

1st Grade Health

First Grade Health Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Character Education	5 days	--
Nutrition	5 days	10 days
Personal Growth	10 days	20 days
Safety	5 days	25 days
Social and Emotional Growth	5 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Health sessions during the course of the year.

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Unit Title: 1st Grade-Character Education

Stage 1: Desired Results

Standards & Indicators:

NJSLS – Health and Physical Education

2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	There are actions an individual can take to help make this world a better place.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.DC.2	Explain the importance of respecting digital content of others.	Digital artifacts can be owned by individuals or organizations.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	

Central Idea/Enduring Understanding:

- Understanding of the 5 core values adopted by the school and what they look like and sound like.
- Personal hygiene and self-help skills promote healthy habits.
- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others

Essential/Guiding Question:

- What does respect look like and sound like?
- What is a responsibility that you have and how do you feel when you are being responsible?
- Why is it important to have integrity and be truthful?
- What would you like to be when you grow up and what will you have to do in order to have that career?

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	<ul style="list-style-type: none"> • What is a charity and how does it help serve others?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • We can show respect for others by what we say and how we act. • By being responsible and completing a task, we can feel good about our accomplishment. • Integrity means making good choices even when the good choice is difficult. • By showing perseverance, you can accomplish anything you put your mind to. • Service organizations are called charities and they help serve other people. 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> • Learners will incorporate the 5 core values into their understanding of how to be a good student and member of the school community

Interdisciplinary Connections:

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Stage 2: Assessment Evidence

Performance Task(s):

- Student project/classwork
- Student demonstration
- Question of the day
- Class/partner/group discussion
- Self-Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games
- Exit tickets
- Self-reflection/healthy habits journal

Other Evidence:

- Teacher Observation
- Student/Teacher Conference

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1

- Respect: students create a chart on what respect looks like and sounds like.

Session 2

- Responsibility: students write about a responsibility that they have and how it makes them feel

Session 3

- Integrity: students hear the fable about “The Boy Who Cried Wolf” and analyze how not showing integrity affects the boy and others around them.

Session 4

Resources:

Sessions

- Books
- Internet With Projector
- Whiteboard/Smartboard equipment
- Paper
- Writing supplies
- Art supplies
- PE Equipment

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<ul style="list-style-type: none"> ● Perseverance: students present to the class what they want to be when they grow up and what it would take for them to achieve their goal. <p>Session 5</p> <ul style="list-style-type: none"> ● Service: students watch a video on charities during Hurricane Sandy and relate the work they do to re-building New Jersey. 	
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Lesson/Skill Extension ● Peer Assistant 	<ul style="list-style-type: none"> ● Instructional Aides 	<ul style="list-style-type: none"> ● Peer Assistant ● Instructional Aides ● Rewording of Directions ● Streamline options in assessment 	<ul style="list-style-type: none"> ● IEP's ● 504's ● Instructional Aides ● Peer Assistant ● Rewording of Directions ● Hands-on assessments

Unit Title: 1st Grade-Nutrition

Stage 1: Desired Results

Standards & Indicators:

NJSLS – Health and Physical Education

2.2.2.N.1: Explore different types of foods and food groups.

2.2.2.N.2: Explain why some foods are healthier to eat than others.

2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health; (e.g., healthy heart, strong bones, increased energy, strong muscles).

2.2.2.LF.1 Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).	Money comes in different values, forms, and uses
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money

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9.1.2.FP.2	Differentiate between financial wants and needs.	External factors can influence the items that an individual wants or needs.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).	

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> Understanding of food servings and nutritional value through My Plate. Nutritious food choices promote wellness and are the basis for healthy eating habits. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> What constitutes a serving when eating various foods? How can you find serving size on a nutritional label? How many servings should you get of each group, based on the My Pyramid? How does MyPlate help you to create a meal that is nutritious? Which food groups do you eat enough of and which ones are you lacking in?
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<p><u>Content:</u></p> <ul style="list-style-type: none"> A serving is a portion of food that is recommended when eating a certain food. Serving sizes are listed on foods in the Nutrition Facts section and are not always the size of the container. School Nutrition MyPlate separates foods into triangles to show how much of a plate should each food be. Self-evaluation of food intake in a day and how it relates to My Pyramid. 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> Learners will uncover nutritional information from foods and how serving sizes are used to formulate a healthy diet. They will self-analyze their diet to determine healthy eating and deficiencies in their diet.
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Interdisciplinary Connections:
 Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> Student project/classwork Student demonstration Question of the day Class/partner/group discussion Self-Assessments Peer Assessments Turn and Talk Various Class Activities and Games Exit tickets Self-reflection/healthy habits journal 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> Teacher Observation Student/Teacher Conference
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u> <u>Session 1</u></p> <ul style="list-style-type: none"> School Menu - analyze and discuss 	<p><u>Resources:</u> <u>Session 1</u></p> <ul style="list-style-type: none"> Various nutritional labels Internet with projector Writing supplies
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<ul style="list-style-type: none"> ● Servings- understanding what constitutes a serving and how a serving is not always the size of the package. <p><u>Session 2</u></p> <ul style="list-style-type: none"> ● Nutritional facts- finding different nutritional facts on labels such as ingredients, calories, vitamins and charting their nutritional content <p><u>Session 3</u></p> <ul style="list-style-type: none"> ● Healthy Eating vs. Non Healthy Eating - <p><u>Session 4</u></p> <ul style="list-style-type: none"> ● My Plate- use paper plate to create foods that fit in each triangle creating a balanced meal <p><u>Session 5</u></p> <ul style="list-style-type: none"> ● Food journal- making a journal of what they ate in a day and comparing it to the recommended servings 	<p><u>Session 2</u></p> <ul style="list-style-type: none"> ● Nutritional labels ● Internet with projector ● Drawing paper ● Writing supplies <p><u>Session 3</u></p> <ul style="list-style-type: none"> ● Whiteboard supplies ● Writing supplies ● Internet with projector ● Drawing paper <p><u>Session 4</u></p> <ul style="list-style-type: none"> ● Paper plates ● Art supplies ● Internet with projector ● MyPlate poster <p><u>Session 5</u></p> <ul style="list-style-type: none"> ● Whiteboard supplies ● Writing journals and supplies ● Internet with projector
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Lesson/Skill Extension ● Peer Assistant 	<ul style="list-style-type: none"> ● Instructional Aides 	<ul style="list-style-type: none"> ● Peer Assistant ● Instructional Aides ● Rewording of Directions ● Streamline options in assessment 	<ul style="list-style-type: none"> ● IEP's ● 504's ● Instructional Aides ● Peer Assistant ● Rewording of Directions ● Hands-on assessments

Unit Title: 1st Grade-Personal Growth and Development

Stage 1: Desired Results

Standards & Indicators:

NJSLS – Health and Physical Education

2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

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2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.

2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Make a list of different types of jobs and describe the skills associated with each job
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Central Idea/Enduring Understanding:

- Understanding there are different ways to take care of your body to promote positive health and wellness.
- Personal hygiene and self-help skills promote healthy habits.
- The environment can impact personal health and safety in different ways.
- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

Essential/Guiding Question:

- What is wellness?
- How do growth and development naturally occur?
- How do germs spread?
- What is the proper procedure for washing hands?
- How often should you brush your teeth and why?
- What should I do if I'm not feeling well?

Content:

- Wellness is the quality or state of being healthy.
- There are different degrees of wellness.
- Heredity, environmental factors and lifestyle choices affect health and wellness.
- Germs can spread from person to person or object to person.
- Hands should be washed before eating and after using the restroom, using soap and warm water.
- There are different kinds of teeth in your mouth, each with a different purpose.

Skills (Objectives):

- Learners will define and understand wellness.
- Learners will learn proper handwashing technique and reasons when and why they should wash their hands.
- Learners will identify teeth and their function. They will understand the need and benefits for brushing teeth.
- Learners will recognize the function and importance of health care professionals.

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- Nurses, doctors and healthcare professionals are workers that are there to help you.

Interdisciplinary Connections:

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Stage 2: Assessment Evidence

Performance Task(s):

- Student project/classwork
- Student demonstration
- Question of the day
- Class/partner/group discussion
- Self-Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games
- Exit tickets
- Self-reflection/healthy habits journal

Other Evidence:

- Teacher Observation
- Student/Teacher Conference

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1

- Germs/handwashing: Identify what germs are and how they spread. Identify ways to prevent germs from spreading.

Session 2

- Immune system: Discuss how our body protects itself from germs.

Session 3

- Skeletal System: Identify the bones and discuss how bones are used.

Session 4

- Respiratory System: Discuss the body parts that make up our breathing system.

Session 5

- Health Careers- Identify health care professionals and how they can care for our health.

Session 6

- Dental: Care of and Prevention

Session 7

- Muscular system: Identify the muscles and their contributions to the body.

Session 8

- Digestive system: Discuss how our body digests food.

Session 9

- Circulatory System: Discuss the heart and blood's importance to the body.

Session 10

- Drugs & Medicine: Red Ribbon Week. Importance of staying drug-free

Resources:

Session 1/2

- Internet with projector
- Sink
- Soap and water
- Hand sanitizer

Session 3/4/5/6/7/8/9/10

- Whiteboard supplies
- Internet with projector
- Drawing paper
- Art supplies

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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Lesson/Skill Extension Peer Assistant 	<ul style="list-style-type: none"> Instructional Aides 	<ul style="list-style-type: none"> Peer Assistant Instructional Aides Rewording of Directions Streamline options in assessment 	<ul style="list-style-type: none"> IEP's 504's Instructional Aides Peer Assistant Rewording of Directions Hands-on assessments

Unit Title: 1st Grade-Safety

Stage 1: Desired Results

Standards & Indicators:

NJSLS – Health and Physical Education

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Make a list of different types of jobs and describe the skills associated with each job
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.	There are ways to keep the things we value safely at home and other places.

Central Idea/Enduring Understanding:

- Developing an awareness of potential hazards and how they impact health and safety.
- The environment can impact personal health and safety in different ways.

Essential/Guiding Question:

- What should students do when a drill is announced at school?
- What are some things you can do to stay safe on the bus?

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<ul style="list-style-type: none"> ● Potential hazards exist in personal space, in the school, in the community, and globally. 	<ul style="list-style-type: none"> ● Who are the people in our community who help you to stay safe? ● What are some rules about the playground use and why do we have those rules? ● When participating in various seasonal activities, what precautions can you take to keep yourself safe? ● What can you do to protect yourself from weather related conditions?
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<p><u>Content:</u></p> <ul style="list-style-type: none"> ● We conduct fire drills to practice what would happen in an emergency and how we should act to help ensure that everyone is safe. ● It is important to stay seated and buckled in on the bus and to speak in an inside voice when riding the school bus. ● Police officers, firefighters and ambulance workers are part of our community and are tasked with keeping the public safe. ● The playground equipment can be very fun, but can also be dangerous if not used properly. ● Safety while participating in various seasonal activities. ● Weather Related Safety. 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> ● Learners will focus on the importance of safety and recognizing potential hazards, as well as learning prevention methods to ensure safety.
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Interdisciplinary Connections:
 Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Student project/classwork ● Student demonstration ● Question of the day ● Class/partner/group discussion ● Self-Assessments ● Peer Assessments ● Turn and Talk ● Various Class Activities and Games ● Exit tickets ● Self-reflection/healthy habits journal 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Teacher Observation ● Student/Teacher Conference
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Session 1</u></p> <ul style="list-style-type: none"> ● Fire safety: students identify fire safety visuals. Fire alarms, smoke detector, fire extinguishers, emergency pulls, sprinklers. <p><u>Session 2</u></p> <p>School safety: students practice positive behavior on the bus, in the hallways, playgrounds, and lunch room.</p>	<p><u>Resources:</u></p> <p><u>Session 1</u></p> <ul style="list-style-type: none"> ● Classroom doors/windows ● Fire escape route map <p><u>Session 2</u></p> <ul style="list-style-type: none"> ● Internet with projector ● Art Supplies
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<p><u>Session 3</u></p> <ul style="list-style-type: none"> ● Community safety: students differentiate between different emergency personnel and also explain with peers about stop signs, crosswalks, red lights etc. <p><u>Session 4</u></p> <ul style="list-style-type: none"> ● Safety Drills: Students practice safety drills. Understanding the difference between lockdowns, shelter in place, evacuations, reverse evacuations and why we practice each. <p><u>Session 5</u></p> <ul style="list-style-type: none"> ● Seasonal Safety: Winter weather safety, proper dress, water danger, summer weather safety, sun related, seasonal activities 	<ul style="list-style-type: none"> ● Drawing paper <p><u>Session 3</u></p> <ul style="list-style-type: none"> ● Whiteboard supplies ● Drawing supplies ● Internet with projector <p><u>Session 4</u></p> <ul style="list-style-type: none"> ● Playground equipment ● Chart paper <p><u>Session 5</u></p> <ul style="list-style-type: none"> ● Whiteboard/Smartboard ● Chart paper ● Writing supplies ● Internet with projector
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Lesson/Skill Extension ● Peer Assistant 	<ul style="list-style-type: none"> ● Instructional Aides 	<ul style="list-style-type: none"> ● Peer Assistant ● Instructional Aides ● Rewording of Directions ● Streamline options in assessment 	<ul style="list-style-type: none"> ● IEP's ● 504's ● Instructional Aides ● Peer Assistant ● Rewording of Directions ● Hands-on assessments

Unit Title: 1st Grade-Social and Emotional Health/Relationships

Stage 1: Desired Results

Standards & Indicators:

NJSLS – Health and Physical Education

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.Cl.1	Demonstrate openness to new ideas and	There are actions an individual can

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	perspectives.	take to help make this world a better place.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.DC.2	Explain the importance of respecting digital content of others.	Digital artifacts can be owned by individuals or organizations.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	

Central Idea/Enduring Understanding:

- Understanding that being a healthy individual means possessing positive social and emotional health and healthy relationships. Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others.

Essential/Guiding Question:

- How can you tell how someone is feeling without them speaking to you?
- What is something your family enjoys doing together and why?
- Why is it difficult to control your emotions or feelings sometimes?
- What places make up a community?
- What is a stressor and how does it affect you?

Content:

- Sometimes we can tell how others are feeling or express how we are feeling through facial expressions and body language.
- Families have special things that they do together which are part of our customs and culture.
- Sometimes it is difficult to control your emotions and it takes practice.
- Each community has different places that serve unique functions for the community.
- A stressor is something that causes you to worry and can affect you in many ways.

Skills (Objectives):

- Learners will demonstrate awareness of emotions and how they manifest and can be controlled.
- Learners will develop an insight to their family customs and the workings of a community.

Interdisciplinary Connections:

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Stage 2: Assessment Evidence

Performance Task(s):

- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Self-Assessments

Other Evidence:

- Teacher Observation
- Student/Teacher Conference

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- Peer Assessments
- Turn and Talk
- Various Class Activities and Games

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1

- Body language/facial expressions- students will role play emotions and feelings without speaking; using body language and facial expressions and students will determine which one they were performing and how they knew.

Session 2

- Family customs- students will create a picture of their family doing something they like to do together and explain it to their group members.

Session 3

- Controlling emotions-teacher conducts bubble activity where students can react to the bubbles the first time, but the next time they have to control their emotions and try to ignore the bubbles.

Session 4

- Community- students create a map, drawing and listing places they think are necessary as part of a community.

Session 5

- Stressors- students create a list of things that cause them stress and what they can do to handle their stress.

Resources:

Session 1

- Whiteboard equipment
- Emotion/feeling cards

Session 2

- Whiteboard equipment
- Drawing paper
- Art supplies

Session 3

- Whiteboard supplies
- Bubble wand
- Bubble liquid
- Pipe cleaners

Session 4

- Drawing paper
- Art supplies
- Whiteboard/Smartboard

Session 5

- Whiteboard/Smartboard
- Chart paper
- Art supplies

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Lesson/Skill Extension ● Peer Assistant 	<ul style="list-style-type: none"> ● Instructional Aides 	<ul style="list-style-type: none"> ● Peer Assistant ● Instructional Aides ● Rewording of Directions ● Varying sizes and type of equipment 	<ul style="list-style-type: none"> ● IEP's ● 504's ● Instructional Aides ● Peer Assistant ● Rewording of Directions ● Hands-on assessments ● Varying sizes and type of equipment