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Philosophy
<p>The early years of education are crucial in laying a strong foundation for the future of every child. There are many questions by administrators, parents, and teachers about developmentally appropriate practices in the 21st Century. In recent years, there has been a push for students to acquire skills formerly reserved for later grades. While working to meet these attainable standards, children learn best through ample opportunities to explore, practice, apply, and extend on the concepts presented in the classroom. High-quality programming hinges on fostering children's development and learning in all domains - physical, social-emotional, cognitive, and language. The Florham Park School District has been committed to working with the New Jersey Department of Education, administrators, teachers, staff and families to ensure that the New Jersey Student Learning Standards are delivered in the most meaningful ways for these young learners. For students with disabilities that impact their ability to participate in the general education curriculum in the early years, we strive to provide a meaningful educational experience focused upon building the school and life skills necessary for success in the community and school.</p>

Child-initiated play based activities and teacher-designed experiences that incorporate play should frame students' learning during the school day. Competence and skill development in all learning areas will be optimized from these experiences. For students who have yet to learn play skills, direct and indirect instruction in play skills will be implemented daily through both natural play and applied behavior analysis approaches.

Content area subject matter is woven into the learning experiences and projects, allowing children to develop new understandings by making meaningful connections during hands-on applications. Concepts are best taught when they are tied to a topic or theme, introduced in a variety of formats and embedded across curricular domains. Also, concepts are internalized through project-based learning, a balance of child-initiated and teacher-guided learning that starts with a central idea and is studied over an extended period of time.

The curriculum supports a daily schedule that allows enough flexibility for extending experiences that children find particularly engaging. Children are encouraged to be active participants in all activities and never be required to sit passively. Each segment of the day fully incorporates purposefully planned learning, including arrival, meals, rest, snack, transitions and routines, outdoor time, and dismissal. Teachers plan daily routines and transitions that incorporate rhythm, rhyme, songs, chants, and math story problems.

Weaving gross motor activity into indoor and outdoor learning experiences addresses a students' developmentally appropriate need for movement while facilitating large muscle development helping them to better concentrate and self-regulate throughout a school day. Scheduled physical education classes are not considered a substitute for recess. Daily outdoors time, when appropriate, is essential in the development of kindergarten students. The outdoor environment should include materials for making choices, plans, socializing, and collaborating in addition to using large muscles in gross motor play. Portable equipment, such as balls, jump ropes, and sidewalk chalk are used in addition to the standing playground equipment.

Occupational and physical therapists will provide mandated services both within the classroom and in pull-out settings. They will work in collaboration with the special education teacher and other staff to design individually appropriate activities for students in order to meet their needs and provide appropriate gross and fine motor learning experiences throughout the school day.

Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each student manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the types of adaptations needed and the program in which the adaptations are implemented are determined individually within the IEP.

The specific models used to develop adaptations can range from instruction in inclusive classrooms to instruction in self-contained classrooms; specific adaptations are determined by individual students' needs. Technology is often used to individualize learning experiences and help maximize the degree to which preschool children with disabilities are able to participate in the classroom. In order to meet the individualized needs of the students in special class programs, teachers will use a wide range of resources and will develop units of study and daily lessons in collaboration with the related service providers who serve the students. The integration of speech and language, occupational and physical therapies, and the applied behavior analyst into the program is essential in order to provide targeted and meaningful instruction to the students. In addition to the academic program outlined herein, teachers will integrate teaching topics and strategies as outlined in students IEPs, drawing from a range of resources across the Florham Park Curriculum, most importantly, the Pre-K Disabled Curriculum and as it applies to the implementation of the Creative Curriculum, which may be appropriate for students in this class setting.

Specials	Grade: Early Childhood
<p>Specials are used to directly support specific aspects of the classroom curriculum. Specials teachers work in conjunction and consultation with classroom teachers in order to extend the skills being taught in the classroom. During Specials, the specialists circulate among and work with small groups of children in centers or in appropriate whole group instruction. Special class program specials should never require that children sit still and attend for inappropriate periods of time.</p> <p>Specials should always enhance the content under study in the classroom. Specials teachers are familiar with teaching practices best suited to children, have training in the school curriculum, and meet regularly with classroom teachers to design lessons that incorporate a variety of standards.</p> <p>In order to view the New Jersey Student Learning Standards for Specials, please follow the link below to view the standards that must be met in each Special area and the methods/resources used to achieve these standards:</p> <p>Florham Park's Curriculum Webpage</p>	
Learning through Play	Grade: Early Childhood
<p>The school day should include extended time for play. Play helps children acquire higher-order thinking skills, including generating testable hypotheses, imagining situations from another's perspective, and thinking of alternate solutions. Playtime and child-initiated activities are best accomplished through learning centers. Learning centers give children the opportunity to make their own choices, assimilate new concepts, and use a variety of skills through interactions with peers, materials, and teachers in an integrated, coordinated context.</p>	

For students with disabilities that impact their speech, language, play, and physical development, play centers are critically important. Classroom staff and related service providers will directly teach, model, and initiate play with students in order to spur speech, language, physical and social development.

Building Partnership with Family

Grade: Early Childhood

Engaging families is a powerful teaching strategy. By participating in classroom activities and projects, families can better understand how and what their children's school experience is all about. High quality relationships with families develop when teachers foster regular, respectful, two-way communication that emphasizes strengths. It also means inviting families to participate in their child's at-home reading and hands-on activities suggested by the teacher. In our increasingly multicultural society, it is essential for teachers to embrace the diversity in backgrounds brought to the classroom by children and their families. Teachers should be proactive in learning about the variety of cultures and values represented in their classroom community. The classroom environment should be enriched with a selection of books, music, and materials that reflects and expands on the diverse backgrounds and cultures of the children and the community.

Health, Safety, and Nutrition

Grade: Early Childhood

Careful consideration should be given to ensuring students' daily health and nutrition practices. Children are taught to wash their hands after toileting and before eating meals and snacks. Young children are given the opportunity to eat every two to three hours, with food that is served neither too early nor too late during the school day. Teaching the whole child means engaging in consistent, high-quality health, safety, and nutrition. All students should have daily access to gross motor space and activities, including at least thirty minutes outside. Physical education classes are not a substitute for the independent; self selected play activities afforded during recess.

Important safety practices will be demonstrated and modeled by all staff members in the Florham Park School District. These include staff trained in emergency procedures, first aid supplies accessible in all classrooms and children's medical and emergency information, including information on allergies, seizures, emergency contacts, and emergency telephone numbers available in each classroom and accessible to every teacher and teacher assistant (including substitutes) in charge of the class. Also, all staff members will have items approved by the Florham Park Board of Education and State of New Jersey in the school building. Cleaning supplies and other supplies meant for adult use are stored in locked cabinets with poison information easily accessible. This includes cleaning supplies and any other materials labeled, "keep out of reach of children;" The district is in charge of making sure that playgrounds, playground equipment, and classroom furnishings that are age appropriate, clean, of safe construction, and in good repair. Children will not be allowed to use indoor or outdoor furnishings that are dirty, need repair, or require replacement. Adaptations for children with disabilities will be planned including pathways that safely accommodate wheelchairs and safe storage for aids such as walkers and crutches.

Many of these procedures are incorporated into health lessons. For further information regarding the health standards, methods/resources, please view these at: Health Curriculum

Family Connection	Grade: Early Childhood
<p>The Florham Park School District invests in a system that embraces families in the life of the school, invites co-responsibility and involvement in the education of children, and strengthens mutual trust, respect, and sensitivity. It is believed that family involvement in children's education leads to better outcomes for their children. School personnel will partner with families by making every attempt to understand obstacles families face, enhance their understanding of child development, assist them in reaching their goals, and involve them in their children's educational experiences. The members of the school district are aware that a family can be composed of parents, guardians, stepparents, grandparents, brothers, sisters, and others living in the household. Families come from a variety of cultural backgrounds, values, and traditions, each with a unique perspective on their child's education. The Florham Park School District is careful not to interpret differences as indifference to children's education. During the school year, there are a variety of ways to effectively engage family members in their child's educational experience, from helping at school to taking an active role in educational decision-making processes. These opportunities include, but are not limited to, parent teacher conferences, Back to School Night, e-mail or telephone communication, Family Fun activities, field trips and Field Day.</p>	
Class Routines	Grade: Early Childhood
<p>As previously stated, it is important for students to follow specific routines and schedules that allow for them to discuss, explore, interact and learn. Class meetings in the morning and/or throughout the day are an effective way to achieve this. It is essential to begin the school day by building community and giving children the information they need to anticipate what will happen during the day. The teachers will teach part of the meeting to emphasize an active exchange of ideas and information through conversation between and between the teacher and children. The teachers will integrate content area skills and concepts by activities including morning message, calendar, and preview of the day's events. Music/movement, interactive reading and writing and math activities will be incorporated into this daily meeting. Communication and collaboration skills will be modeled during each meeting.</p> <p>The teacher is sure to facilitate verbal communication with peers, teachers, and content during the meeting process. Opportunities to practice, extend, and apply content area skills during morning message, calendar, and discussion of the day's events will be given. In the beginning of the school year, additional time and emphasis will be invested in building a classroom community where children can practice social skills, particularly skills that foster an environment that values collaboration in-group settings. Special consideration should be given to the attention span of students. Teachers should be sensitive to cues from the children, planning and pacing whole group times so that children's developmental needs for active engagement are met.</p>	
Literacy Instruction	Grade: Early Childhood
<p>Students with disabilities related to the development of their speech, language, social, and cognitive skills must be exposed to developmentally appropriate texts throughout their school day and be given ample opportunity to develop the phonological and language skills required for early reading development. The literacy instruction in the special class program will implement the general education curriculum, described below in the Units of Study by Lucy Calkins, with several modifications made in order to best serve the individual needs of the students in the class, as well as the integration of the specialized curricula described below, which are research-based programs designed to meet the needs of</p>	

young learners with disabilities.

Promoting Awareness of Speech Sounds (PASS), Early Literacy Skills Builder (ELBS)	Grade: Early Childhood
<p>Promoting Awareness of Speech Sounds (PASS): PASS is a research-based pre-reading curriculum for students with disabilities, incorporates story time, singing, finger play, and movement activities to offer an engaging learning opportunity. PASS integrates play-based learning and Goldie the Dog hand puppet to motivate student participation and engagement</p> <p>Early Literacy Skills Builder (ELSB): ELSB is a research-based curriculum for students with developmental disabilities, including autism, developed based on the work of the National Reading Panel. Three years of ongoing research through the University of North Carolina Charlotte have shown ELSB a highly effective literacy program for students with disabilities. ELSB is endorsed by the Council for Exceptional Children— Council for Administrators of Special Education and has been adopted by approximately 800 school systems and 3,000 classrooms nationwide for use with young students with moderate and severe developmental disabilities. ELSB incorporates direct instruction and is aligned to the Common Core Learning Standards.</p>	
Units of Study	Grade: Early Childhood
<p>Students begin to establish their identities as readers while they build the foundational skills for reading. In the first unit, <i>We Are Readers</i>, children will develop concepts of print, phonemic awareness, phonics, and the knowledge necessary to use story language to support their approximations of reading. The second unit, <i>Super Powers: Reading with Print Strategies and Sight Word Power</i>, glories in children’s love of play as they learn “super power” strategies that help them search for meaning, use picture clues, work on fluency, and communicate meaning. In the third unit, <i>Bigger Books, Bigger Reading Muscles</i>, children attempt more difficult books with greater independence and use reading strategies to read with more accuracy, fluency, and comprehension. The last unit, <i>Becoming Avid Readers</i>, helps youngsters role-play their way into being the readers you want them to become. They pay close attention to characters, setting, and plot while reading fictional stories, become experts in nonfiction topics as they read together in clubs, and play with rhyme and rhythm while reading poetry</p> <p>About the Series Drawing on learning gleaned from decades of research, curriculum development, and working shoulder-to-shoulder with students, teachers, and school leaders, Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project have developed the <i>Units of Study for Teaching Reading</i>. Designed to meet ambitious 21st century global standards, this reading series offers grade-by-grade curricula rooted in the Project’s best practices and newest thinking. It includes state-of-the-art tools and methods for teaching reading skills and strategies, grounded in the Project’s learning progressions for narrative and informational reading.</p> <p>Shared Reading: Shared Reading builds a foundation for reading competence while providing expanded opportunities for language development and exposure</p>	

to literature. When engaging in shared reading the teacher will perform on-going, performance-based assessment to inform decisions around which literacy skills to emphasize, use quality literature from different genre and explore concepts, functions of print, and the reading process daily, using a combination of poems, songs, charts, large and small format books featuring authentic literature, as well as reading material with simplified text. The teacher will motivate students by promoting interest, enjoyment, and motivation by emphasizing classroom conversations and discussions, revisiting familiar stories, and regularly introducing new written material. Also, it is the goal of each teacher to instill confidence in developing skills by providing multiple opportunities for children to apply language and literacy skills in classroom learning centers and during longer-term investigations or project work. When each teacher is planning for instruction, he/she will be sure to differentiate instruction to provide multiple entry points based on the needs of the children in the class and maintain an atmosphere that is interactive, lively, and non-competitive to build children's confidence as language and literacy learners.

In Shared Reading, the children will learn language and literacy skills appropriate for children, based on New Jersey Student Learning Standards for English Language Arts. The students will work at a level that matches their individual development based on information derived from performance-based assessment and they will learn concepts and functions of print while experiencing a rich variety of literature and language experiences on a daily basis. It is a goal of all staff to encourage children to value and enjoy exploring language and books, feel confident in their developing abilities through expanded opportunities for applying language and literacy concepts and skills in classroom learning centers and during longer term investigations or project work. All students will experience instruction and support at individual levels of language and literacy development and participate actively in the process by exchanging ideas and information with peers.

In the special class program, teachers will incorporate **Building with Stories**, a research-based framework for read alouds and shared stories using popular contemporary books like Hush! And The Rainbow Fish. The curriculum provides adapted texts and manipulatives that provide an opportunity for students to authentically engage with age-appropriate books.

At the beginning of the school year, the New Jersey Student Learning Standards are carefully reviewed by teachers and teams to ensure that the curriculum and lesson planning process for English Language Arts matches the developmental level and appropriate academic expectations for children. Also a systematic process of collecting information within a performance-based assessment system is initiated for each child. Teachers use this information to plan instruction that meets the particular needs of the children in the class.

To view how the New Jersey Student Learning Standards are incorporated into the Shared Reading Process. Shared Reading is facilitated throughout all content areas. Please view the following links to note how Shared Reading is used across the curriculum:

[Florham Park's Curriculum Webpage](#)

Writing Workshop

Writing Workshop and writing experiences give students an opportunity to express themselves as storytellers, authors, and illustrators. It also provides a time to apply emergent understandings about letter sounds, words, and sentences in functional print contexts.

During writing instruction, the teacher will set the stage for Writing Workshop by using familiar shared reading selections, along with everyday reasons for writing. Teachers will systematically demonstrate and model literary genre, alphabetic principles, concepts of print, and letter formation. A routine for writing workshops that children can manage independently will be established, based on individualized student needs.

At the beginning of the school year, New Jersey Student Learning Standards for English Language Arts should be carefully reviewed, along with students' IEPs, to ensure that the curriculum and lesson planning process matches the developmental level and appropriate academic expectations for children. To view how the New Jersey Student Learning Standards are embedded in the Writing and Handwriting Curriculums, please view:

[Florham Park's Curriculum Webpage](#)

Project and Community Based Instruction**Grade: Early Childhood**

Longer-term projects and Community-Based Instruction gives children the opportunity to engage in activity that integrates content areas around a central question, idea, or topic and allows students with disabilities that impact the development of communication and social skills authentic opportunities to practice critical skills in authentic contexts. Oftentimes, students with disabilities require direct instruction in functional and daily living skills. Community based instruction provides Math, social studies and science content will be addressed through these long term investigations and applied within the larger community.

Teachers collaborate with related services providers including speech-language pathologists, behaviorists, occupational therapists, and physical therapists to use math, social studies and science content, explorations of new materials, and individual goals springboards for longer term projects that incorporate authentic interactions with members of our community. They also embed language, literacy, and mathematics concepts and skills, integrate the arts and employ an approach that emphasizes following steps to complete a project. This team of educators will develop and adapt classroom learning plans to meet the individual needs of students as outlined in their IEPs.

Longer-term investigations and community-based instruction provides students with opportunities to authentically apply their learning and to begin to build social and community bonds.

For further information regarding project based learning, please view the following links to see how the New Jersey Student Learning Standards

are embedded in these types of investigations:

[Florham Park's Curriculum Webpage](#)

Communication/Speaking/ Listening

Grade: Early Childhood

It is critical for communication skills to be learned and modeled daily throughout the school experience for all students, particularly those with disabilities that impact the acquisition and use of language and social skills. Like in general education classrooms, the teacher will communicate the value of sharing the thoughts, ideas, processes, reasoning, and outcomes of one's work. The children will be taught different ways to discuss their writing, paintings, constructions, activities, investigations, and projects. On a daily basis it is important to ask children what they noticed, observed, and appreciated about classmates' work; and encourage children to use discussion as a springboard for continuing a process, expanding on an idea, or embarking on a new exploration.

Children should experience the value of communicating their thoughts, as well as listening to the thoughts of others to begin to understand that people can have different perspectives about the same event or situation. Opportunities will be given for children to practice communicating effectively and with different purposes, depending on what they are describing to the class. By participating in these experiences they can expand their ability to observe and notice the activity of other and develop plans based on their discussions with the group. Ample time should be spent helping children understand what Sharing means, demonstrating, and practicing what the process looks and sounds like, and encouraging group.

Working alongside the behavior specialist, speech and language pathologist, and occupational therapist, the teacher will develop lessons and directly teach speaking and listening skills to students and develop projects, routines, and opportunities both within the classroom and in the community that provides opportunities to learn and practice speaking and listening skills.

The Speaking and Listening standards are practiced and applied across the curriculum. These standards and expectations can be found by viewing: ELA Curriculum

Mathematics Instruction

Grade: Early Childhood

Mathematics Instruction:

Students with disabilities related to the development of their speech, language, social, and cognitive skills must be exposed to developmentally appropriate mathematical concepts throughout their school day and be given ample opportunity to learn the numbers and values of the base ten number system. The math instruction in the special class program will implement the general education curriculum, described below in **Math in Focus**, with several modifications made in order to best serve the individual needs of the students in the class, as well as the integration of the specialized curricula described below, which is a research-based program designed to meet the needs of young learners with disabilities. Additionally, play centers and community based instruction will be designed to target mathematical concepts and skills.

Early Numeracy Curriculum Plus:

This curriculum is appropriate for elementary students with developmental disabilities, including autism. It begins with counting using one-to-one correspondence and progresses to more complex skills like using sets for addition and creating ABAB patterns. Lessons are taught systematically, incorporating scripted lessons, least intrusive prompting strategies, teachable objectives, and ongoing assessments. The lessons focus on fun themes, like Mardi Gras or bugs, and give students ample opportunity to practice using a variety of hands-on materials. The Early Numeracy content aligns with national and state standards and four of the five NCTM Standards: Numbers and Operations, Algebra, Geometry, and Measurement.

Math in Focus:

Daily math time begins with a whole group mini lesson followed by teacher-planned, small group explorations. Explorations in mathematics, both whole and small groups, focus on interactive, hands-on activity emphasizing rich teacher-child conversations and use of a wide variety of manipulatives. The teachers plan mathematics content appropriate for the children in their class or group, based on New Jersey Student Learning Standards for Math, use on-going, performance-based assessment to inform daily teaching decisions geared to individuals and groups and use whole group discussion combined with small group and individual hands-on explorations with manipulatives as the daily vehicle for mathematics instruction. It is the goal of every teacher to engage children in the processes of reasoning, problem solving, communicating verbally, and recording math experiences. Teachers will work to instill confidence in children's developing skills by providing multiple opportunities for children to apply mathematics in classroom learning centers and during longer-term investigations or community based instruction. The teachers will differentiate instruction to provide multiple entry points based on the needs of the children in the class and in order to reach IEP goals.

At the beginning of the school year, New Jersey Student Learning Standards for mathematics will be carefully reviewed to ensure that the curriculum and lesson planning process matches the developmental level.

Please visit the following link to review the Kindergarten Mathematics Standards and Curriculum: [Florham Park's Curriculum Webpage](#)

Recess**Grade: Early Childhood**

Recess is an integral part of the school day. Students benefit from the various experiences that engaging in a daily recess offers. Teachers and staff are committed to daily outdoor recess as essential to a healthy lifestyle and they are proactive in teaching and maintaining safety, using rules developed with the children. Outdoor recess is a time when children can freely choose their activity. While children are interacting, teachers can monitor and facilitate cooperation and collaboration during play, engage in supporting children to acquire and refine skills such as skipping and scaffold children's play by engaging with, but not dominating play activity.

During recess, the children should experience outdoor physical activity as a routine part of daily life, consistently practice safety, using rules they develop with the teacher and be able to freely choose their activities. Children should have access to equipment such as balls, bowling pins, hula hoops, jump ropes, sand toys, and tricycles in addition to gross motor structures. Recess will give the students the opportunity to practice cooperation and collaboration while playing with classmates. It is important to have adult support, when appropriate, to acquire and refine gross motor skills and have opportunities to engage with the teacher as a co-player during recess.

At the beginning of the school year, the teachers will be proactive at the start of school, assuming that every child needs to learn how to safely use outdoor equipment. Safety should be discussed, demonstrated, and practiced consistently when on the playground and simple, positively stated playground rules should be developed with the children.

Sharing, Review, and Closing	Grade: Early Childhood
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The conclusion of a school day is just as important as the beginning. It is important for students to practice closure and develop routines. Each teacher will develop a consistent closing routine for packing up. A brief class meeting will take place to reflect on the day's highlights with child input. At this time the teacher will give children some information that allows them to anticipate and visualize what the next day will be like and implement an interactive closing ritual (song, story, poem) to preface goodbyes and departure.

Children should participate in a packing up routine that is consistent and can be managed independently. Also they should engage in summing up their school day, be able to anticipate what the next school day will be like and feel the rhythm of their school day come to an end by transitioning with a song, poem, dance, etc.

At the beginning of the school year, the teachers are aware of the sensitivity to the fact that the end of the class day is yet another transition for students will lead to establishing a routine that assures children do not leave belongings behind.

The Florham Park School District is committed to providing each student with an appropriate education supported by the New Jersey Student Learning Standards. If you have further questions regarding the program and/or standards, please do not hesitate to contact district personnel.

Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div> <ul style="list-style-type: none"> <i>Project Read Assessments</i> Writing about reading 	<div>Special Education:</div> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications

<ul style="list-style-type: none"> • Readers' notebooks • Teacher-created performance assessment • Book club talks • Student reflections • Conferences and small groups • Screening 	
Summative Assessments:	
<ul style="list-style-type: none"> • TCRWP Concepts of Print • TCRWP Reading Assessment 	
Benchmark Assessments:	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<ul style="list-style-type: none"> • <i>Nonsense Words</i> • Teachers College Running Records • Letter Sound ID • High Frequency Word Assessment 	<p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
Alternative Assessments:	English Language Learners:
<ul style="list-style-type: none"> • F & P Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • <i>LLL; Test Preparation Lesson Framework F&P levels</i> 	<ul style="list-style-type: none"> • ESL K-2 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Students at Risk for Failure:
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Gifted and Talented
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Students with 504 Plans
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modification • 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
<div data-bbox="287 337 1031 407"> <p>Core Professional Resources:</p> </div> <div data-bbox="287 410 1031 667"> <ul style="list-style-type: none"> • Math in Focus • We are Readers Unit of Study Text by Lucy Calkins • 2018-19 Teachers College Calendar, Kindergarten We Are Readers Unit • 2019-20 Teachers College Calendar • Florham Park ELA PD Sharing Website • The Reading Strategies Book by Jen Serravallo • Prompting Guide • Writing Resources and Scope and Sequences • Units of Study Online Resources </div> <div data-bbox="287 670 1031 740"> <p>Supplemental Professional Resources:</p> </div> <div data-bbox="287 743 1031 1179"> <ul style="list-style-type: none"> • Leveled Literacy Intervention Kits • When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College) • Primm Book • Fountas and Pinnell Guided Reading Series • Super Powers: Reading with Print Strategies and Sight Word Power • Becoming Avid Readers • Prompting Guide Part 1 - For Oral Reading and Early Writing • Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing • Teachers College Units of Study - Phonics K-2 • Reading Strategies Book - Jennifer Serravallo • Florham Park ELA PD Sharing Website • Conferring Menus </div>	<div data-bbox="1066 337 1927 407"> <p>Core Instructional Resources:</p> </div> <div data-bbox="1066 410 1927 724"> <ul style="list-style-type: none"> • Any appropriate grade K novel as a read-aloud model to set up the routines • <i>The Carrot Seed</i> by: Ruth Krauss (Level G) • <i>The Three Billy Goats Gruff</i> by: Paul Galdone (Level K) • <i>Caps for Sale</i> by: Esphyr Slobodkina (Level K) • <i>Harry the Dirty Dog</i> by: Gene Zion (Level J) • <i>The Beetle Alphabet Book</i> by: Jerry Pallotta & David Biedrzycki (Level N) • Hush! • The Rainbow Fish • “The Wheels on the Bus” • “If You’re Happy and You Know it” • Teacher-selected books for book talks and modeling good reader behaviors </div> <div data-bbox="1066 727 1927 797"> <p>Supplemental Resources:</p> </div> <div data-bbox="1066 800 1927 1235"> <ul style="list-style-type: none"> • Conferring Curriculum • Florham Park ELA PD Sharing Website • Conferring Menus • <i>Mrs. Wishy-Washy</i> by Joy Cowley (Level F) • “Jack and Jill” (Level K) • <i>Willaby Wallaby Woo</i> by Raffi (Level C) • <i>Bad Dog David McPhail</i> (Level C) • <i>Birthday Surprise</i> by Rachel Walker (Level D) • <i>The Case of the Lost Cecilia</i> (Level A) • <i>Dust Everywhere</i> by Robert Rosen (Level D) • <i>Going to the Zoo</i> by Michael Taylor (Level D) • <i>Having Fun</i> by Pam Holden (Level A) • <i>I See and See</i> by Ted Lewin (Level B) • <i>It’s Time for A Haircut</i> by Cathryn Summers (Level C) • <i>The Man Can</i> by Sharon Coan (Level B) • <i>ABAB Patterns</i> </div> <div data-bbox="1066 1239 1927 1308"> <p>Intervention Resources:</p> </div> <div data-bbox="1066 1312 1927 1399"> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading </div>

	<ul style="list-style-type: none"> Fountas and Pinell Shared Reading
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. In Social Studies discuss routines in the community Understand what it means to “read close” in social studies, science, and foreign language. Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> Create a word study word sort in Inspiration. Listen to books on CDs, tapes, videos or podcasts if available. Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> Listen to books on CDs, tapes, videos or podcasts if available. Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy Social Justice Literacy Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills RazKids Use Screencastify to record student reading, partner feedback, and/or student goal Digital Story Books Epic Digital Storybook Brinpop Jr. 	<ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Build on the intuitive knowledge students have gained from media about the story and character Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic Use print materials to practice reading and comprehension skills
Career Education	Global Perspective
<ul style="list-style-type: none"> New Jersey Educational Field Trip Connect With Rick Riordan Author Visit Kit Authors Who Skype 	<ul style="list-style-type: none"> 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

Florham Park Curriculum

[Early Childhood Curriculum](#)

	<ul style="list-style-type: none">• 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)
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