

Unit 03: Covalent Bonding (Weeks 27 - 30)

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

Standards Alignment

New Jersey Student Learning Standards

Practice 1. Asking questions (for science) and defining problems (for engineering)

Asking questions and defining problems in 9–12 builds on K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.

Ask questions that arise from careful observation of phenomena, or unexpected results, to clarify and/or seek additional information.

Ask questions that arise from examining models or a theory, to clarify and/or seek additional information and relationships.

Ask questions to determine relationships, including quantitative relationships, between independent and dependent variables.

Evaluate a question to determine if it is testable and relevant.

Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory.

Practice 2. Developing and using models

Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.

Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.

Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.

Practice 3. Planning and carrying out investigations

Planning and carrying out investigations in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.

Select appropriate tools to collect, record, analyze, and evaluate data.

Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated.

Practice 4. Analyzing and interpreting data

Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.

Practice 5. Using mathematics and computational thinking

Mathematical and computational thinking in 9-12 builds on K-8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.

Apply techniques of algebra and functions to represent and solve scientific and engineering problems.

Practice 6. Constructing explanations (for science) and designing solutions (for engineering)

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.

Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.

Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.

Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

Practice 7. Engaging in argument from evidence

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merits of arguments.

Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.

Practice 8. Obtaining, evaluating, and communicating information

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.

Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.

Gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and usefulness of each source.

Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (i.e., orally, graphically, textually, mathematically).

SCI.HS-PS1	Matter and Its Interactions
SCI.HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
SCI.HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
	Key Ideas and Details
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
	Craft and Structure
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
LA.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
	Integration of Knowledge and Ideas
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

SCI.HS-PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Integration of 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.CRP3	Attend to personal health and financial well-being.
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.CRP7	Employ valid and reliable research strategies.
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.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

Interdisciplinary Connections: NJSLA for ELA, Social Studies, Science and/or Math Section

	Key Ideas and Details
LA.K-12.NJSLA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 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.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- LA.K-12.NJSLSA.W Writing
- LA.RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- LA.RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

Text Types and Purposes

- LA.K-12.NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA.K-12.NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- LA.K-12.NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- LA.RI.9-10.8 Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- LA.K-12.NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.K-12.NJSLSA.SL

Speaking and Listening

- LA.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Comprehension and Collaboration

- 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.W.9-10.1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- LA.W.9-10.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented. Presentation of Knowledge and Ideas
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

SUPPORTING STRUCTURES:

Understanding scientific concepts, developing abilities of inquiry, and learning subject matter disciplines in

the context of inquiry, technology, science in personal and social perspectives, and history and nature of science.

CRITICAL THINKING AND PROBLEM SOLVING:

OUTCOME: Students plan and conduct scientific investigations and write detailed explanations based on their evidence. Students compare their explanations to those made by scientists and relate them to their own understandings of the natural and designed worlds.

EXAMPLE: Students research how the physical and chemical properties of different natural and human-designed materials affect their decomposition under various conditions. They compare their findings to the material evidence used by scientists to reconstruct the lives of past cultures, as well as create a map of their classroom as a future archeological site (including written descriptions of artifacts) discovered by scientists.

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit... is to understand how the sharing of electrons influences a compounds physical and chemical properties.

Meaning

Essential Questions

Essential Questions

- What increases the stability of a bond?

- How do intermolecular forces influence bond formation?
- How is the geometry of a structure determined?
- What are the rules governing chemical nomenclature?
- How does the chemical and physical behavior of gases make this state of matter so unique and so useful?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Students will understand that:

- Chemistry is the interaction between the smallest units of matter
- The structure of the atom defines its properties and influences its interactions
- Physical properties of substances can be explained in terms of chemical bonds and intermolecular forces.
- Chemical bonds are forces of attraction between atoms that form stable compounds.
- Repulsions affect the geometry of a structure.
- Chemical nomenclature is universal and allows for chemical understanding.
- Gas molecules are in constant motion and are capable of expansion and contraction with changes in temperature and pressure. Some types of gases can react chemically to greatly change volume and temperature.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- molecule
- molecular compound
- molecular formula
- bonding
- structure
- valence electron
- lewis dot symbol
- chemical bond
- covalent bond
- lewis dot structure
- bond pair
- lone pair
- nonbonding electrons
- double bond
- triple bond
- octet rule

- polyatomic ion
- resonance
- resonance structures
- polar covalent bond
- nonpolar covalent bond
- VSEPR theory
- linear
- trigonal planar
- tetrahedral
- trigonal bipyramidal
- octahedral
- molecular geometry
- dipole moment
- polarity
- chemical formula
- binary compound
- homogenous mixtures
- atmospheric pressure
- pascals
- atm
- mm of Hg
- torr
- Boyle's Law
- Charles' Law
- Gay-Lussac's Law
- Ideal Gas Law

Students will know the following:

- how to identify the types of bonds
- how to apply the octet rule
- how multiple bonds are formed
- how to represent resonance structures
- use electronegativity to explain polar covalent bonds
- molecular shapes
- why some molecules are polar and others are not
- how to predict polarity of a molecule
- how nonbonding electrons affect bond angles
- difference between ionic and molecular bonds
- difference between ionic and molecular naming
- molecular prefixes
- how to convert between gas units
- how to use each of the gas laws

Skills

Skills

Student will be skilled at ...

- Differentiate between the types of bonds

- write lewis symbols
- draw lewis structures
- recognize exceptions to the octet rule
- draw resonance structures
- indicate polar covalent bonds
- predict bond length and strength
- predict bond polarity
- predict molecular geometry
- draw correct molecular structures for compounds
- name molecular geometries
- describe the effects on bond angles (nonbonding electrons/multiple bonds)
- predict molecular polarity
- write chemical formulas for compounds
- differentiate between ionic and molecular formulas
- identify the formula for an ionic or molecular compound based on name
- Name molecular compounds
- convert between units of pressure
- apply and interpret Boyle's Law
- apply and interpret Charles' Law
- apply and interpret Gay-Lussac's Law
- convert from grams to moles of a element/compound
- apply and interpret the Ideal Gas Law

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Chemistry, Prentice Hall

Covalent Bonding Packet

Mini-Lab: Strengths of Covalent Bonds

<http://phet.colorado.edu/en/simulation/gas-properties>

Virtual Gas Laws Lab

Microsoft Excel

Alka Seltzer & the Ideal Gas Law Lab

Graphing in Excel ~ Helpful Hints

Formative Assessment Strategies

Formative Assessment Strategies

Teacher questioning

Student questioning

Thumbs up/Thumbs down

Checkpoints

Demo questions

Lab checks

Exit ticket

Door Quizzes

Homework checks

Conversation calendar

Classwork assignments

Do Now Review Problems

Pop-up Review Questions

Pre-lab Review Questions ~ gas laws, graphing basics

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Activities

- Covalent Bonding Packet/Practice Problems
- Molecular Compounds Jeopardy
- Fix the Structure Worksheet
- Magic Square Worksheet
- EN & Polarity
- Gas Laws Practice Problems
- Building & Naming Molecular pHet

Demos

- Basic Gas Laws
- Incredible Crushing Can

Labs

- LDS Lab
- Gas Laws Graphing Lab
- Alka Seltzer & the Ideal Gas Law
- Modeling VSEPR

Assessments:

- Door Quiz ~ Prefixes
- Door Quiz ~ Molecular Naming
- Quiz ~ Basic Lewis Structures
- Door Quiz ~ Geometry
- Quiz ~ All Lewis Structures
- Chapter 7 Test
- Quiz ~ Gas Laws Conversions
- QuizAm ~ Gases
- Benchmark

[Quiz ~ Basic Lewis Structures.doc](#)

[Quiz ~ Binary Molecular Naming1.doc](#)

[Quiz ~ All Lewis Structures2015.doc](#)

[Unit 7 ~ Review.doc](#)

[Unit 7 ~ Test.doc](#)

[Electronegativity & Polarity.doc](#)

[Fix the Structures Wksht.docx](#)

[GasLawsMagicSquare.doc](#)

[Quiz - GasLaw Conversions.doc](#)

[QuizAm on Gases2017.doc](#)

[The Incredible Crushing Can - Discrepant Event.doc](#)

Modifications and/or Accommodations

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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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.