

Unit 1: En Mi Ciudad

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

UNIT RATIONALE

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

Interpretive:

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

Interpersonal:

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

Presentational:

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

ESSENTIAL QUESTIONS

- 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

New Jersey (NJSL) - 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.IPERS.6

Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

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.

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.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.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.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.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.
WL.NM.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.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
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

TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
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.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
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.NM. IPRET.5).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

Resources/Technology:

- Book: "Lola en Nueva York" by Anne Gutman
- Google Slides, Mimio Board, Document Camera
- Video samples of students interacting in the target language
- Quizlet
- Kahoot!
- Escape Room (Digital or Physical)
- FlipGrid
- YouTube videos & music
- Google Drive/Google Classroom
- Student Chromebooks

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

PRE-ASSESSMENTS

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to understand classroom vocabulary and commands
Student Learning Strategies	<ul style="list-style-type: none">• 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 identify and use basic vocabulary through read alouds in order to ask and answer simple questions.

Success Criteria

I can recall and review important classroom commands

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 Lesson w/ teacher (I do, repeat, turn and tell a partner

ACTIVITIES:

- Turn & Talk
- Profesor/Estudiante partner activity
- 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
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	<p>Anchor charts & Graphic organizers</p> <ul style="list-style-type: none"> • Model activities • Preferential seating • Giving choices A/B or Yes/No (Sí/No) • Sentence frames to facilitate language use & differentiate instruction.
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MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to understand important verb endings in Spanish.
Student Learning Strategies	<ul style="list-style-type: none"> • Through TPR (Total Physical Response), students will internalize important action word vocabulary. • Students will work in groups to match action words based on pictures • Students will write different action words using the correct AR/ER/IR ending.
Success Criteria	I can review and recall regular AR/ER/IR verbs in order to talk about different activities they do.
Formative Assessment (drives instructional decisions)	<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Daily Observations </div>

Activities and Resources

- 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.)

WARM UP:

Buenos días song & Calendar

WHOLE GROUP:

- TPR direct instruction using *Google Slides*
- Whole class discussions of cognates within English & Spanish
- Music/Videos to internalize vocabulary

ACTIVITIES:

- Using a ball, pass it around and have students state or act out a learned action verb

- Partner work/Turn & Talk
- Worksheets (Matching, writing)
- Charades
- Simon Dice
- Matamoscas
- Interactive notebook

BRAIN BREAK/CLOSURE:

- Color by Number
- Simon Dice
- Charades
- 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 express likes and dislikes using the verb "gustar"
Student Learning Strategies	<ul style="list-style-type: none"> • Students will work in partners to state what activities they like and do not like • Students will create/complete a BINGO activity in order to ask and answer different questions using "Gustar" • Students can use Flipgrid to communicate what they like and/or don't like to do.
Success Criteria	I can combine the verb "gustar" with other regular AR/ER/IR verbs in order to express likes and dislikes

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:

- Review of action verbs
- Introduction of "gustar" (me gusta(n), no me gusta(n)...)
- Whole class practice with phrases, then add in questions (¿Te gusta...? Or ¿Qué te gusta hacer?)

ACTIVITIES:

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Partner Work

- "Speed Dating" Form two circles or lines. Students will have 1-2 minutes to converse about what they like or don't like to do. Hit a bell, students rotate until each student has spoken to everyone.

- BINGO

- Quizlet/Quizlet Live

- Flipgrid

- Escape Room

- Interactive notebook

- "Exit ticket" worksheet

BRAIN BREAK/CLOSURE:

- GoNoodle

- Color by Number Page

- Simon dice

- Charades

- Brain Break Games

	<ul style="list-style-type: none"> • Adiós amiguitos song
<p>Suggested Modifications</p>	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> • 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 </div>

MODULE 4

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning to state the correct pronunciation of different words and expressions.</p>
<p>Student Learning Strategies</p>	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> • Using TPR (Total Physical Response), students will internalize important vocabulary through physical movement while also speaking in the target language. </div>

- Using real life maps and technology tools, students will identify different locations in their local community
- Students will work in partners to hold discussions that describe people, places and things.
- Students will use TPR to explain and utilize adjectives.
- Students will use interpersonal communication strategies to answer the questions such as "¿Cómo es?" and "¿Cómo eres?"

Success Criteria

- I can learn new vocabulary words and expressions related to "My City" unit
- I can recognize and name important places in the city or town.
- I can make connections and identify cognates when talking about different places in town.
- I can recall and use different adjectives
- I can use noun-adjective agreement correctly.

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 direct instruction using Google Slides
- Whole class discussions of cognates within English & Spanish
- Music/Videos to internalize vocabulary
- Using a map, identify and teach vocabulary surrounding community
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Direct instruction/conversations about cognates,
gender agreement with adjectives

ACTIVITIES:

- Turn & Talk/Profesor
- Charades
- Ball Passing (pass the ball and act out/state word)
- Interpersonal conversations
- Interactive notebook partner work
- Simon dice
- "Exit ticket" worksheet
- Quizlet/Quizlet Live

BRAIN BREAK/CLOSURE:

- GoNoodle
- Color by Number Page
- Independent reading time
- Simon Dice

- Kahoot!/Quizlet
- Escape Room
- Charades
- Brain Break games
- 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

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to utilize the verb ESTAR when describing location
Student Learning Strategies	<ul style="list-style-type: none"> • Using TPR (Total Physical Response), students will internalize important vocabulary through physical movement while also speaking in the target language. • Using maps and technology, students will describe location of popular places in their community • Students will create their own "driving" directions in the target language in order to explain location of places in their community
Success Criteria	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> • I can recall and use direction words • I can acquire, recognize, and use many different vocabulary words, expressions, and the verb ESTAR to be able to ask and give directions in the city. </div>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • 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.)

WHOLE GROUP:

- TPR direct instruction using Google Slides
- Model and use of target language to describe locations of items/places
- Music/Videos to internalize vocabulary
- Use a map to help students see/describe locations using real life tools

ACTIVITIES:

- Turn & Talk/Profesor&Estudiante
- Exit tickets
- Group work: provide a map and have students label locations in target language
- Interactive notebook partner work
- Simon dice
- "Exit ticket" worksheet

Activities and Resources

- Quizlet/Quizlet Live

BRAIN BREAK/CLOSURE:

- GoNoodle
- Color by Number Page
- Independent reading time
- Kahoot!/Quizlet
- Escape Room
- Charades
- Brain Break games
- Adiós amiguitos song

Suggested Modifications

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

	<ul style="list-style-type: none"> • Sentence frames to facilitate language use & differentiate instruction. • Repeated practice
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MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to write complete sentences
Student Learning Strategies	<ul style="list-style-type: none"> • Students will use targeted sentence frames in order to write about their community, specifically description of places and their likes and dislikes of their community. • Students will write sentences about their town and home.
Success Criteria	<ul style="list-style-type: none"> • I can recognize and use new and old adjectives in order to talk and describe their cities, towns or places • I can talk about what I like to do in different places in the city
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Daily Observations • Participation in class

Activities and Resources

- 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 & Calendar

WHOLE GROUP:

- Model target language with emphasis on sentence structures.
- Ask & answer questions with students to build comfort with the language
- Using interactive notebooks, write/project questions on the board and allow students to write their answers

ACTIVITIES:

- Partner work with example questions
- Walk & Talk/Write activities (students each get worksheet, ask questions and partner records answer)
- Task cards

BRAIN BREAK/CLOSURE:

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GoNoodle

- Simon dice
- Color by number
- Independent Reading
- Brain break review games
- 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.

MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to combine different verbs in a simple sentence
Student Learning Strategies	<ul style="list-style-type: none">• Students will use targeted sentence frames in order to hold conversations about what places are in their community and how to get there.• Students will use critical thinking skills in order to tell classmates why they like or dislike their community
Success Criteria	<ul style="list-style-type: none">• I can utilize and learn how to use the verb "haber" in order to say what places they have in their cities.• I can engage in small conversations by using complete sentences and combining recent and previously acquired vocabulary words.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Daily Observations• Participation in class• TPR responsiveness & readiness• Memorize songs• Game participation

Activities and Resources

- 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 & Calendar

WHOLE GROUP:

- Review of vocabulary (places, city, locations, adjectives, etc.)
- Direct instruction of target language and structures, emphasis on the conjugated version of "haber" (hay)
- Model and practice with students

ACTIVITIES:

- Turn & Talk
- Pass the ball w/whole class
- Task Cards
- FlipGrid
- Interactive notebook

- Exit Ticket

BRAIN BREAK/CLOSURE:

- GoNoodle
- Color by number
- Quizlet/Kahoot!
- 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.

MODULE 8

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to compare and contrast cultural practices between cities in the U.S and Spanish speaking countries
Student Learning Strategies	<ul style="list-style-type: none">• Students will study different types of architecture in Spanish speaking countries and in the United States.• Using maps and other technology, students will identify similarities and differences between cities and suburbs in Spanish speaking countries and the United States
Success Criteria	I can understand and appreciate the architecture and cultural differences between cities or towns in the U.S and in many Spanish speaking countries in Europe and Latin America
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• 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:

- Google Slides presentation showing different types of architecture in Europe and Latin American countries
- Discussions about similarities & differences between architecture and/or cities vs. "suburbs"

ACTIVITIES:

- Venn Diagram
- Sorting activities
- Artist or architect study

BRAIN BREAK/CLOSURE:

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

	<ul style="list-style-type: none"> • Adíos amiguitos song
<p>Suggested Modifications</p>	<ul style="list-style-type: none"> • 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.

MODULE 9

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning to prepare for different assessments</p>
<p>Student Learning Strategies</p>	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> • Students will complete interpretive listening activities with a read aloud to practice listening and comprehending in target language. • Students will ask and answer simple questions to one another in the target language. </div>

	<ul style="list-style-type: none"> • Students will complete two different summative performance assessments in order to demonstrate mastery/proficiency in the unit
<p>Success Criteria</p>	<ul style="list-style-type: none"> • I can identify, recognize and infer different vocabulary words that will appear during the reading "Lola en Nueva York" • I can use new vocabulary and language skills to listen and retell the story "Lola en Nueva York" from my point of view • I can use target language to strengthen my comprehension skills and produce language • I can design, create and label different places in their imaginary cities
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • 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
<p>Activities and Resources</p>	<p>WARM UP: Buenos días & Calendar</p> <p>WHOLE GROUP:</p> <ul style="list-style-type: none"> • Review of vocabulary/different lessons (based on

prior knowledge of what students struggled with most)

- "Lola en Nueva York" read aloud
- Explanation/modeling of presentational speaking assessment
- Explanation of interpretive reading assessment

ACTIVITIES:

- Summative Assessments

BRAIN BREAK/CLOSURE:

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

Suggested Modifications

- 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
- Modified assignment/rubric

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 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.

REFLECTIONS

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

LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
SOC.6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
SOC.6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
SOC.6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
SOC.6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
SOC.6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.