

Unit 2: Performing

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

UNIT RATIONALE

Artistic Process: Performing

1. Developing and refining techniques and models or steps needed to create products.
 2. Selecting, analyzing and interpreting work.
 3. Conveying meaning through art.
- In today's multimedia society, the arts are omnipresent, and provide powerful and essential means of communication.
 - Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.
 - Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs.
 - Participation in the arts as creators, performers/presenters/producers and audience members (responders) enhances mental, physical and emotional well-being.
 - The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare and share artwork that bring communities together.

ESSENTIAL QUESTIONS

How do performers select repertoire?

How do musicians improve the quality of their performance?

When is a performance judged ready to present?

How do contact and the manner in which musical work is presented influence audience response?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
MU.K-2.1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
MU.K-2.1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
MU.K-2.1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
MU.K-2.1.3A.2.Pr6b	Perform appropriately for the audience and purpose.

New Jersey (NJSL) - Grades K-2 - Visual and Performing Arts (2020) - Theater

TH.K-2.1.4.2.Pr4a	With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Pr4b	Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Pr5b	Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Pr6a	Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.
TH.K-2.1.4.2.Re7a	Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Re8a	With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

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

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

TECH.8.1.2.A.1

Identify the basic features of a digital device and explain its purpose.

PRE-ASSESSMENTS

classroom observation and reflection

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to demonstrate and explain personal interest selections.
Student Learning Strategies	-Class discussions -Listening Maps -Listening journal
Success Criteria	Students can demonstrate and explain personal interest selections.
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	- Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators - Dry-Erase Markers - Song Manipulatives -Computer and related online materials -Quaver Music Online
Suggested Modifications	English Language Learners

Native language support: The teacher provides auditory or

Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most impo

Visuals: The teacher uses graphics, pictures, visuals, and n comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads voca important vocabulary words they will need to know for a b pictures to go with the vocabulary words is also very benef

Special Education Students

Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working me to deliver information is to organize it into meaningful unit chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students und sense to them.

Extra time: The teacher provides students with special nee important to give students enough time to process their tho

Oral Reading: The teacher will read work orally to studen to be read aloud to the student.

Timers: The teacher will use timers as an instructional too trouble completing tasks. Timers can be helpful so the stud assignment.

Students with 504 Plans

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Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students understand sense to them.

Extra time: The teacher provides students with special needs important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and Students will be challenged to further their understanding, in reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate Additional reading, problem-solving, writing, or project work at a rate more accelerated than their peers. In this way, Gifted & special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions directions/instructions verbally and in simple written form to ensure understanding occurs. Check back with the student to

Peer Support: Peers can help build confidence in other students 3 before me' approach. This is fine, however, a student at risk this up for the student so he/she knows who to ask for clarification

Alternate or Modified Assignments: Always ask yourself "at risk are able to complete it?" Sometimes you'll simplify it or use a different mode of delivery. For instance, many students may give you the information verbally. Or, it just may be that you

Increase One to One Time: When other students are working out if they're on track or needing some additional support. Address as the need presents itself.

Contracts: It helps to have a working contract between you and students that need to be done and ensure completion happens. Each time something is done, provide a checkmark or happy face. The goal of using contracts is completion sign-offs.

Hands On: As much as possible, think in concrete terms and use manipulatives that may require a calculator or counters. The child may need to use them. A child may have to listen to a story being read instead of reading it.

Tests/Assessments: Tests can be done orally if need be. Break the test in the morning, another portion after lunch and the rest in the afternoon. Seating: Seat students near a helping peer or with quick access to the teacher to be close to the instruction which often means near the front of the room.

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to apply established criteria to judge the accuracy of musical performance
Student Learning Strategies	- Musical vocabulary - Recorded performance examples
Success Criteria	Students can apply established criteria to judge the accuracy of musical performance
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment

Activities and Resources

- Piano
- Board
- Journals
- Sound System
- Classroom Instruments
- Student Whiteboard or Communicators
- Dry-Erase Markers
- Song Manipulatives
- Computer and related online materials
- Quaver Music Online

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or

Adjusted Speech: The teacher changes speech patterns to : the students, paraphrasing, clearly indicating the most impo

Visuals: The teacher uses graphics, pictures, visuals, and n comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads voca important vocabulary words they will need to know for a b pictures to go with the vocabulary words is also very benef

Special Education Students

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Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students und sense to them.

Extra time: The teacher provides students with special nee

important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Students will be read aloud to the student.

Timers: The teacher will use timers as an instructional tool to help students with trouble completing tasks. Timers can be helpful so the student can complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand. Chunking is based on the presumption that our working memory is limited. To deliver information is to organize it into meaningful units. Chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding. Teachers want to make sure students understand the content and sense to them.

Extra time: The teacher provides students with special needs. 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 extensions. Students will be challenged to further their understanding, with reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate gifted and talented students. Additional reading, problem-solving, writing, or project work will be provided at a rate more accelerated than their peers. In this way, Gifted & Talented students and special needs students are both accommodated.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given verbally and in simple written form to ensure understanding occurs. Check back with the student to ensure understanding.

Peer Support: Peers can help build confidence in other students. Use a '3 before me' approach. This is fine, however, a student at risk should be identified as a peer supporter so he/she knows who to ask for clarification.

Alternate or Modified Assignments: Always ask yourself, "Can students at risk complete this?" Sometimes you'll simplify the assignment or use a different mode of delivery. For instance, many students may prefer to give you the information verbally. Or, it just may be that you need to modify the assignment.

Increase One to One Time: When other students are working, use one-to-one time to check out if they're on track or needing some additional support. Use this time as the need presents itself.

Contracts: It helps to have a working contract between you and the student. List what needs to be done and ensure completion happens. Each day the student completes a task, provide a checkmark or happy face. The goal of using contracts is to ensure completion sign-offs.

Hands On: As much as possible, think in concrete terms and use manipulatives. A child may require a calculator or counters. The child may need to see a picture of the object. A child may have to listen to a story being read instead of reading it.

Tests/Assessments: Tests can be done orally if needed. Break the test into smaller portions. Give the test in the morning, another portion after lunch and the remainder in the afternoon.

Seating: Seat students near a helping peer or with quick access to you. Be close to the instruction which often means near the front of the classroom.

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to demonstrate knowledge of basic music performances.
Student Learning Strategies	<ul style="list-style-type: none">- Rote learning- Folk songs or other age-appropriate literature
Success Criteria	Students can demonstrate knowledge of basic music concept performances.
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	<ul style="list-style-type: none">- Piano- Board- Journals- Sound System- Classroom Instruments- Student Whiteboard or Communicators- Dry-Erase Markers- Song Manipulatives- Computer and related online materials- Quaver Music Online
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or</p> <p>Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most important</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and non-verbal cues to help students understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary words they will need to know for a lesson. Pictures to go with the vocabulary words is also very beneficial.</p>

Special Education Students

Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working me to deliver information is to organize it into meaningful unit chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students und sense to them.

Extra time: The teacher provides students with special nec important to give students enough time to process their tho

Oral Reading: The teacher will read work orally to studen be read aloud to the student.

Timers: The teacher will use timers as an instructional too trouble completing tasks. Timers can be helpful so the stud assignment.

Students with 504 Plans

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Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students und sense to them.

Extra time: The teacher provides students with special nec important to give students enough time to process their tho

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with challenging activities. Students will be challenged to further their understanding, apply their knowledge, and use reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate individual students. Additional reading, problem-solving, writing, or project work may be assigned at a rate more accelerated than their peers. In this way, Gifted & Talented students and special needs students are both supported.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given clearly. Give directions/instructions verbally and in simple written form. Check for understanding. Check back with the student to ensure understanding occurs. Check back with the student to ensure understanding occurs.

Peer Support: Peers can help build confidence in other students. Use a 'buddy' system. Use a '3 before me' approach. This is fine, however, a student at risk of school failure should be set up for the student so he/she knows who to ask for clarification.

Alternate or Modified Assignments: Always ask yourself, "Can students at risk be able to complete it?" Sometimes you'll simplify the assignment. Sometimes you'll use a different mode of delivery. For instance, many students may not be able to read. You may give you the information verbally. Or, it just may be that you need to provide additional support.

Increase One to One Time: When other students are working on their own, provide one-to-one support out if they're on track or needing some additional support. Provide support as the need presents itself.

Contracts: It helps to have a working contract between you and the student. List what needs to be done and ensure completion happens. Each day the student completes a task, provide a checkmark or happy face. The goal of using contracts is to ensure completion.

	<p>completion sign-offs.</p> <p>Hands On: As much as possible, think in concrete terms as you may require a calculator or counters. The child may need to use them. A child may have to listen to a story being read instead of reading it.</p> <p>Tests/Assessments: Tests can be done orally if need be. Begin the test in the morning, another portion after lunch and the remainder in the afternoon.</p> <p>Seating: Seat students near a helping peer or with quick access to the teacher. Be close to the instruction which often means near the front of the room.</p>
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MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to analyze selected music by reading and performing in iconic or standard notation.
Student Learning Strategies	<ul style="list-style-type: none"> - Tonal Patterns - Rhythmic Patterns - Selected Repertoire
Success Criteria	Students can analyze selected music by reading and performing in iconic or standard notation.
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	<ul style="list-style-type: none"> - Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators - Dry-Erase Markers - Song Manipulatives - Computer and related online materials - Quaver Music Online
Suggested Modifications	English Language Learners

Native language support: The teacher provides auditory or

Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most important

Visuals: The teacher uses graphics, pictures, visuals, and non-verbal cues to help students comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary words they will need to know for a benchmark. Pictures to go with the vocabulary words is also very beneficial.

Special Education Students

Chunking: The teacher presents information in a way that is easy to understand. Chunking is based on the presumption that our working memory can only hold a limited amount of information at one time. To deliver information is to organize it into meaningful units. Chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding. Teachers want to make sure students understand the content and sense to them.

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

Oral Reading: The teacher will read work orally to students. This helps students who struggle to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool to help students who have trouble completing tasks. Timers can be helpful so the student can complete an assignment.

Students with 504 Plans

Alternate or Modified Assignments: Always ask yourself "at risk are able to complete it?" Sometimes you'll simplify or use a different mode of delivery. For instance, many students may give you the information verbally. Or, it just may be that you

Increase One to One Time: When other students are working out if they're on track or needing some additional support. Address as the need presents itself.

Contracts: It helps to have a working contract between you and students that need to be done and ensure completion happens. Each time a task is done, provide a checkmark or happy face. The goal of using contracts is completion sign-offs.

Hands On: As much as possible, think in concrete terms and use manipulatives that may require a calculator or counters. The child may need to use them. A child may have to listen to a story being read instead of reading it.

Tests/Assessments: Tests can be done orally if need be. Break the test in the morning, another portion after lunch and the rest in the afternoon.

Seating: Seat students near a helping peer or with quick access to you. Be close to the instruction which often means near the front of the room.

MODULE 5

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

We are learning how to demonstrate understanding of how to convey expressive intent.

Student Learning Strategies

- Class discussions
- Listening Maps
- Listening Journals
- Musical Vocabulary

Success Criteria	Student can demonstrate understanding of basic expressive intent.
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	<ul style="list-style-type: none"> - Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators - Dry-Erase Markers - Song Manipulatives -Computer and related online materials -Quaver Music Online
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or</p> <p>Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most impo</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and n comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads voca important vocabulary words they will need to know for a b pictures to go with the vocabulary words is also very benef</p> <p>Special Education Students</p> <p>Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working me to deliver information is to organize it into meaningful unit chunking is an effective strategy to use with them.</p>

Checking for Understanding: It is important to constantly accommodate. Teachers want to make sure students understand sense to them.

Extra time: The teacher provides students with special needs. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Work should be read aloud to the student.

Timers: The teacher will use timers as an instructional tool to help students with trouble completing tasks. Timers can be helpful so the student can complete the assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand. Chunking is based on the presumption that our working memory is limited. To deliver information is to organize it into meaningful units. Chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly accommodate. Teachers want to make sure students understand sense to them.

Extra time: The teacher provides students with special needs. 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 challenges. Students will be challenged to further their understanding, apply their knowledge, and reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate Additional reading, problem-solving, writing, or project work at a rate more accelerated than their peers. In this way, Gifted & special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given verbally and in simple written form to ensure understanding occurs. Check back with the student to ensure understanding.

Peer Support: Peers can help build confidence in other students. Use a '3 before me' approach. This is fine, however, a student at risk should be set up for the student so he/she knows who to ask for clarification.

Alternate or Modified Assignments: Always ask yourself, "Can students at risk be able to complete it?" Sometimes you'll simplify or use a different mode of delivery. For instance, many students may give you the information verbally. Or, it just may be that you

Increase One to One Time: When other students are working out if they're on track or needing some additional support. Increase one-to-one time as the need presents itself.

Contracts: It helps to have a working contract between you and the student. List what needs to be done and ensure completion happens. Each day completed, provide a checkmark or happy face. The goal of using contracts is to ensure completion sign-offs.

Hands On: As much as possible, think in concrete terms as much as possible. Some students may require a calculator or counters. The child may need to see a picture. A child may have to listen to a story being read instead of reading it.

Tests/Assessments: Tests can be done orally if needed. Be

	<p>the test in the morning, another portion after lunch and the</p> <p>Seating: Seat students near a helping peer or with quick access to the front of the room. Seating should be close to the instruction which often means near the front</p>
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MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning how to perform music for a specific purpose
Student Learning Strategies	<ul style="list-style-type: none"> - Performance skills - Audience Etiquette - Rote learning - Folk songs or other age-appropriate literature - Class discussions
Success Criteria	Students can perform music for a specific purpose and audience
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	<ul style="list-style-type: none"> - Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators - Dry-Erase Markers - Song Manipulatives - Computer and related online materials - Quaver Music Online
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written support in the students' native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to meet the needs of the students, paraphrasing, clearly indicating the most important information.</p>

Visuals: The teacher uses graphics, pictures, visuals, and n comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads voca important vocabulary words they will need to know for a b pictures to go with the vocabulary words is also very benef

Special Education Students

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Students with 504 Plans

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Checking for Understanding: It is important to constantly accommodate. Teachers want to make sure students understand sense to them.

Extra time: The teacher provides students with special needs important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students will be challenged to further their understanding, in reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate gifted and talented students. Additional reading, problem-solving, writing, or project work at a rate more accelerated than their peers. In this way, Gifted & Talented students and special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions directions/instructions verbally and in simple written form to ensure understanding occurs. Check back with the student to ensure understanding.

Peer Support: Peers can help build confidence in other students. 'I'll help you' approach. This is fine, however, a student at risk of school failure up for the student so he/she knows who to ask for clarification.

Alternate or Modified Assignments: Always ask yourself "Can students at risk are able to complete it?" Sometimes you'll simplify the assignment or a different mode of delivery. For instance, many students may give you the information verbally. Or, it just may be that you

	<p>Increase One to One Time: When other students are work out if they're on track or needing some additional support. as the need presents itself.</p> <p>Contracts: It helps to have a working contract between yo that need to be done and ensure completion happens. Each done, provide a checkmark or happy face. The goal of usin completion sign-offs.</p> <p>Hands On: As much as possible, think in concrete terms a may require a calculator or counters. The child may need to them. A child may have to listen to a story being read inste</p> <p>Tests/Assessments: Tests can be done orally if need be. B the test in the morning, another portion after lunch and the</p> <p>Seating: Seat students near a helping peer or with quick ac be close to the instruction which often means near the front</p>
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MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to use voice, sound, movement, and gestur drama experience.
Student Learning Strategies	<ul style="list-style-type: none"> - Musical stories - Vocal explorations - Action songs - Skits
Success Criteria	Students can use voice, sound, movement, and gestures to c experience.
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	<ul style="list-style-type: none"> - Piano - Board

- Journals
- Sound System
- Classroom Instruments
- Student Whiteboard or Communicators
- Dry-Erase Markers
- Song Manipulatives
- Computer and related online materials
- Quaver Music Online

English Language Learners

Native language support: The teacher provides auditory or

Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most important

Visuals: The teacher uses graphics, pictures, visuals, and non-verbal cues to help students comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary words they will need to know for a lesson. Pictures to go with the vocabulary words is also very beneficial.

Suggested Modifications

Special Education Students

Chunking: The teacher presents information in a way that is easy to understand. Chunking is based on the presumption that our working memory can only hold a limited amount of information at one time. To deliver information is to organize it into meaningful units. Chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding. Teachers want to make sure students understand the content. Checking for understanding is an effective strategy to use with them.

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

Oral Reading: The teacher will read work orally to students to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool to help students with trouble completing tasks. Timers can be helpful so the student can complete the assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand. Chunking is based on the presumption that our working memory can only hold a limited amount of information at one time. To deliver information is to organize it into meaningful units. Chunking is an effective strategy to use with students.

Checking for Understanding: It is important to constantly check for understanding. Teachers want to make sure students understand the material and sense to them.

Extra time: The teacher provides students with special needs with extra time. 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 extensions and enrichments. Students will be challenged to further their understanding, apply their knowledge to new reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate gifted and talented students. Additional reading, problem-solving, writing, or project work will be provided at a rate more accelerated than their peers. In this way, Gifted & Talented students and special needs students are both accommodated.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given verbally and in simple written form to ensure understanding occurs. Check back with the student to ensure understanding.

Peer Support: Peers can help build confidence in other students. Use a '3 before me' approach. This is fine, however, a student at risk should be identified as the peer supporter so he/she knows who to ask for clarification.

Alternate or Modified Assignments: Always ask yourself, "Can students at risk complete this?" Sometimes you'll simplify or provide a different mode of delivery. For instance, many students may not be able to write, so you can have them give you the information verbally. Or, it just may be that you need to modify the assignment.

Increase One to One Time: When other students are working, pull out students at risk to see if they're on track or needing some additional support. Provide support as the need presents itself.

Contracts: It helps to have a working contract between you and the student. List what needs to be done and ensure completion happens. Each day completed, provide a checkmark or happy face. The goal of using contracts is to ensure completion sign-offs.

Hands On: As much as possible, think in concrete terms and use manipulatives. A child may require a calculator or counters. The child may need to hear a story being read instead of reading it.

Tests/Assessments: Tests can be done orally if needed. Break the test into portions: one in the morning, another portion after lunch and the final portion in the afternoon.

Seating: Seat students near a helping peer or with quick access to you. Be close to the instruction which often means near the front of the room.

REFLECTIONS

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

LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.