

# Unit 1: Los útiles escolares

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

## UNIT RATIONALE

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Students use the target language in the three modes of communication to explore how Spanish speaking people talk about their school items and subjects. 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 (interviews, posters, radio/television shows, newspaper articles, etc.) about the school atmosphere in Latin America. They will have to read about the similarities and differences between schools in Latin America & the United States. Then, they will have to respond to several questions about the reading.

### **Interpersonal:**

They engage in short, unrehearsed/unscripted conversations with classmates, the teacher and/or members of the target language community. They will ask and answer questions related to their school environment and their classes.

### **Presentational:**

They use lists, chunks of language, and memorized phrases in order to talk about their school and give opinions about different school's subjects.

## ESSENTIAL QUESTIONS

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- How can I talk to someone in another language when I am 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?

## STANDARDS

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## **NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA**

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SAVED

### **New Jersey (NJSLS) - World Languages - Novice Mid (2020)**

#### **7.1.NM.IPRET.1**

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

#### **7.1.NM.IPRET.2**

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

#### **7.1.NM.IPRET.3**

Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

#### **7.1.NM.IPRET.4**

Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

#### **7.1.NM.IPERS.1**

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

#### **7.1.NM.IPERS.2**

Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

#### **7.1.NM.IPERS.3**

Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

#### **7.1.NM.IPERS.4**

Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

#### **7.1.NM.IPERS.5**

Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

#### **7.1.NM.PRSNT.1**

Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

#### **7.1.NM.PRSNT.2**

State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

#### **7.1.NM.PRSNT.3**

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

#### **7.1.NM.PRSNT.4**

Copy/write words, phrases, or simple guided texts on familiar topics.

#### **7.1.NM.PRSNT.5**

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

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help

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
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WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

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

Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL), and P21, the attached 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.

TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.1.NM. IPRET.5).

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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### Resources/Technology:

- Books:
- Smart Mimio Board/ LCD projector
- Music, Lyrics (various songs and artists)
- Google Slides
- YouTube, Vimeo:
  - Los útiles escolares
  - Las clases
  - ¿Qué tienes en la mochila?/¿Qué necesitas?/¿Qué clases tienes?
- Kahoot!
- Quizlet/Quizlet Live!
- Boom Cards
- Interactive Notebook activities
- Real photographs and instruments
- Smore Newsletters, Twitter, Facebook (communicate with parents)

[Los útiles escolares en México y OPS](#)

[Objetos de la clase](#)

[¿Qué necesitas?](#)

[Las clases](#)

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[Copy of TPT Mano o Manos 3-5](#)

[Las clases en la escuela.ppt](#)

[Venn Diagrams](#)

[4-6 Vocabulario importante](#)

[TPR SEPTIEMBRE](#)

## PRE-ASSESSMENTS

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## INSTRUCTIONAL PLAN

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### MODULE 1

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to understand classroom vocabulary and commands
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Using TPR (Total Physical Response), students will internalize important vocabulary through physical movement while also speaking in the target language.</li><li>• Students will work in small groups/partners to internalize and use vocabulary with actions and words</li><li>• Students will demonstrate understanding of vocabulary learned through TPR through presentation and in games</li><li>• Students will identify and use basic vocabulary</li></ul>

	<p>through read alouds in order to ask and answer simple questions.</p>
<p><b>Success Criteria</b></p>	<p>I can recall and review important classroom commands</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> <li>• Daily Observations</li> <li>• Participation in class</li> <li>• TPR responsiveness &amp; readiness</li> <li>• Memorize songs</li> <li>• Game participation</li> <li>• Presentational, interpersonal and interpretive group activities</li> <li>• Student feedback based on Visible Learning Intentions &amp; Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)</li> </ul> </div>
<p><b>Activities and Resources</b></p>	<p><b>WARM UP:</b> Buenos días song &amp; Calendar</p> <p><b>WHOLE GROUP:</b> TPR Lesson w/ teacher (I do, repeat, turn and tell a partner)</p> <p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Turn &amp; Talk</li> <li>• Profesor/Estudiante partner activity</li> </ul>

- Matamoscas Vocabulary building game
- Campanas (Bell game)
- Simon dice (Simon Says)
- Escape Room

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- Read Aloud/Independent Reading time
- Adiós amiguitos song

**Suggested Modifications**

- Visuals & Exaggerate motions
- Anchor charts & Graphic organizers
- Model activities
- Preferential seating
- Giving choices A/B or Yes/No (Sí/No)

- Sentence frames to facilitate language use & differentiate instruction.

[4-6 Vocabulario importante](#)

[TPR SEPTIEMBRE](#)

[Copy of TPT Mano o Manos 3-5](#)

## MODULE 2

<p><b>Student Learning Intentions (SLI) WALT:</b> (We are learning to...)</p>	<p>We are learning to express names using "llamarse"</p>
<p><b>Student Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>• Students will learn to ask the question "¿Cómo te llamas?" through song.</li> <li>• Students will complete a speaking activity using small memorized conversation in order to ask and tell one another's names.</li> <li>• Students will complete a writing activity by answering written memorized questions and common phrases.</li> </ul>
<p><b>Success Criteria</b></p>	<ul style="list-style-type: none"> <li>• I can respond to the question "¿Cómo te llamas?"</li> <li>• I can ask the question "¿Cómo te llamas?"</li> </ul>

**Formative Assessment (drives instructional decisions)**

- Daily Observations
- Participation in class
- TPR responsiveness & readiness
- Memorize songs
- Game participation
- Presentational, interpersonal and interpretive group activities
- Student feedback based on Visible Learning Intentions & Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)

**Activities and Resources**

**WARM UP:**

Buenos días song & Calendar

**WHOLE GROUP:**

- Using Google Slides and students photos, pass a ball around while chanting the *¿Cómo te llamas?* Song. Students may respond with just their name, or with "Me llamo \_\_\_\_"

**ACTIVITIES:**

- BINGO Activity: Students must find x amount of students and ask "*¿Cómo te llamas?*" Students will sign off on each other's sheet.
- Interactive notebook

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- Read Aloud/Independent Reading time
- Adiós amiguitos song

**Suggested Modifications**

- Visuals & Exaggerate motions
- Anchor charts & Graphic organizers
- Model activities
- Preferential seating
- Giving choices A/B or Yes/No (Sí/No)
- Sentence frames to facilitate language use & differentiate instruction.
- Repeated practice

## MODULE 3

**Student Learning Intentions (SLI) WALT:**  
**(We are learning to...)**

We are learning to identify important vocabulary needed in school

**Student Learning Strategies**

- Using TPR (Total Physical Response), students will internalize important vocabulary through physical movement while also speaking in the target language.
- Students will work in small groups/partners to internalize and use vocabulary with actions and words
- Students will demonstrate understanding of vocabulary learned through TPR through presentation and in games
- Students will use graphic organizers in order to compare and contrast what supplies are used in American schools vs. Latin American schools

**Success Criteria**

- I can act out and name important school supplies
- I can recognize and name important school subjects
- I can compare and contrast schools in the United States and in Latin America

**Formative Assessment (drives instructional decisions)**

- Daily Observations
- Participation in class
- TPR responsiveness & readiness
- Memorize songs
- Game participation
- Presentational, interpersonal and interpretive group activities
- Student feedback based on Visible Learning Intentions & Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)

**Activities and Resources**

**WARM UP:**

Buenos días song & Calendar

**WHOLE GROUP:**

- TPR whole group w/ interactive slides
- Using a backpack & real life objects, have students pull objects from the backpack and identify/act out in the target language
- YouTube Music/Videos to internalize vocabulary
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Students will read lists in the target language of school supplies needed at the beginning of their school year

**ACTIVITIES:**

- Matamoscas/Campanas
- Simon Dice
- Partner work/Profesor & Estudiante
- Espejos (Mirrors)
- Quizlet/Quizlet Live
- Graphic Organizer (Venn Diagram)
- Escape Room
- Interactive notebook
- "Exit ticket" worksheet

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- Read Aloud/Independent Reading time

	<ul style="list-style-type: none"><li>• Adiós amiguitos song</li></ul>
<b>Suggested Modifications</b>	<ul style="list-style-type: none"><li>• Visuals &amp; Exaggerate motions</li><li>• Anchor charts &amp; Graphic organizers</li><li>• Model activities</li><li>• Preferential seating</li><li>• Giving choices A/B or Yes/No (Sí/No)</li><li>• Sentence frames to facilitate language use &amp; differentiate instruction.</li><li>• Repeated practice</li></ul>

[Objetos de la clase](#)

[Los útiles escolares en México y OPS](#)

[Virtual Objetos de la clase](#)

[Venn Diagrams](#)

**Student Learning Intentions (SLI) WALT:  
(We are learning to...)**

We are learning to express what we have using "tener"

**Student Learning Strategies**

- Using real life objects, students will pull items from a backpack and identify school supplies in the target language
- Students will ask each other "¿Qué tienes en la mochila?" before pulling items out of a backpack/desk
- Students will use targeted sentence frames in order to tell someone what they have in their backpack
- Students will use TPR and interpersonal communication to discuss and identify their main classes in a typical school day

**Success Criteria**

- I can ask someone what they have in their backpack.
- I can tell someone what school supplies I have in my backpack
- I can tell someone what school subjects I have

**Formative Assessment (drives instructional decisions)**

- Daily Observations
- Participation in class

## Activities and Resources

- TPR responsiveness & readiness
- Memorize songs
- Game participation
- Presentational, interpersonal and interpretive group activities
- Student feedback based on Visible Learning Intentions & Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)

### **WARM UP:**

Buenos días song & Calendar

### **WHOLE GROUP:**

- Using the same backpack, encourage students to use complete sentences to ask and answer the question "¿Qué tienes en la mochila?"
- YouTube rap "¿Qué tienes en la mochila?"
- TPR whole group lesson to learn school subjects

### **ACTIVITIES:**

- Turn & Talk/Profesor y Estudiante/Espejos
-

Interactive notebook partner work

- Simon dice
- "Exit ticket" worksheet
- Quizlet/Quizlet Live

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- Read Aloud/Independent Reading time
- Adiós amiguitos song

**Suggested Modifications**

- Visuals & Exaggerate motions
- Anchor charts & Graphic organizers
- Model activities
- Preferential seating
- Giving choices A/B or Yes/No (Sí/No)
-

Sentence frames to facilitate language use & differentiate instruction.

- Repeated practice

[Objetos de la clase](#)

[Las clases](#)

[Las clases en la escuela.ppt](#)

## MODULE 5

**Student Learning Intentions (SLI) WALT:**  
(We are learning to...)

We are learning to express what we need using "necesitar"

**Student Learning Strategies**

- Students will use targeted sentence frames in order to hold conversations about what they need in complete sentences
- Students will use critical thinking skills in order to tell classmates what school supplies are needed for certain classes.
- Students will write sentences about what school supplies are needed for certain classes on a given assignment
- Students will work in partners and small groups to brainstorm what school supplies

they'd need on a given day

**Success Criteria**

- I can use the verb "necesitar" properly to tell someone what school supplies I need.
- I can use the verb "necesitar" properly to ask someone what school supplies they'd need and for which class.

**Formative Assessment (drives instructional decisions)**

- Daily Observations
- Participation in class
- Presentational, interpersonal and interpretive group activities
- Student feedback based on Visible Learning Intentions & Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)

**Activities and Resources**

**WARM UP:**

Buenos días & Calendar

**WHOLE GROUP:**

- Teacher models interpersonal conversations about what school supplies are needed for certain subjects (use Google Slides)
- Engage students in conversation to practice interpersonal speaking activities

- Provide students anchor charts to engage in conversations with one another

**ACTIVITIES:**

- Turn & Talk
- Profesor/Estudiante partner work
- Interactive notebook
- Escape Room
- BINGO/Signature activity

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Simon dice
- Color by number
- Read aloud/Independent Reading
- Exit Tickets
- Adiós amiguitos song

**Suggested Modifications**

- Visuals & Exaggerate motions

- Anchor charts & Graphic organizers
- Model activities
- Preferential seating
- Giving choices A/B or Yes/No (Sí/No)
- Sentence frames to facilitate language use & differentiate instruction.

[¿Qué necesitas?](#)

[Venn Diagrams](#)

[Objetos de la clase](#)

[Los útiles escolares en México y OPS](#)

[Copy of Preguntas escuela colegio](#)

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## MODULE 6

**Student Learning Intentions (SLI) WALT:**  
(We are learning to...)

We are learning to express our preferences

**Student Learning Strategies**

- Using previously learned sentence frames (Mi \_\_\_\_\_ favorito(a) es \_\_\_\_\_), students will

converse in partners about their favorite classes

- Using terms *Me gusta/No me gusta*, students will identify classes they like and don't like
- Students will complete a BINGO or signature activity to practice speaking, reading and writing about their favorite classes/what classes they like or don't like.

**Success Criteria**

- I can tell someone what my favorite class is
- I can ask someone what their favorite class is

**Formative Assessment (drives instructional decisions)**

- Daily Observations
- Participation in class
- TPR responsiveness & readiness
- Memorize songs
- Game participation
- Presentational, interpersonal and interpretive group activities
- Student feedback based on Visible Learning Intentions & Anecdotal Assessments (Fist-

to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)

## Activities and Resources

### **WARM UP:**

Buenos días & Calendar

### **WHOLE GROUP:**

- Review "Mi \_\_\_\_\_ favorito(a) es \_\_\_\_\_.  
This time use the word class.
- Introduce "Me gusta" and "No me gusta" with culturally appropriate actions

### **ACTIVITIES:**

- Turn & Talk
- Pass the ball w/whole class
- BINGO
- Interactive notebook Exit Ticket

### **BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by number
- Read aloud/Independent Reading
- Exit Tickets

	<ul style="list-style-type: none"> <li>• Adiós amiguitos song</li> </ul>
<p><b>Suggested Modifications</b></p>	<ul style="list-style-type: none"> <li>• Visuals &amp; Exaggerate motions</li> <li>• Anchor charts &amp; Graphic organizers</li> <li>• Model activities</li> <li>• Preferential seating</li> <li>• Giving choices A/B or Yes/No (Sí/No)</li> <li>• Sentence frames to facilitate language use &amp; differentiate instruction.</li> </ul>

[Las clases](#)

[Las clases en la escuela.ppt](#)

[Copy of Las clases importantes en la escuela](#)

## MODULE 7

<p><b>Student Learning Intentions (SLI) WALT:</b> (We are learning to...)</p>	<p>We are learning to pronounce different words and expressions</p>
<p><b>Student Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>

Students will review concepts previously learned in order to present necessary information

- Students create a poster listing as many school supplies as they can, making sure to draw and label the pictures in the target language.
- Students will present the posters, while also engaging in interpersonal conversations about which supplies on the poster they would need for certain classes.

### Success Criteria

- I can ask and answer different questions using the correct sentence starter.
- I can engage in small conversations by using yes/no answers or choice A/B answers
- I can present to my peers about school supplies I have in my backpack and need.

### Formative Assessment (drives instructional decisions)

- Use integrated performance assessments at the end of the unit in the 3 modes of communication to see what the students can do with the language
- Utilize rubrics for different communicative tasks to be able to create a benchmark in terms of language proficiency

### Activities and Resources

**WARM UP:**  
Buenos días & Calendar

#### **WHOLE GROUP:**

- Review of concepts
- Explanation & modeling of summative assignment

#### **ACTIVITIES:**

- Escape Room (to review if needed)
- Summative assignment (this *MIGHT* take more than one *week!*)
- NOTE: Allow students to use their interactive notebooks as references for vocabulary & sentence frames.

#### **BRAIN BREAK/CLOSURE:**

- GoNoodle
- Simon dice
- Color by number
- Read aloud/Independent Reading
- Exit Tickets
- Adiós amiguitos song

#### **Suggested Modifications**

- Visuals & Exaggerate motions

- Anchor charts & Graphic organizers
- Model activities
- Preferential seating
- Giving choices A/B or Yes/No (Sí/No)
- Sentence frames to facilitate language use & differentiate instruction.
- Modified assignment/rubric

[Copy of Proyecto#1 " En mi mochila"](#)

[Copy of rubric - presentational writing novice mid.doc](#)

## SUGGESTED MODIFICATIONS

### Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

#### English Language Learners

**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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**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.

## **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 student 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.

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## REFLECTIONS

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

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**RL.4.7** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text

**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RF.4.4.a** Read grade-level text with purpose and understanding.

**RF.4.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**W.4.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.1.4.B.1** Compare and contrast information that can be found on different types of maps and determine how the information may be useful

LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.