Grade K-2 ESL Curriculum	
Course Title: Physical Education	
Grade K-2 Matrix	**Quick Link**
Philosophy	**Quick Link**
Grade K Unit: Exploring Our World Through the Four Seasons ➢ **Lesson 1: Weather and temperatures of winter** ➢ **Lesson 2: The Recreational Activities of Winter** ➢ **Lesson 3: A Snowy Day**	**Quick Link**
Grade 1-2 Unit: Weather ➢ **Lesson 1: What is Weather?** ➢ **Lesson 2: Clouds** ➢ **Lesson 3: Precipitation** ➢ **Lesson 4: Weather Forecasting**	**Quick Link**

Grade K-2 ESL Curriculum Matrix		
(**Note:** Curriculum Matrix based on 180 instructional days; instructional days include assessments.)		
	Units	**Instructional Days**
4 Marking Periods	Grade K Unit: Exploring OurWorld through the Four Seasons	45 Instructional Days
4 Marking Periods	Grade 1-2 Unit: Weather	45 Instructional Days

Philosophy
New Jersey's English Language Proficiency Standards, the WIDA Standards, address the knowledge and skills needed by English Language Learners (ELLs) (also known as limited English proficient/LEP students) in grades pre-k through 8 to succeed linguistically and in academic content areas. They reflect the social and academic language expectations of ELLs in grades PreK-8. These standards integrate both language and academic content in four language domains – listening, speaking, reading, and writing. They are divided into four grade-level clusters (pre-k-, 1-2, 3-5, and 6-8) and five English language proficiency levels with both formative and summative frameworks. The district provides access to Rosetta Stone resources for students to continue their practice

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and learning at home. These standards, which are aligned to the ACCESS for ELLs proficiency test, (required by Title III), can be accessed at http://www.wida.us/standards/elp.aspx.

Unit: Motor Exploring Our World Through the Four seasons	Grade: K

Unit Summary
In this unit, students investigate and discover the characteristics of the environment as it is transformed through the seasons. As they do, they experience what happens around them and beyond by using relevant learning opportunities and materials such as: investigating the outdoors, reading traditional literature, singing chants and songs, using websites and Web 2.0 tools, and tasting foods particular to each season. As they learn through experiences and sharing, they acquire language and content in all four domains while at the same time addressing all the WIDA Standards.

Unit Rationale
Developing language to communicate the transformations that take place during each season is an integral piece of accessing and conveying information about their worlds. The language will be taught in the context of the seasons as students develop linguistic complexity, social and academic vocabulary, and language control.

Target Proficiency Level: Level 1 (Entering) through Level 5 (Bridging)
http://www.wida.us/standards/perfdefs.pdf

NJ Student Learning Standards

Standards
The New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school..

Primary interdisciplinary connections: Language Arts, Science, Social Studies

21st-century themes: Global Awareness and Digital Literacy
(For more information on the 21st Century Skills and Themes, go to http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

FP Call Standards WIDA Alignment

WIDA	English Language Proficiency Standards
ELP 1	ELLs communicate for social and instructional purposes with the school setting.
ELP 2	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
ELP 3	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics

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ELP 4	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Science
ELP 5	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies
Language Domains	Each standard encompasses four language domains hat define how ELLS process and use language: listening, speaking, reading and writing.
20101 Common Core Standard	**English language Arts Writing**
Production and distribution of writing K.6	Production and distribution of writing K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers
NJSLS	**Science**
5.4	Earth System Science: All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems and is part of all-encompassing systems of the universe.
F.	Climate and Weather: Earth, weather, and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere.
NJCCCS	**Technology**
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Related Cultural Content Statements
- The transformations through the different seasons relate to students' own cultures and their surroundings.
- Seasonal celebrations and foods may vary across cultures.

Enduring Understandings/Goals	**Essential Questions**
Students will understand that... - Listening, speaking, reading, and writing about the seasons require specific academic language. - Seasonal transformations vary by time of the year and surroundings. - Seasons impact what we do and how we do it.	- What language do students need in order to demonstrate comprehension and engage in the topic of the four seasons?

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Unit Learning Targets

Students will...

- Create a digital story using key vocabulary to accompany the pictures they drew related to winter including clothing, activities, and a scene clearly depicting the season. Students will label, and/or write short phrases/sentences describing the activities and events. They will speak into a computer microphone and create a voice thread about their story. They will explain how winter impacts what we do and how we do it.
- Understand and interpret spoken language dealing with the four seasons.
- Compare and contrast the transformations that take place during each season.
- Share information dealing with weather, temperature, seasonal changes, foods, and celebrations with peers.
- Present their completed illustrated class book about winter orally and in writing and digital forms to peers in the mainstream classroom and to family members.

About the Development of "Exploring Our World through the Four Seasons"

The development of this unit was inspired by the changes in the environment and the literature associated with this theme. The content, driven by the seasonal changes, is anchored in traditional literature, music as well as in experiential learning, such as observing the environment.

Teacher Note:

These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5. Goals/objectives for students at lower levels of language proficiency are listed in the differentiation table. This unit includes lessons for the winter seasons only, but learning activities may be modified to work with other seasons

Lesson	**Teaching Points**

Lesson 1: Weather and Temperatures of Winter **(3-4 Days)**		
	Goals/ Objectives	**Learning Activities/ Instructional Strategies**
	Students: *Listening:* • Identify objects in a winter scene from oral directions. • Point to temperature on the thermometer from oral directions. *Speaking:* • Make statements about the weather from real-life experiences or pictures. • Use nouns and adjectives to describe the weather and temperature throughout the week. • Identify the difference between noun and adjective as you hear the –y ending. *Reading:* • Sort days of the week and weather words to create a poster of the weather for that day. *Writing:* • Use weather words to create a class poster with the teacher.	*Lesson Sequence:* **Key Vocabulary:** • Weather, temperature, thermometer, rain/rainy, snow/snowy, ice/icy, cloud/cloudy, sun/sunny, freezing, compare, degrees **Key Language Structures:** • days of the week • today is _____ • yesterday was _____ **Sequence of Lessons** 1. Review vocabulary for the weather. 2. Review the characteristics of weather and explain the connection between clothing and weather. 3. Look at the thermometer and read the outdoor temperature or check it online. 4. Record the temperature on a chart. 5. Explain how clothing choice relates to the weather. 6. Create weather sentences, e.g., I see clouds. It is cloudy. 7. Match the daily weather for the week to days of the week cards. 8. Create a weather poster using days of the week cards, weather vocabulary cards, and the temperature. 9. Compare the daily weather, e.g., Today is Tuesday. It is cloudy, and the temperature is 42 degrees. Yesterday was Monday. It was snowy, and the temperature was 31 degrees.

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Lesson 2: The Recreational Activities of Winter (2-3 Days)		

Goals/ Objectives	**Learning Activities/ Instructional Strategies**
Students: Listening: - Simulate playing activities they do in the winter according to pictures and oral descriptions (building a snowman). Speaking: - Describe activities they do outside in the winter (sledding). Reading: - Identify winter words using a Wordle. Writing: - Draw and label an illustration.	**Key Vocabulary:** - Build, snowman, snowballs, sled, ski, ice skate, throw **Key Language Structure:** - Using present progressive tense **Lesson Sequence** 1. Respond to questions about activities they do with their families in the cold weather. 2. Play charades by pantomiming winter activities. 3. Create a Wordle of winter activity words. 4. Role play skits involving winter activities. 5. Draw and label a favorite winter activity. 6. Orally describe pictures of winter activities. 7. Create a book of winter recreational scenes. 8. Read aloud book to class.

	Goals/ Objectives	Learning Activities/ Instructional Strategies
Lesson 3: A Snowy Day (3-4 Days)	Students: Listening: ● Identify and point to what they wear to go outside on a snowy day from illustrations in the book and on the cover. Speaking: ● Ask and answer questions about what they do and what they wear on a snowy day. ● Discuss actions in the past tense using a sentence frame. Reading: ● Demonstrate the ability to use reading comprehension strategies making text to self connections. Writing: ● Draw the text to self connection and label the pictures.	**Key Vocabulary:** ● Snowsuit, path, crunch, tracks, dragged, packed, melted, adventures, deep, bath **Key Language Structure:** ● Text-to-self connection ● Past tense **Lesson Sequence** 1. Brainstorm or predict what the story is about based on the cover of the book. 2. Point to features of a text as they are named: cover, title, author, illustration 3. Define vocabulary by pantomime. 4. Discuss illustrations in a book about winter. 5. Make text-to-self connections as they listen to a story about winter. 6. Illustrate their text-to-self connections and label the illustrations with words from the word wall

Skills (Students will be able to...)
● Critical Thinking and Problem Solving ● Communication and Collaboration ● Life and Career Skill

Evidence of Learning (Assessments)	Accommodations and Modifications
Formative Assessments:	**Special Education:**

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- Vocabulary review responses
- Sorting labels and pictures
- Create a class poster
- Create a Wordle with todays' weather
- Role playing
- Labels on drawings
- Identifying activity in picture book illustrations
- Wordle
- Digital book
- Discussion responses
- Oral responses using sentence frame
- Drawings with differentiated writing responses
- Wallwisher with connections

Summative Assessments:

- Students will create an illustrated class book about winter in digital form with audio support and present to peers in the general education classroom and to family members.

Benchmark Assessments:

- ACCESS for ELLs 2.0
- Teachers College Running Records
- Pre/Post-On-Demand Assessment
- Learning Progressions

Alternative Assessments:

- TC Running Records (Spanish)
- WIDA Access

- Curricular Modifications and Guidance for Students Educated in Special Class Settings
- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Differentiation:
All games can be modified according to individual needs
- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

High-Prep Differentiation:
- *Alternative formative and summative assessments*
- *Personal agendas*
- *Project-based learning*
- *Problem-based learning*
- *Stations/centers*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

Low-Prep Differentiation:
- *Clubbing activities*
- *Exploration by interest*
- *Flexible groupings*

ELP 1 – State single words orally that describe winter recreational activities, e.g., snowman.
ELP 2 – State phrases orally that describe winter recreational activities, e.g., build a snowman.
ELP 3 – Describe orally how to perform/engage in wintertime activities, e.g., I'm building a snowman.
ELP 4 – Produce sentences aloud to describe how to perform/engage in wintertime activities, e.g., When it snows, I build a snowman.

English Language Learners:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Students at Risk for Failure:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Gifted and Talented:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Students with 504 Plans:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources:

Core Professional Resources:

- WIDA Access
- NJCCCS
- Grant Wiggins
- New Jersey Department of Education Bilingual/ESL Page
- New Jersey English Language Arts Standards
- Portal Bilingüe Para Padres/Familias
- Colorín Colorado: A Bilingual site for educators & families of English Language Learners
- Colorín Colorado: Ayudando a los niños leer...y a triunfar (En español)
- Leveled Literacy Intervention Kits
- http://voicethread.com/
- PowerPoint
- Websites with current seasonal information

Supplemental Professional Resources:

- Spanish Language Checklist
- Kindergarten Support for ELL

Core Instructional Resources:

- Photographs
- Chart paper
- Variety of nonfiction books about winter
- A Snowy Day poem John Keats
- Wordle
- ISSUU
- National Geographic Winter Visuals
- Starfall for literacy activities including songs

Supplemental Resources:

- Pictures of weather
- Labels with days of the week
- Labels with adjectives describing weather
- Cards with temperature
- Chart paper or poster board

Intervention Resources:

- English Language Learners Day by Day K-6 by Christine M. Celic
- LLI Intervention Support

Interdisciplinary Connections	Integration of Technology through NJSLS
- Science - Social Studies - Technology - Mathematics - English Language Arts	- Wordle - Digital Books - Wallwisher - Publishing Platforms - Weather Websites
Integration of 21st Century Themes and Skills	**Media Literacy Integration**
- Global Awareness - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Life and Career Skills	- Computer - Publication Software - Projection Software
Career Education	**Global Perspective**
- New Jersey Educational Field Trip - The transformations through the different seasons relate to students' own cultures and their surroundings. - Seasonal celebrations and foods may vary across cultures.	- National Hispanic-Latino Heritage Month - National Disability Employment Awareness Month - National American Indian Heritage Month - Black History Month - National Women's History Month, - National Irish-American Heritage Month - National Italian American Heritage Month - Asian Pacific American Heritage - Older Americans' Month - Jewish American Heritage Month - Week of Respect - Red Ribbon Week - International Dot Day (September 16)

Unit: Weather	Grade: 1-2
Unit Summary In this unit students will explore a variety of weather concepts including air movement, clouds, precipitation, and temperature using a range of culturally authentic learning materials such as websites, graphs, science equipment, chants, songs, and literature both fiction and nonfiction. Students will reflect on how weather affects their daily lives and influences their daily activities. Through a series of scaffolded learning activities, they strengthen their linguistic complexity, vocabulary usage, and language control necessary to demonstrate mastery about weather. **Unit Rationale** By utilizing a variety of linguistically complex and content-vocabulary embedded assignments, students will demonstrate appropriate language control. Developing awareness of weather and its impact on the students' daily lives is important in preparing students for understanding their environment in the 21st century. Students will have an opportunity to use language and technology to reflect on how weather influences their daily lives. **Target Proficiency:** Level 1 Entering to Level 5 Bridging www.wida.us/standards/perfdefs.pdf	
NJ Student Learning Standards	

Standards

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Primary interdisciplinary connections: Language Arts, Science, Maths

21st-century themes: Global Awareness and Digital Literacy
(For more information on the 21st Century Skills and Themes, go to http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

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ELP 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science

Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, and writing.
20101 Common Core Standard	**English language Arts Writing**
Presentation of knowledge and ideas 1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
NJSLS	**Science**
5.4	Earth System Science: All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems and is part of all-encompassing systems of the universe.
F.	Climate and Weather: Earth, weather, and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere.
NJCCSS	**Technology**
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Enduring Understandings/Goals	**Essential Questions**
Students will understand that... • Listening, speaking, reading, and writing about weather require specific academic language. • Weather impacts students' daily lives. **Unit Learning Targets** *Students will...* • Create a weather forecast in writing using key vocabulary and key language structures • Present forecasts orally to their classmates using cue cards, if necessary. • Observe daily weather • Record daily weather • Graph daily weather • Describe daily weather • Compare and contrast daily weather from one day to the next • Draw conclusions about how weather impacts activities	• What language do students need in order to demonstrate comprehension and engage in the topic of weather?

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● Interpret how weather impacts what people wear ● Evaluate how weather impacts our environment	

Teacher Note:

The language functions utilized are cross-curricular and students should be able to transfer these functions across subject areas. These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.

Lesson	Teaching Points
Lesson 1: What is Weather? (5 Days)	

Goals/ Objectives	Learning Activities/ Instructional Strategies
Students: ● Discuss why weather is important. ● Identify different types of weather. ● Report and graph the weather in a daily journal. ● Identify changes in the weather. ● Make statements about weather from personal observation and visual images. ● Give examples of some weather conditions that can be measured. ● Describe ways of measuring weather.	**Key Vocabulary:** ● Weather, temperature, moisture, thermometer, weather forecast, meteorologist, air pressure, wind vane **Key Language Structure:** ● Predict, observe, graph, report, journal **Lesson Sequence** 1. Identify what particular weather-related items would be used for according to the weather, e.g., umbrella, mittens, flip flops, etc. 2. Draw a picture of your favorite thing to do outside; include the weather in the illustration. 3. Discuss weather needed to perform favorite outdoor activities and how weather might limit outdoor activities. 4. Generate a list of weather vocabulary 5. Read *Weather Words and What They Mean*; add more words to the list previously created. 6. Describe how weather components make up daily weather reports. 7. Record weather information on a weather chart. 8. Describe and use a thermometer to measure the outdoor temperature. 9. Record daily temperature on a weather chart.

	10. Make a wind vane to identify and record wind direction.
	11. Use balloons to understand and describe air pressure.
	12. Read literature about weather.
	13. Maintain a weather journal
	14. Write a story about the weather.

Lesson 2: Clouds (5 Days)

Goals/ Objectives	Learning Activities/ Instructional Strategies
Students: ● retell a story using magnetic board and sentence strips. ● Explain what makes clouds and fog and how clouds and fog form. ● Chant the Water Cycle Rap and sing songs. ● Identify the three main types of clouds: cirrus, cumulus, and stratus. ● Describe the three main types of clouds orally. ● Read cloud poems with a partner and make statements about clouds from pictures and photographs. ● Record cloud observations in a journal. ● Predict weather based on cloud formation. ● Compare and contrast differences in clouds using a graphic organizer.	**Key Vocabulary:** ● Clouds, fog, atmosphere, condensation, evaporation, precipitation, collection, water cycle, cumulus, cirrus, stratus **Key Language Structures:** ● Sequence, compare and contrast ● Yesterday, it was _____. ● Today it is_____. ● Tomorrow, it will be _____. **Lesson Sequence** 1. Observe clouds. 2. Write, illustrate, and log cloud observations. 3. Read *It Looked Like Spilt Milk*. 4. Retell a story using magnetic board pictures and sentence strips. 5. Read a variety of fiction and nonfiction books about clouds, how they develop, and the characteristics of three main types of clouds and fog. 6. Read cloud poems with a partner, e.g., "Clouds" by Christina Rosetti or "Clouds" by Aileen Fisher. 7. Complete a graphic organizer showing type of cloud, description, and weather observed when the specific cloud type is present (cumulus, cirrus, stratus). 8. Make a cloud finder, develop an observation chart, record observations over a period of time, take daily

		digital pictures of sky and record all in a learning journal.
		9. Conduct "Fog in a Bottle" experiment http://imnh.isu.edu/digitalatlas/teach/lsnplns/fogbotlp.htm
		10. Research how clouds influence weather using Dan's Wild, Wild Weather Page.
		11. Chant & illustrate the Water Cycle Rap chant and the Water Cycle Song.
		12. Sequence how clouds are formed (water cycle).

Lesson 3: Precipitation (7Days)		

Goals/ Objectives	Learning Activities/ Instructional Strategies
Students: ● describe activities and feelings associated with different types of precipitation orally. ● Use words or phrases to describe precipitation (rain, sleet, and snow) ● Compare/contrast weather conditions related to precipitation. ● Actively listen to various weather-related books. ● Construct a model by listening to oral directions. ● Predict the outcome and perform an experiment by following oral directions. ● Read independently about water cycle. ● Express feelings and thoughts through writing. ● Create precipitation vocabulary cards.	**Key Vocabulary:** ● Rain, sleet, snow, hail **Key Language Structure:** ● If...then ● I wear a ... ● Cause/effect statements **Lesson Sequence** 1. Understand precipitation, basic types of precipitation, and that precipitation originates in clouds. 2. Read various fiction and nonfiction books about precipitation: how it develops, characteristics of each type of precipitation, activities that may/may not occur in said weather, and what to wear. 3. Create precipitation vocabulary flashcards with term, picture, and definition. 4. Record precipitation on a chart for five days and express knowledge of the importance of precipitation or lack thereof. 5. Construct booklets, e.g., "We Need Rain" and "Dressing for Snow" and then read them independently.

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	6. Read *Listen to the Rain* by B. Martin and J. Archambalt then work with students to create a list of sounds (plop, splash, drip, etc.) 7. Construct a class book of weather sounds and illustrate and label. 8. Make a clay/play dough model of a hailstone and a drawing of how they form within a cloud. 9. Use two-column graphic organizers to show advantages/disadvantages of precipitation. 10. Tally and display votes in a chart or graph to show which types of precipitation students like most and least. 11. Make predictions, conduct an experiment "Snow vs. Sleet" and discuss results and accuracy of the predictions. 12. Complete journal writings on how the weather affects their lives.

Lesson 4: Weather Forecasting (3 Days)		
	Goals/ Objectives	**Learning Activities/ Instructional Strategies**
	Students: ● Present a daily weather report based on weather journals. ● Recommend clothing and accessories for the weather described. ● Actively listen to student presentations of weather reports. ● Create notecards listing statements about precipitation, temperature, clouds, and wind. ● Illustrate a poster board with the correct weather pictured and labeled. ● Design a paper figure of a person dressed in the appropriate clothing and accessories for the weather. ● Record weather described on a chart.	**Key Vocabulary** ● All previous weather unit vocabulary **Key Language Structure** ● Reporting information orally ● Taking notes form a presentation **Lesson Sequence** 1. Watch several different weather presentations and identify content included. 2. Review charts of required elements in weather reports: precipitation, temperature, clouds, wind, clothing, accessories. 3. Record information on charts. 4. Use charts and weather journal to create notecards for weather reports. 5. Illustrate poster boards and create paper figure people for weather reports. 6. Practice speaking opening and closing statements for a weather report. 7. In groups, report the weather; self-assess video recording of weather report. 8. Present daily wether report to other classes.

Skills (Students will be able to...)
● Critical Thinking and Problem Solving   ● Communication and Collaboration   ● Life and Career Skill

Evidence of Learning (Assessments)	**Accommodations and Modifications**

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Formative Assessments:

- Oral responses
- Pictures
- List of weather words
- Weather chart
- Weather journal
- Temperature recording worksheet
- Wind direction records
- Air pressure sheets
- Oral reading
- Weather journal
- Water cycle sequencing activity
- Shaving cream clouds of cloud types
- True/False quiz
- Venn diagram
- Homework
- Oral responses
- Drawings
- Journal writing
- Precipitation matching quiz
- Weather word game

Summative Assessments:

- Students will create an illustrated class book about winter in digital form with audio support and present to peers in the general education classroom and to family members.

Benchmark Assessments:

- ACCESS for ELLs 2.0
- Teachers College Running Records
- Pre/Post-On-Demand Assessment
- Learning Progressions

Alternative Assessments:

- TC Running Records (Spanish)
- WIDA Assess

Special Education:

- Curricular Modifications and Guidance for Students Educated in Special Class Settings
- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Differentiation:
All games can be modified according to individual needs
- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

High-Prep Differentiation:
- *Alternative formative and summative assessments*
- *Personal agendas*
- *Project-based learning*
- *Problem-based learning*
- *Stations/centers*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

Low-Prep Differentiation:
- *Clubbing activities*
- *Exploration by interest*
- *Flexible groupings*

ELP 1-2 – Record precipitation by drawing pictures; take-home booklets can be accompanied by a recording; students can draw pictures in journals; vocabulary can be adapted to just pictures and words.
ELP 3-5 – Record precipitation by written words.

English Language Learners:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Students at Risk for Failure:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Gifted and Talented:

	• [Subgroup Accommodations and Modifications](#) • [Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)](#)
	Students with 504 Plans:
	• [Subgroup Accommodations and Modifications](#) • [Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)](#)

Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources:
Core Professional Resources: • [WIDA Assess](#) • [NJCCCS](#) • [Grant Wiggins](#) • [New Jersey Department of Education Bilingual/ESL Page](#) • [New Jersey English Language Arts Standards](#) • [Portal Bilingüe Para Padres/Familias](#) • [Colorín Colorado: A Bilingual site for educators & families of English Language Learners](#) • [Colorín Colorado: Ayudando a los niños leer…y a triunfar (En español)](#) • Leveled Literacy Intervention Kits • http://voicethread.com/ • PowerPoint • [Project Groundhog](#) **Supplemental Professional Resources:** • [Spanish Language Checklist](#) • [Grade 1-2 ELL Reading and Writing Resource](#)	**Core Instructional Resources:** • Student weather journal • Professional weather reports • Poster board, markers, colored pencils • Paper people figures and art supplies • Self assessment checklist • Evaluation rubric for speaking • [http://www.edheads.org/activities/weather](#) • [http://ww.atmos.uiuc.edu/(Gh)/guides/mtr/fcst/home.rxml](#) • [State Instructional Resources](#) **Supplemental Resources:** • Weather wheel • Take-home booklets • Vocabulary match • Precipitation record chart • Raindrop/snowflake cut outs • Instructions for experiment • [www.scholastic.com](#) • [http://www.storyplace.org/preschool/activities/bellawear.asp](#) • [http://www.wordle.net](#)

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	Intervention Resources:
	● English Language Learners Day by Day K-6 by Christine M. Celic ● LLI Intervention Support

Interdisciplinary Connections	**Integration of Technology through NJSLS**
● Science ● Social Studies ● Technology ● Mathematics ● English Language Arts	● Wordle ● Digital Books ● Wallwisher ● Publishing Platforms ● Weather Websites

Integration of 21st Century Themes and Skills	**Media Literacy Integration**
● Global Awareness ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills	● Computer ● Publication Software ● Projection Software

Career Education	**Global Perspective**
● New Jersey Educational Field Trip	● National Hispanic-Latino Heritage Month ● National Disability Employment Awareness Month ● National American Indian Heritage Month ● Black History Month ● National Women's History Month, ● National Irish-American Heritage Month ● National Italian American Heritage Month

Adopted March 2020

	● Asian Pacific American Heritage ● Older Americans' Month ● Jewish American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16)