Unit 5: Geometry

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **6 weeks**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is for children to extend their understanding of two- and three-dimensional shapes by classifying different shapes by their attributes. This helps children distinguish between defining attributes versus non-defining attributes. Children will also show how larger shapes are composed from smaller shapes. This work leads into identifying whether the smaller shapes are equal size and shape. Children are introduced to the concept of equal shares, partition circles and rectangles into two or four equal shares, and describe these equal shares as halves, quarters, or fourths. This is the conceptual basis for understanding fractions. The overarching goal is to distinguish two and three dimensional shapes.

ESSENTIAL QUESTIONS

Module 14:

1.How do we distinguish between defining attributes versus non-defining attributes of three-dimensional shapes, including cones, cubes, cylinders, rectangular prisms, and spheres?

Module 15:

1. How do we distinguish between defining and non-defining attributes?

Module 16:

1. How can we show same-size shapes that make two-dimensional shapes?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

MATH.1.OA	Operations and Algebraic Thinking
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
MATH.1.OA.B.4	Understand subtraction as an unknown-addend problem.

MATH.1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a “ten.”
MATH.1.NBT.C	Use place value understanding and properties of operations to add and subtract
MATH.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MATH.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
MATH.1.NBT.C.6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
MA.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.

PRE-ASSESSMENTS

Module 14: Same and Different, Are You Ready?, pg. 416

Module 15: Match Shapes, Are You Ready?, pg. 434

Module 16: Bigger and Smaller, Are You Ready?, pg. 458

INSTRUCTIONAL PLAN

MODULE 14

Module 14: Three-Dimensional Shapes

LESSON 14.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	14.1- We are learning to describe, build, and draw three-dimensional shapes.
Student Learning Strategies	Students will: • describe the defining attributes of cones, cubes, cylinders, rectangular prisms, and spheres. • build and draw three-dimensional shapes to possess defining attributes.
Success Criteria	I can describe, build, and draw three-dimensional shapes.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 417, 419 • Check for Understanding, pg.420 • On Your Own pgs. 421-422
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 417B & Spark Your Learning, Teacher Manual pg. 417D, Student pg. 417 **Mini Lesson:** Build Your Understanding, pgs. 418-420 **Guided Practice:** Check Your Understanding, pg. 420 **Independent Practice:** On Your Own & Exit Ticket, pgs. 421-422 **Resources:** Into Math Teacher Edition, Module 14
Suggested Modifications	**Small Group Options-** Page 417c

- On Track
- Almost There
- Ready for More

Math Center Option- Page 417c
- On Track- More practice for 14.1
- Almost there-Reteach 14.1
- Ready for more- Challenge 14.1

Differentiation Options-
- Reteach & Challenge pg. 420

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best

way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other

students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

	Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MA.1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

LESSON 14.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	14.2- We are learning to combine three-dimensional shapes to make composite shapes.
Student Learning Strategies	Students will: • combine cubes, rectangular prisms, cones, and cylinders to create a composite shape. • use reasoning, concrete models, and visual models to analyze a composite three-dimensional shape.
Success Criteria	I can combine three-dimensional shapes to make a new shape.

Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 423, 424 • Check for Understanding, pg.425 • On Your Own pg. 426
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 423B & Spark Your Learning, Teacher Manual pg. 423D, Student pg. 423 **Mini Lesson:** Build Your Understanding, pg. 424 & Step It Out, pg. 425 **Guided Practice:** Check Your Understanding, pg. 425 **Independent Practice:** On Your Own & Exit Ticket, pgs. 426 **Resources:** Into Math Teacher Edition, Module 14
Suggested Modifications	**Small Group Options-** Page 423c • On Track • Almost There • Ready for More **Math Center Option-** Page 423c • On Track- More practice for 14.2 • Almost there-Reteach 14.2 • Ready for more- Challenge 14.2 **Differentiation Options-** • Reteach & Challenge pg. 425 **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the

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Gifted & Talented Strategies

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MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

LESSON 14.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	14.3- We are learning to make a new combined shape by putting together multiple composite shapes

Student Learning Strategies	Students will: • use reasoning and visual models to analyze a three-dimensional composite shape that is composed of other composite shapes. • combine three-dimensional composite shapes to make a new composite shape.
Success Criteria	I can make new three-dimensional shapes by putting together combined shapes.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 427, 428 • Check for Understanding, pg.429 • On Your Own pg. 430
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 427B & Spark Your Learning, Teacher Manual pg. 427D, Student pg. 423 **Mini Lesson:** Build Your Understanding, pg. 428 & Step It Out, pg. 429 **Guided Practice:** Check Your Understanding, pg. 429 **Independent Practice:** On Your Own & Exit Ticket, pgs. 430 **Resources:** Into Math Teacher Edition, Module 14
Suggested Modifications	**Small Group Options-** Page 427c • On Track • Almost There • Ready for More **Math Center Option-** Page 427c • On Track- More practice for 14.3 • Almost there-Reteach 14.3 • Ready for more- Challenge 14.3 **Differentiation Options-** • Reteach & Challenge pg. 429 **English Language Learners Native language support:**

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Extra time: The teacher provides students with special

needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portio of the test in the morning, another portion after lunch and the final part the next day.

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MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

MODULE 15

Module 15: Two-Dimensional Shapes

LESSON 15.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	15.1- We are learning to use attributes to sort and describe two-dimensional shapes.
Student Learning Strategies	Students will: • distinguish between defining attributes and non-defining attributes. • use defining attributes such as number of sides and vertices to sort and identify two-dimensional shapes.
Success Criteria	I can use defining features to sort and identify two-dimensional shapes.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 435, 436 • Check for Understanding, pg.437 • On Your Own pg. 438
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 435B & Spark Your Learning, Teacher Manual pg. 435D, Student pg. 435 **Mini Lesson:** Build Your Understanding, pgs. 436-437 **Guided Practice:** Check Your Understanding, pg.

	437 **Independent Practice:** On Your Own & Exit Ticket, pgs. 438 **Resources:** Into Math Teacher Edition, Module 15
Suggested Modifications	**Small Group Options-** Page 435c • On Track • Almost There • Ready for More **Math Center Option-** Page 435c • On Track- More practice for 15.1 • Almost there-Reteach 15.1 • Ready for more- Challenge 15.1 **Differentiation Options-** • Reteach & Challenge pg. 437 **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:**

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LESSON 15.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	15.2- We are learning to build and draw two-dimensional shapes using attributes such as straight sides and vertices.
Student Learning Strategies	Students will: • use defining attributes such as number of sides and vertices to identify, build, and draw two-dimensional shapes.
Success Criteria	I can use defining features to build and draw two dimensional shapes.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 439, 440 • Check for Understanding, pg.441 • On Your Own pg. 442

Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 439B & Spark Your Learning, Teacher Manual pg. 439D, Student pg. 439 **Mini Lesson:** Build Your Understanding, pgs. 440-441 **Guided Practice:** Check Your Understanding, pg. 441 **Independent Practice:** On Your Own & Exit Ticket, pgs. 442 **Resources:** Into Math Teacher Edition, Module 15
Suggested Modifications	**Small Group Options-** Page 439c • On Track • Almost There • Ready for More **Math Center Option-** Page 439c • On Track- More practice for 15.2 • Almost there-Reteach 15.2 • Ready for more- Challenge 15.2 **Differentiation Options-** • Reteach & Challenge pg. 441 **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a

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Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The

	goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

LESSON 15.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	15.3- We are learning to use proportional reasoning to calculate percent increase or decrease.
Student Learning Strategies	Students will: • make composite shapes by combining two-dimensional shapes having straight sides.

Success Criteria	I can put two-dimensional shapes together to make a named shape.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 443, 444 • Check for Understanding, pg.445 • On Your Own pg. 446
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 443B & Spark Your Learning, Teacher Manual pg. 443D, Student pg. 443 **Mini Lesson:** Build Your Understanding, pg. 444 & Step It Out, pg. 445 **Guided Practice:** Check Your Understanding, pg. 445 **Independent Practice:** On Your Own & Exit Ticket, pgs. 446 **Resources:** Into Math Teacher Edition, Module 15
Suggested Modifications	**Small Group Options-** Page 443c • On Track • Almost There • Ready for More **Math Center Option-** Page 443c • On Track- More practice for 15.3 • Almost there-Reteach 15.3 • Ready for more- Challenge 15.3 **Differentiation Options-** • Reteach & Challenge pg. 445 **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify

activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students wh are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t

	intervene as the need presents itself. Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

LESSON 15.4

Student Learning Intentions (SLI) WALT:	15.4- We are learning to combine two-dimensional

(We are learning to…)	shapes to make a composite shape, including shapes that have straight and curved sides.
Student Learning Strategies	Students will: • make composite shapes by combining two-dimensional shapes having straight sides or straight and curved sides.
Success Criteria	I can put two-dimensional shapes together to make new shapes.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 447, 448 • Check for Understanding, pg.449 • On Your Own pg. 450
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 447B & Spark Your Learning, Teacher Manual pg. 447D, Student pg. 447 **Mini Lesson:** Build Your Understanding, pg. 448 & Step It Out, pg. 449 **Guided Practice:** Check Your Understanding, pg. 449 **Independent Practice:** On Your Own & Exit Ticket, pgs. 450 **Resources:** Into Math Teacher Edition, Module 15
Suggested Modifications	**Small Group Options-** Page 447c • On Track • Almost There • Ready for More **Math Center Option-** Page 447c • On Track- More practice for 15.4 • Almost there-Reteach 15.4 • Ready for more- Challenge 15.4 **Differentiation Options-** • Reteach & Challenge pg. 449 **English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special

needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students

may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portio of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MATH.1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a “ten.”
MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

LESSON 15.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	15.5- We are learning to combine composite shapes to make a new shape.
Student Learning Strategies	Students will: • compose new two-dimensional shapes by combining composite shapes.
Success Criteria	I can put combined shapes together to make a new shape.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 451, 452 • Check for Understanding, pg.453 • On Your Own pg. 454
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 451B & Spark Your Learning, Teacher Manual pg. 451D, Student pg. 451 **Mini Lesson:** Build Your Understanding, pg. 452 & Step It Out, pg. 453 **Guided Practice:** Check Your Understanding, pg. 453 **Independent Practice:** On Your Own & Exit Ticket, pgs. 454 **Resources:** Into Math Teacher Edition, Module 15
Suggested Modifications	**Small Group Options-** Page 451c • On Track • Almost There

- Ready for More

Math Center Option- Page 451c
- On Track- More practice for 15.5
- Almost there-Reteach 15.5
- Ready for more- Challenge 15.5

Differentiation Options-
- Reteach & Challenge pg. 453

English Language Learners Native language support:

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Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

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MODULE 16

Module 15: Fraction Foundations

LESSON 16.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	16.1- We are learning to show same-size shapes within a circle or rectangle.
Student Learning Strategies	Students will: • represent same-size shapes that combine to make circles and rectangles.
Success Criteria	I can identify and represent how shapes that are the same size and shape can make circles and rectangles.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 459, 460 • Check for Understanding, pg.461

	• On Your Own pg. 462
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 459B & Spark Your Learning, Teacher Manual pg. 459D, Student pg. 459 **Mini Lesson:** Build Your Understanding, pgs. 460-461 **Guided Practice:** Check Your Understanding, pg. 461 **Independent Practice:** On Your Own & Exit Ticket, pgs. 462 **Resources:** Into Math Teacher Edition, Module 16
Suggested Modifications	**Small Group Options-** Page 459c • On Track • Almost There • Ready for More **Math Center Option-** Page 459c • On Track- More practice for 16.1 • Almost there-Reteach 16.1 • Ready for more- Challenge 16.1 **Differentiation Options-** • Reteach & Challenge pg. 461 **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks

	that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
MA.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

LESSON 16.2

Student Learning Intentions (SLI) WALT:	16.2- We are learning to identify equal or unequal

(We are learning to…)	shares in a circle or rectangle.
Student Learning Strategies	Students will: • identify equal shares and unequal shares in circles and rectangles.
Success Criteria	I can identify and represent equal shares and unequal shares in circles and rectangles.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pg. 464 • Check for Understanding, pg.465 • On Your Own pg. 466
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 463B & Spark Your Learning, Teacher Manual pg. 463D, Student pg. 463 **Mini Lesson:** Build Your Understanding, pg. 464 & Step It Out, pg. 465 **Guided Practice:** Check Your Understanding, pg. 465 **Independent Practice:** On Your Own & Exit Ticket, pgs. 466 **Resources:** Into Math Teacher Edition, Module 16
Suggested Modifications	**Small Group Options-** Page 463c • On Track • Almost There • Ready for More **Math Center Option-** Page 463c • On Track- More practice for 16.2 • Almost there-Reteach 16.2 • Ready for more- Challenge 16.2 **Differentiation Options-** • Reteach & Challenge pg. 465 **English Language Learners Native language support:** Native language support: The teacher provides auditory or

written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It

is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes

and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to

	possess defining attributes.
MA.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

LESSON 16.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	16.3- We are learning to separate circles and rectangles into halves and describe the whole as two of the shares.
Student Learning Strategies	Students will: • partition circles and rectangles into two equal shares. • identify two equal shares as halves. • understand that half of a shape is smaller than the whole shape.
Success Criteria	I can identify and represent halves of circles and rectangles.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pg. 467, 468 • Check for Understanding, pg.469 • On Your Own pg. 470
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 467B & Spark Your Learning, Teacher Manual pg. 467D, Student pg. 467 **Mini Lesson:** Build Your Understanding, pg. 468 & Step It Out, pg. 469 **Guided Practice:** Check Your Understanding, pg. 469 **Independent Practice:** On Your Own & Exit Ticket, pgs. 470 **Resources:** Into Math Teacher Edition, Module 16
Suggested Modifications	**Small Group Options-** Page 467c • On Track • Almost There

- Ready for More

Math Center Option- Page 467c
- On Track- More practice for 16.3
- Almost there-Reteach 16.3
- Ready for more- Challenge 16.3

Differentiation Options-
- Reteach & Challenge pg. 469

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful

units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use

the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be.

	Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
MA.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

LESSON 16.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	16.4- We are learning to separate circles and rectangles into fourths and describe the whole as fou of the shares.
Student Learning Strategies	Students will: • partition circles and rectangles into four equal shares. • identify four equal shares as quarters or fourths. • understand that a fourth of (quarter of) a shape is smaller than the whole shape.
Success Criteria	I can identify and represent fourths of circles and rectangles.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pg. 471, 472 • Check for Understanding, pg.473 • On Your Own pg. 474

Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 471B & Spark Your Learning, Teacher Manual pg. 471D, Student pg. 471 **Mini Lesson:** Build Your Understanding, pg. 472 & Step It Out, pg. 473 **Guided Practice:** Check Your Understanding, pg. 473 **Independent Practice:** On Your Own & Exit Ticket, pgs. 474 **Resources:** Into Math Teacher Edition, Module 16
Suggested Modifications	**Small Group Options-** Page 471c • On Track • Almost There • Ready for More **Math Center Option-** Page 471c • On Track- More practice for 16.4 • Almost there-Reteach 16.4 • Ready for more- Challenge 16.4 **Differentiation Options-** • Reteach & Challenge pg. 469 **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.