK.9.4.1
AL.PK.9 Approaches to Learning	4.2 Make connections between ideas, concepts, and subjects	AL.PK.9.4.2
MA.PK.4 Mathematics	1.1 Count to 20 by ones with minimal prompting	MA.PK.4.1.1
MA.PK.4 Mathematics	1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting	MA.PK.4.1.2
MA.PK.4 Mathematics	1.4 Understand the relationships between numbers and quantities (i.e., the last word stated when counting tells “how many”):	MA. PK.4.1.4
MA. PK.4 Mathematics	1.4.a Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration	MA.PK.4.1.4.a
MA. PK.4 Mathematics	1.4.b Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks, or 5 pencils).	MA.PK.4.1.4.b
MA. PK.4 Mathematics	1.4.c Instantly recognize, without counting, small quantities of up to 3 or 4 objects	MA.PK.4.1.4.c

Unit Understandings

Students will

- count orally up to 10
- count with one-to-one correspondence to 10
- count from any given number
- count to answer “how many”
- learn ordinal words through *fifth*

Unit Essential Questions

- What is counting and how can it be used?
- What is counting with one-to one correspondence
- How to compare sets of objects?
- How to use ordinal numbers first-fifth?

Knowledge and Skills

Students will know...

- counting
- pointing to objects when counting

- **matching and counting**
- **identification of sets**
- **ordinal numbers**

Students will be able to...

- **count to 10 verbally**
- **count to 10 verbally from any number**
- **point to objects when counting**
- **count quantities of manipulatives**
- **count quantities of objects in pictures**
- **use matching and counting to tell how many**
- **match number of fingers shown to objects**
- **match TPPs to objects in pictures**
- **identify equal and less sets**
- **verbally identify more and equal (same)**
- **Make sets of objects equal**
- **recognize names given orally for ordinal positions**
- **verbally identify objects in each ordinal position in pictures**

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- individual observation checklist
- module assessment
- district-wide beginning and end of year assessments
- class activity record

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Touch Math Enrichment workbook activities
- Extra Practice activity mats
- Manipulatives
- Teaching aids

RESOURCES

Teacher Resources:

- **TouchMath Teacher Guide**
- **Touch Math Student Workbooks**
-

Equipment Needed:

- **TouchMath TouchPoints with Pictures**
- **TouchMath Pre-K Counting Quantity Posters**
- **TouchMath TouchPoint Animal Posters**
- **TouchMath TouchNumerals Computation Set**
- **TouchMath 3-D Numerals**
- **TouchMath TouchShapes**

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Mathematics

Unit Title: Touch Points

Target Course/Grade Level: PSD: Ages 3-5

Unit Summary This unit will focus on TouchPoints associated with numerals and quantities. The skills include oral counting to 20, one-to-one correspondence with objects to 10, representing quantities with pictures and Pictorial TouchPoints, and tracing numerals.

Approximate Length of Unit: 10 weeks

Primary interdisciplinary connections: The supporting skills supplement the mathematical understandings that should be developed throughout the year while exploring early math concepts in an organized, in-depth, and engaging approach to mathematics.

LEARNING TARGETS

Content Area Strand	Content Area Strand	CPI
SED.PK.0 Social/Emotional Development	1.1 Express individuality by making independent decisions about which materials to use.	SED.PK.0.1.1
SED.PK.0 Social/ Emotional Development	1.2 Express ideas for activities and initiate discussion	SED.PK.0.1.2
SED.PK.0 Social/ Emotional Development	1.3 Actively engage in activities and interactions with teachers and peers	SED.PK.0.1.3
SED.PK.0 Social/ Emotional Development	3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness	SED.PK.0.3.1
AL.PK.9 Approaches to Learning	1.1 Make plans and decisions to actively engage in learning	AL.PK.9.1.1
AL.PK.9 Approaches to Learning	1.5 Bring a teacher-directed or self-initiated task, activity or project to completion	AL.PK.9.1.5

AL.PK.9 Approaches to Learning	4.1 Use prior knowledge to understand new experiences or a problem in an new context	AL.PK.9.4.1
AL.PK.9 Approaches to Learning	4.2 Make connections between ideas, concepts, and subjects	AL.PK.9.4.2
MA.PK.4 Mathematics	1.1 Count to 20 by ones with minimal prompting	MA.PK.4.1.1
MA.PK.4 Mathematics	1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting	MA.PK.4.1.2
MA.PK.4 Mathematics	1.4 Understand the relationships between numbers and quantities (i.e., the last word stated when counting tells “how many”):	MA. PK.4.1.4
MA. PK.4 Mathematics	1.4.a Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration	MA.PK.4.1.4.
MA. PK.4 Mathematics	1.4.b Arrange and count different kinds of objects to demonstrate understanding the consistency of qualities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks, or 5 pencils).	MA.PK.4.1.4.
MA. PK.4 Mathematics	1.4.c Instantly recognize, without counting, small quantities of up to 3 or 4 objects	MA.PK.4.1.4.c
MA. PK.4 Mathematics	1.5 Uses one-to-one correspondence to solve problems by matching sets	MA.PK.4.1.5
MA. PK.4 Mathematics	4.2 Children demonstrate an initial understanding of numerical operations	MA.PK.4.2

Unit Understandings

Students will

- relate and match quantities to nine using manipulatives and TouchPoints
- relate and match quantities to nince using pictures and TouchPoints
- associate pictures, Pictorial TouchPoints, and TouchPoints through nine
- compare quantities, numerals, and quantities with numerals

Unit Essential Questions

- What are numerals?
- What are quantities?
- How to count sequences to 20?

Knowledge and Skills

Students will know...

- numeral and quantity
- object and picture association
- counting patterns
- identification of sets of objects

Students will be able to...

- associate numeral, quantity, and TouchPoint
- connect quantity and TouchPoint
- count objects in pictures
- associate objects in pictures to Pictorial TouchPoints
- match foam TouchPoints to TPPs to pictures on Activity Mats
- relate the three representations
- Demonstrate the correct Touching/Counting Pattern for TouchPoints
- identify which sets of objects has more
- select which Pictorial TouchPoint Represents more
- trace, write and compare numerals

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- individual observation checklist
- module assessment
- district-wide beginning and end of year assessments
- class activity record

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Touch Math Enrichment workbook activities
- Extra Practice activity mats
- Manipulatives
- Teaching aids

RESOURCES

Teacher Resources:

- TouchMath Teacher Guide
- Touch Math Student Workbooks
-

Equipment Needed:

- TouchMath TouchPoints with Pictures
- TouchMath Pre-K Counting Quantity Posters
- TouchMath TouchPoint Animal Posters
- TouchMath TouchNumerals Computation Set

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Mathematics

Unit Title: Classifying

Target Course/Grade Level: PSD: Ages 3-5

Unit Summary This unit will focus on classifying targets describing, sorting, classifying, and counting food objects based on color, size, and shape. Comparing the number in each category is integrated into counting and one-to-one correspondence, introduced in the first two modules. Templates (paper plates divided into two and three sections) are used as a soft preparation for learning to graph in Module 5.

Approximate Length of Unit: 20 weeks

Primary interdisciplinary connections: The supporting skills supplement the mathematical understandings that should be developed throughout the year while exploring early math concepts in an organized, in-depth, and engaging approach to mathematics.

LEARNING TARGETS

Content Area Strand	Content Area Strand	CPI
SED.PK.0 Social/Emotional Development	1.1 Express individuality by making independent decisions about which materials to use.	SED.PK.0.1.1
SED.PK.0 Social/ Emotional Development	1.2 Express ideas for activities and initiate discussion	SED.PK.0.1.2
SED.PK.0 Social/ Emotional Development	1.3 Actively engage in activities and interactions with teachers and peers	SED.PK.0.1.3
SED.PK.0 Social/ Emotional Development	3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness	SED.PK.0.3.1
AL.PK.9 Approaches to Learning	1.1 Make plans and decisions to actively engage in learning	AL.PK.9.1.1
AL.PK.9 Approaches to Learning	1.5 Bring a teacher-directed or self-initiated task, activity or project to completion	AL.PK.9.1.5

AL.PK.9 Approaches to Learning	4.1 Use prior knowledge to understand new experiences or a problem in a new context	AL.PK.9.4.1
AL.PK.9 Approaches to Learning	4.2 Make connections between ideas, concepts, and subjects	AL.PK.9.4.2
MA.PK.4 Mathematics	1.1 Count to 20 by ones with minimal prompting	MA.PK.4.1.1
MA.PK.4 Mathematics	1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting	MA.PK.4.1.2
MA.PK.4 Mathematics	1.4 Understand the relationships between numbers and quantities (i.e., the last word stated when counting tells “how many”):	MA. PK.4.1.4
MA. PK.4 Mathematics	1.4.a Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration	MA.PK.4.1.4.
MA. PK.4 Mathematics	1.4.b Arrange and count different kinds of objects to demonstrate understanding the consistency of qualities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks, or 5 pencils).	MA.PK.4.1.4.
MA. PK.4 Mathematics	1.4.c Instantly recognize, without counting, small quantities of up to 3 or 4 objects	MA.PK.4.1.4.c
MA. PK.4 Mathematics	1.5 Uses one-to-one correspondence to solve problems by matching sets	MA.PK.4.1.5
MA. PK.4 Mathematics	4.2 Children demonstrate an initial understanding of numerical operations	MA.PK.4.2
MA. PK.4 Mathematics	4.3 Children begin to conceptualize measurable attributes of objects	MA.PK.4.3
MA. PK.4 Mathematics	4.3.1 Sort, order, pattern, and classify objects by non-measurable and measurable attributes	MA.PK.4.3.1

Unit Understandings

Students will

- describe foods
- sort, classify, and count foods by their descriptions
- represent foods in two categories on paper plates
- represent foods in three categories

Unit Essential Questions

- What is sorting?
- What is classifying?
- What is counting and comparing?

Knowledge and Skills

Students will know...

- **describing words**
- **sorting by description**
- **categories**

Students will be able to...

- **describe foods by color, size and shape**
- **match food replicas, images, and picture cards to object in pictures**
- **match foam TouchPoints to objects in pictures**
- **move manipulatives from objects in pictures to the table to sort**
- **use all representations of food manipulatives**
- **move manipulatives from the table top or pictures to the paper plates**
- **count and compare the number in each category**
- **sort the two food categories in various ways**
- **move the manipulatives to the paper plates**
- **count and compare the number in each category**

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- individual observation checklist
- module assessment
- district-wide beginning and end of year assessments
- class activity record

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Touch Math Enrichment workbook activities
- Extra Practice activity mats
- Manipulatives
- Teaching aids

RESOURCES

Teacher Resources:

- **TouchMath Teacher Guide**
- **Touch Math Student Workbooks**

Equipment Needed:

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- **TouchMath 3-D Numerals**
- **TouchMath TouchShapes**

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Mathematics

Unit Title: 2-D Shapes

Target Course/Grade Level: PSD: Ages 3-5

Unit Summary This unit will focus on 2-D shapes applying to counting, describing, sorting, identifying, and comparing to circles, triangles, squares, rectangles, and rhombuses (trapezoids and hexagons). Composing shapes is included. Describing shapes includes the identification of the number of sides and corners and the relationships of shapes in pictures.

Approximate Length of Unit: 20 weeks

Primary interdisciplinary connections: The supporting skills supplement the mathematical understandings that should be developed throughout the year while exploring early math concepts in an organized, in-depth, and engaging approach to mathematics.

LEARNING TARGETS

Content Area Strand	Content Area Strand	CPI
SED.PK.0 Social/Emotional Development	1.1 Express individuality by making independent decisions about which materials to use.	SED.PK.0.1.1
SED.PK.0 Social/ Emotional Development	1.2 Express ideas for activities and initiate discussion	SED.PK.0.1.2
SED.PK.0 Social/ Emotional Development	1.3 Actively engage in activities and interactions with teachers and peers	SED.PK.0.1.3
SED.PK.0 Social/ Emotional Development	3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness	SED.PK.0.3.1
AL.PK.9 Approaches to Learning	1.1 Make plans and decisions to actively engage in learning	AL.PK.9.1.1
AL.PK.9 Approaches to Learning	1.5 Bring a teacher-directed or self-initiated task, activity or project to completion	AL.PK.9.1.5

AL.PK.9 Approaches to Learning	4.1 Use prior knowledge to understand new experiences or a problem in an new context	AL.PK.9.4.1
AL.PK.9 Approaches to Learning	4.2 Make connections between ideas, concepts, and subjects	AL.PK.9.4.2
MA.PK.4 Mathematics	1.1 Count to 20 by ones with minimal prompting	MA.PK.4.1.1
MA.PK.4 Mathematics	1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting	MA.PK.4.1.2
MA.PK.4 Mathematics	1.4 Understand the relationships between numbers and quantities (i.e., the last word stated when counting tells “how many”):	MA. PK.4.1.4
MA. PK.4 Mathematics	1.4.a Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration	MA.PK.4.1.4.a
MA. PK.4 Mathematics	1.4.b Arrange and count different kinds of objects to demonstrate understanding the consistency of qualities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks, or 5 pencils).	MA.PK.4.1.4.b
MA. PK.4 Mathematics	1.4.c Instantly recognize, without counting, small quantities of up to 3 or 4 objects	MA.PK.4.1.4.c
MA. PK.4 Mathematics	1.5 Uses one-to-one correspondence to solve problems by matching sets	MA.PK.4.1.5
MA. PK.4 Mathematics	4.2 Children demonstrate an initial understanding of numerical operations	MA.PK.4.2
MA. PK.4 Mathematics	4.3 Children begin to conceptualize measurable attributes of objects	MA.PK.4.3
MA. PK.4 Mathematics	4.3.1 Sort, order, pattern, and classify objects by non-measurable and measurable attributes	MA.PK.4.3.1
MA. PK.4 Mathematics	4.4 Children develop spatial and geometric sense	MA.PK.4.4
MA. PK.4 Mathematics	4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes	MA.PK.4.4.2
MA. PK.4 Mathematics	4.4.3.a two-dimensional shapes	MA.PK.4.4.3.a

Unit Understandings*Students will*

- describe 2-D shapes by defining attributes
- identify shapes by name in the environment
- use defining and non-defining attributes
- sort, classify, and compare shapes
- compose shapes
- compare 2-D and 3-D shapes
- model shapes in the environment
- use location words
- continue to compare the number of objects in sets
- Add to sets

Unit Essential Questions

- What is a circle, triangle, square, rectangle, rhombus and trapezoid?
- What are the defining attributes of shapes?
- What are location words?

Knowledge and Skills*Students will know...*

- different shapes
- defining attributes of shapes
- shapes of different sizes, colors, and orientations
- location words

Students will be able to...

- count the number of sides
- count the number of corners
- demonstrate that size is not a defining attribute
- recognize shapes of different orientations
- distinguish a given shape from other shapes
- match the size of a shape
- compare shapes with different numbers of sides and corners
- identify shapes with the same number of sides and corners
- use the same shape to create other shapes and pictures
- use different shapes to create new shapes and pictures
- recognize that 2-D shapes are flat and seen on paper
- identify 2-D shapes within 3-D shapes
- build shapes with sticks and clay balls, building blocks
- trace and draw 2-D shapes with templates
- Understand and identify location words when used in directions
- describe the relative position of objects in pictures
- sequence sets of object and numerals
- recognize when one set has one more than the other
- add one more to sets
- add objects to one set to make equal sets

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- individual observation checklist
- module assessment
- district-wide beginning and end of year assessments
- class activity record

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Touch Math Enrichment workbook activities
- Extra Practice activity mats
- Manipulatives
- Teaching aids

RESOURCES

Teacher Resources:

- **TouchMath Teacher Guide**
- **Touch Math Student Workbooks**

Equipment Needed:

- **TouchMath TouchPoints with Pictures**
- **TouchMath Pre-K Counting Quantity Posters**
- **TouchMath TouchPoint Animal Posters**
- **TouchMath TouchNumberals Computation Set**
- **TouchMath 3-D Numerals**
- **TouchMath TouchShapes**

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Mathematics

Unit Title: Graphs

Target Course/Grade Level: PSD: Ages 3-5

Unit Summary This unit will focus on graphs that extends the previous classifying activities and adds patterning. Introducing a visual representation of data is the focus. Graph templates are included for interactive practice with TouchPoints, Picture cards, and TouchShapes. Three patterns are introduced: AB, AAB, and ABB with TouchPoints with Pictures.

Approximate Length of Unit: 40 weeks

Primary interdisciplinary connections: The supporting skills supplement the mathematical understandings that should be developed throughout the year while exploring early math concepts in an organized, in-depth, and engaging approach to mathematics.

LEARNING TARGETS

Content Area Strand	Content Area Strand	CPI
SED.PK.0 Social/Emotional Development	1.1 Express individuality by making independent decisions about which materials to use.	SED.PK.0.1.1
SED.PK.0 Social/ Emotional Development	1.2 Express ideas for activities and initiate discussion	SED.PK.0.1.2
SED.PK.0 Social/ Emotional Development	1.3 Actively engage in activities and interactions with teachers and peers	SED.PK.0.1.3
SED.PK.0 Social/ Emotional Development	3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness	SED.PK.0.3.1
AL.PK.9 Approaches to Learning	1.1 Make plans and decisions to actively engage in learning	AL.PK.9.1.1
AL.PK.9 Approaches to Learning	1.5 Bring a teacher-directed or self-initiated task, activity or project to completion	AL.PK.9.1.5

AL.PK.9 Approaches to Learning	4.1 Use prior knowledge to understand new experiences or a problem in an new context	AL.PK.9.4.1
AL.PK.9 Approaches to Learning	4.2 Make connections between ideas, concepts, and subjects	AL.PK.9.4.2
MA.PK.4 Mathematics	1.1 Count to 20 by ones with minimal prompting	MA.PK.4.1.1
MA.PK.4 Mathematics	1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting	MA.PK.4.1.2
MA.PK.4 Mathematics	1.4 Understand the relationships between numbers and quantities (i.e., the last word stated when counting tells “how many”):	MA. PK.4.1.4
MA. PK.4 Mathematics	1.4.a Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration	MA.PK.4.1.4.a
MA. PK.4 Mathematics	1.4.b Arrange and count different kinds of objects to demonstrate understanding the consistency of qualities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks, or 5 pencils).	MA.PK.4.1.4.b
MA. PK.4 Mathematics	1.4.c Instantly recognize, without counting, small quantities of up to 3 or 4 objects	MA.PK.4.1.4.c
MA. PK.4 Mathematics	1.5 Uses one-to-one correspondence to solve problems by matching sets	MA.PK.4.1.5
MA. PK.4 Mathematics	4.2 Children demonstrate an initial understanding of numerical operations	MA.PK.4.2
MA. PK.4 Mathematics	4.3 Children begin to conceptualize measurable attributes of objects	MA.PK.4.3
MA. PK.4 Mathematics	4.3.1 Sort, order, pattern, and classify objects by non-measurable and measurable attributes	MA.PK.4.3.1
MA. PK.4 Mathematics	4.4 Children develop spatial and geometric sense	MA.PK.4.4
MA. PK.4 Mathematics	4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes	MA.PK.4.4.2
MA. PK.4 Mathematics	4.4.3.a two-dimensional shapes	MA.PK.4.4.3.a

Unit Understandings*Students will*

- apply numbers and counting sense
- decompose numbers up to 10

Unit Essential Questions

- What are equal sets?
- What are unequal sets?
- What is counting and number sense?
- How to decompose numbers up to 10?

Knowledge and Skills*Students will know...*

- uses up to 10 objects
- use of 12 objects
- identifying and comparing
- sorting, classifying, and recording results on simple graphs
- associating numerals with quantities
- graphing TPP's
- sets of TTP's to graph
- transition from TPP's
- identifying and extending patterns

Students will be able to...

- create two equal sets
- create two unequal sets
- find equal sets of 2-4 objects
- use all objects to create different sets
- count the numbers in each set
- verbalize the ways to make a given number with sets of objects
- match TTP's to pictures of objects
- move TTP's to the columns on the graph
- count the number in each column
- compare the quantities
- match TouchNumerals to the quantity in each column
- compare the numeral of each quantity
- identify a numeral for the column
- match the number of TTPs to the numeral
- use 2x2 graph templates
- use 2 x 3 graph templates
- use 3x3 graph templates
- use 3x4 graph templates
- make sets of 1,2, or 3 TTP's
- place them on the graph
- compare each pair of TTPs
- repeat using TouchNumerals instead of TouchPoints
- match TTPs to foam TouchPoints

- match TTPs to picture cards
- match foam TouchPoints to same-color TouchShapes
- match foam TouchPoints to same shape (different colors)
- use objects, then pictures, to identify the pattern
- identify and add one more to ABAB patterns with pictures
- identify and add one more to AABAAB patterns with pictures
- create patterns using 2 different objects

EVIDENCE OF LEARNING

Assessment

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- **TouchMath TouchShapes**
- **Graphs**