

5th Grade - 1st Semester: En Mi Ciudad

Content Area: **World Language**
Course(s): **World Language Grade 5**
Time Period: **Marking Period 1**
Length: **13 1/2 weeks**
Status: **Published**

Course Pacing Guide

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education. <https://www.nj.gov/education/aps/cccs/wl/>

Unit	MP/Trimester	Weeks
En mi Ciudad	1 semester	13 1/2
Ven conmigo de vacaciones	2 semester	13 1/2

Revised October, 2019

Unit Overview

Students use the target language in the three modes of communication to explore, find out and learn about their cities and target culture are similar and different by examining the design and places in the city. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and/or video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on different city tours and descriptions of the places around the city.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to how to find and give directions of locations on a map.

Presentation:

They use lists, chunks of language and memorized phrases to describe several places in the city and locate them on the map.

Enduring Understandings

Enduring Understandings (*The big ideas*):

I can only talk about things that I have practice saying.

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.

Essential Questions

Essential Questions:

How can I talk to someone in another language when I just starting to learn it?

How can I better understand when I do not know everything I read or hear?

What will help my classmates, my teacher, and others understand me better?

How can I better understand, respect and embrace a culture with different practices and beliefs?

New Jersey Student Learning Standards (No CCS)

Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, and common household items. Click here for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4 7.1.NM.A.5
Skim and scan culturally authentic texts to identify cultural products and practices related to home life. Click here for the “Can-Do” Statement.	7.1.NM.A.3
Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home using digital tools and face-to-face communication in the target language. Click here for the “Can-Do” Statement.	7.1.NM.B.1 7.1.NM.B.4
Create a multimedia rich presentation to compare homes in the home and target culture(s). Click here for the “Can-Do” Statement.	7.1.NM.C.1
Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home and its contents in the target culture. Click here for the “Can-Do” Statement.	7.1.NM.C.4

Targeted Standard(s): NJCCCS WL 2014 - 7.1 NM

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive: 7.1.NM.A

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CPIs support Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

Interpersonal: 7.1.NM.B

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

The CPIs supports Anchor Standards 1, 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.

Presentational: 7.1.NM.C

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).

WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.B.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.L	Linguistic
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.b	State needs and preferences.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

Interdisciplinary Connections

LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.

Technology Standards

Resources/Technology: ● Thematic unit: “En mi ciudad”

- Book: “Lola en Nueva York” by Anne Gutman
- Power points// LCD projector / eBoard/ Animoto/ Flip videos/ Discovery Education and Streaming HD Camera
- Video samples of students interacting in the target language
- Guitar and Lyrics (various songs) by señor Bayona
- Popular song: “Cuando seas grande” by Miguel Mateos.

TECH.8.1.2 All students will use digital tools to access, manage, evaluate, and synthesize information in

order to solve problems and to create and communicate knowledge.

TECH.8.1.2B Students demonstrate creative thinking,construct knowledge and develop innovative products and process using technology

TECH.8.1.2C Students use digital media and environments to communicate and work collaboratively, including at a distance, to support and contribute to the learning of others.

21st Century Themes/Careers

21st Century Skills Map

https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects.

CRP.k-12.CRP1 Act as a responsible and contributing citizen and employee

CRP.k-12.CRP12 Work productively in teams while using cultural global competence

Instructional Strategies & Learning Activities

Concepts	Core Content/Objectives Skills	Instructional Actions Activities/Strategies
<i>What students will know</i>	<i>What students will be able to do</i>	<i>Learning Activities/ Differentiation</i>
<ul style="list-style-type: none">• Important greetings and vocabulary words use in the classroom and in everyday situations.• Days of the week• Months of the year.• Verb endings in	<ul style="list-style-type: none">• Recall and review important classroom commands.• Review and recall regular AR/ER/IR verbs in order to talk about different activities they do.• Combine the verb: Gustar with other regular AR/ER/IR in order to express likes and dislikes• Learn new vocabulary words and expressions relate it to “My	<p><i>Interdisciplinary Connections</i></p> <p>Un chico de la calle and</p> <p>“ En la clase de español” by Señor Bayona)</p> <ul style="list-style-type: none">• Ask Natural Approach questions to facilitate language production.• Pre-teach and guide students to learn how to formulate questions.

Spanish

- Verb Gustar
 - Different activities
 - The correct pronunciation of different words and expressions
 - Express likes and dislikes
 - Name of different places in town.
 - How to write complete sentences
 - Cultural differences between cities in the U.S and in Spanish speaking countries.
 - Combine different verbs in a simple sentence
 - Verb “ESTAR” for location
 - Directions
 - Different adjectives
 - How to prepare for different IPA’s assessments.
- city” unit.
 - Recognize and name important places in the city or town.
 - Talk about what they like to do in different places in the city.
 - Make connections and see the similarities of many vocabulary words and their pronunciations when talking about different places in town.
 - Understand and appreciate the architecture and cultural difference between cities or towns in the U.S and in many Spanish speaking countries in Europe and Latin America.
 - Utilize and learn how to use the verb “haber” in order to say what places they have in their cities.
 - Acquire, recognize and use many different vocabulary words, expressions and the verb “ESTAR” to be able to ask and give directions in the city.
 - Recognize and use new and old adjectives in order to talk and describe their cities, towns or places.
 - Design , create and label different places in their imaginary cities
 - Engage in small conversation by using complete sentences and combine recent and previously acquired vocabulary words.
 - Identify, recognize and infer different vocabulary words that will appear during the reading: **“Lola en Nueva York”**
 - Use new vocabulary and language skills to listen and retell the story: **“Lola en Nueva York”** from their points of view.
 - Use target language to help students develop their comprehension skills and produce language.
 - Pre-teach, review and recall vocabulary using TPR, flash cards and storytelling prompts.
- Utilize technology (LCD projector to show power points and the eBoard to introduce and go over new vocabulary words.
 - Show different audio videos of students from all 3 elementary schools to show activities in the three modes of communication to reinforce comprehension skills and show samples of projects and language productivity.
 - Use a “Magic Box” as a tool that will promote language production and classroom participation.
 - Discuss cultural information about certain practices and beliefs to enhance their cultural awareness and understanding.
 - Discuss geography with a map to make interdisciplinary connections and expand their horizons.
 - Use kinesthetic games and TPR activities such as “Simon dice”, “Pictionary” and “matamoscas” to reinforce vocabulary through movement and repetition

- Pair activity groups to review vocabulary and produce in the target language by creating interpersonal communication activities throughout the lesson and within the thematic unit.
- Use music and rhythms as part of the lesson (Buenos días/buenas tardes, feliz cumpleaños, Adiós amiguitos, días de la semana, Un chico de la calle and “ En la clase de español” by **Señor Bayona**)

I Can- Do Statements (adapted from NCSSFL-
ACTFL) https://www.actfl.org/sites/default/files/CanDos/Novice%20Can-Do_Statements.pdf

Differentiated Instruction

- -provide lots of visuals and exaggerate actions
- multi-ability grouping students can look at each other during TPR activity
- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with Mi ciudad vocabulary unit- in which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- -MODEL the activities
- -students may use graphic organizers during interpersonal activity
- -visual cues
- -preferential seating
- -access to Educational Assistant
- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning

- The Hot Seat/Role-Play
- Student Data Inventories
- Game-Based Learning
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data
-

Formative Assessments

Input and Output Activities that consist of:

- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with the CITY vocabulary unit- in which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- Thumbs up/Thumbs down: After practicing a skill, ask students how they feel they are doing by showing thumbs up or thumbs down. Alternative: Students show a scale of 1-5 on their hand.
- Ticket out the door (Exit Slip): Determine if the lesson was successful by asking students to complete a quick question on their way out the door.
- Stop/Go: Give each student a card with stop sign on one side and a go sign on the other. As students are learning a new concept, they can flip the card to the stop sign when they need more explanation.
- Whiteboards: Students practice writing on a small whiteboard and then hold up their boards and compare their answers with the teacher's answer. Works great for spelling, vocabulary, verb conjugation, etc.
Alternative : Students practice in pairs with flashcards.
- Scale of 1-4: The teacher evaluates a performance task (like a conversation) on a scale of 1-4. 4= You got it ! 3= Almost there. 2= Needs work. 1= Needs a lot of work.
- Four Corners: The teacher displays a question and 4 choices. Students choose an answer by going to different corners of the room. This will help the teacher determine which concepts are the most difficult for the class.
- Sequence Cards : Give students cut up sentences and have them try to put all of the words in sentences that make sense. This activity can be done individually or in pairs.
- Mini-Quizzes: Give students multiple quizzes in the same format as the test, so they can check their

understanding.

Resources: <http://www.iwla.net/Resources/Documents/Formative%20Assessment.pdf>

Summative Assessment

Presentational Speaking: " En Mi Ciudad" Students will be able to talk about their cities and several places in their maps.

Interpretive reading : El mapa de mi ciudad. Students will be able to read a history about "Mi Ciudad". The story is written by a native speaker for native speakers - and students must infer the meaning of the story by finding the key words or words that they recognize during the story.

Benchmark Assessments

Benchmark

NCSSFL-ACTFL CAN-DO STATEMENTS **PROFICIENCY BENCHMARKS**

<https://www.actfl.org/sites/default/files/CanDos/Intermediate%20Can-Do%20Statements.pdf>

Unit Specific Can Do

Statements: https://drive.google.com/file/d/0B3_0VmXxlyRYcEY5MEFGVmgwRW8/view?usp=sharing

ACTFL Benchmark Assessments

<https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/actfl-assessments>

Oral Proficiency Interview (OPI) assesses how well a person speaks a language. It is an assessment of the [interpersonal listening and speaking communication mode](#). It is a 20 to 25-minute one-on-one interview

between a certified ACTFL tester and an examinee. It is interactive, continuously adapting to each test-taker and their speaking abilities. The speaker's language ability is compared to the criteria outlined in the [*ACTFL Proficiency Guidelines for Speaking*](#), and then a proficiency rating is awarded.

Alternate Assessments

Alternate

Use of FLENJ (Foreign Language Educators of NJ) CAPS Rubrics

Rubric for Novice Presentational Speaking/Writing

Rubric for Novice Interpretive Reading/Listening

Rubric for Novice Interpersonal

Resources & Technology

Resources/Technology: • Thematic unit: "En mi ciudad"

- Book: "Lola en Nueva York" by Anne Gutman
- Power points// LCD projector / eBoard/ Animoto/ Flip videos/ Discovery Education and Streaming HD Camera
- Video samples of students interacting in the target language
- Guitar and Lyrics (various songs) by señor Bayona
- Popular song: "Cuando seas grande" by Miguel Mateos.
 - Kahoot interactive
 - HD CAMERA
 - TEACHER eBoard
 - <http://flenj.org/Flenj>
 - <http://www.actfl.org/ACTFL>
 - <http://www.nj.gov/education/aps/cccs/wl/> NJ Student Learning Standards for World Languages

BOE Approved Texts

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.

- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

*Add to or remove any of these as you see fit.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

*Add to or remove any of these as you see fit.

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule

- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking