

Quinton Township School District
Spanish
2nd Grade

Pacing Chart/Curriculum MAP

Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Introduction, Greeting with Titles	Pacing:	4 days
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Unit Summary: Students will learn to greet someone according to the time of day, as well as their title.

Objectives:

- SW learn the daily language that will be used in the classroom so that they can understand and communicate effectively.
- SW learn to greet someone using the correct time of day, “Buenos días.”, “Buenas tardes.”, “Buenas noches.” So they could appropriately greet someone.
- SW learn to match the greetings to the time of day.
- SW learn to use “señor, señora, señorita” appropriately by greeting each person in the room according to the picture on his or her hat.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

***SEL.PK-12.3.4** - [Sub-Competency] - Demonstrate an awareness of the expectations for social interactions in a variety of settings*

***SEL.PK-12.3.2** - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds*

***TECH.8.1.2.A.CSI** - [Content Statement] - Understand and use technology systems.*

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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Participation in greetings ● Written work matching the greetings to the correct time of day ● Student discussion 	<p>Teacher Made Resources</p>	<ul style="list-style-type: none"> ● Teacher made materials. ● Teacher made exit slip ● Internet pictures ● Teacher made hats with pictures of a “señor, señora, señorita” 	<ul style="list-style-type: none"> ● Smart Board Applications

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p>

<ul style="list-style-type: none"> ● Student conversations ● Student participation ● Exit slip 	<p>Oral Conversation</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to greet someone with the correct time of day and title.
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	1	Unit Title:	Mandatos y números 1-20	Pacing:	8 days
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Unit Summary: Students will learn to follow a set of commands to be used in the classroom (levantense, sientense, parense, dibujen, escriben, corten, pequen, pinten, canten, abran, cierren) as well as be able to turn to a specific page number in a book.

Objectives:

- SW learn to follow commands, “levantense, sientense, parense, dibujen, escriben, corten, pequen, pinten, canten, abran, cierren” so they can participate in the Spanish classroom.
- SW learn numbers 1-20 so they can turn to the correct page in a book.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I participate in the Spanish classroom?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

SEL.PK-12.3.4 - [Sub-Competency] - Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Participation in TPR ● Written work ● Participation in Number Song ● Participation in board game ● Demonstration of numbers through use of dry erase boards and number books 	<p>Teacher Made Resources</p>	<ul style="list-style-type: none"> ● Teacher made materials. ● <u>Teach Them Spanish: Grade 2</u> p. 61-63 ● Teacher made Charade cards ● Teacher made Mata Moscas sheet ● Dry erase boards, markers, erasers ● Teacher made number books 	<ul style="list-style-type: none"> ● Smart Board Applications

Formative Assessment Plan	Summative Assessment Plan
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Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student progress:

- **Written work**
- **Dry erase boards**
- **TPR**
- **Participation in board game**
- **Participation in singing song**

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

Benchmark: See the office for benchmark.

Suggested skills to be assessed:

- Ability to follow a given Spanish command
- Knowledge of numbers 1-20 in Spanish.

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	2	Unit Title:	Lugares	Pacing:	8 days
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Unit Summary: Students will learn to talk about places in the community (casa, parque, biblioteca, tienda, escuela, museo, iglesia, granja, restaurant, cine, apartamento, zoológico).

Objectives:

- SW learn to talk about places in the community, “casa, parque, biblioteca, tienda, escuela, museo, iglesia, granja, restaurant, cine, apartamento, zoológico”.
- SW learn to create a map of a town based on provided pictures.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I talk about my community and about communities around the world?
- How does my community compare to communities in Spanish speaking countries?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

SOC.K-4.1.2.1 - Determine locations of places and interpret information available on maps and globes.

SOC.K-4.1.2.2 - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.

TECH.8.1.2.A.CS1 - [Content Statement] - Understand and use technology systems.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Lugares song ● Exploration of Google Earth ● Map worksheet ● Worksheets 	<p>Teacher Made Resources</p>	<ul style="list-style-type: none"> ● Teacher made materials. ● <u>Teach Them Spanish (TTS):</u> <u>Grade 1 p.</u> 42-45 ● <u>Teach Them Spanish:</u> <u>Grade 2 p.</u> 40-42 ● Maps ● Google Earth 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Earth

<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
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Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student progress:

- **Participation in Lugares song**
- **Map worksheet**
- **TTS Grade 1: p. 42-45; TTS Grade 2: p. 40-42**

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

Teacher made map worksheet

Suggested skills to be assessed:

- Ability to place the places in the correct location on the map.

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	3	Unit Title:	La Casa	Pacing:	8 days
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Unit Summary: Students will learn the rooms of the house.

Objectives:

- SW learn to identify rooms of the house in Spanish so that they can talk about their own houses and the houses of others.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

TECH.8.1.2.A.CS1 - [Content Statement] - Understand and use technology systems.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none">• Worksheets• TPR• Oral question and answer• Mystery game with sound clips	Teacher made resources	<ul style="list-style-type: none">• Teacher made materials.• Sound clips• TTS: Grade 2	<ul style="list-style-type: none">• Smart Board Applications• Sound clips

		<p>p. 54-55</p> <ul style="list-style-type: none"> ● Teacher made board game ● Teacher made Exit Slip ● Teacher made assessment 	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Oral response ● Student pointing ● Worksheets ● Exit Slip 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Benchmark: See office for benchmark.</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to identify the rooms of the house in Spanish by circling the correct picture.

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	4	Unit Title:	Animales	Pacing:	8 days
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Unit Summary: SW learn to identify animals (perro, gato, vaca, caballo, pájaro, rana, pez, pato, abeja, oso) so that they can talk about their animals and animals that they see. SW also learn to state where animals live.

Objectives:

- SW learn to identify animals (perro, gato, vaca, caballo, pájaro, rana, pez, pato, abeja, oso) so that they can talk about their animals and animals that they see
- SW learn where animals live.
- SW learn to describe animals based on color and where they live. (ie. Vive en el bosque y es de color verde.)
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
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- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

VPA.1.3.2.D.5 - [Cumulative Progress Indicator] - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<ul style="list-style-type: none"> ● TPR with animals ● Participation in Canasta Magica ● Participation in games ● Worksheets ● Student pictures 	<ul style="list-style-type: none"> ● Teacher Made Resources ● <u>Teach Them Spanish: Grade 2</u> p. 50-51 	<ul style="list-style-type: none"> ● Teacher made materials. ● Teach Them Spanish: Grade 2 p. 50-52 ● Canasta Magica ● Animal figures ● Teacher made worksheet ● Materials for Pictionary ● Teacher made assessment (Benchmark) 	<ul style="list-style-type: none"> ● Smart Board Applications
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● TPR ● Participation in TPR games 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Benchmark: See office for benchmark.</p> <p>Suggested skills to be assessed:</p>

<ul style="list-style-type: none">• Worksheets• Student pictures	<ul style="list-style-type: none">• Ability to identify animals in Spanish.
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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