



Back to School

WTPS Elementary Curriculum Reminders and Updates 2022-2023

E4 - Excellence through Equity, Engagement, and Environment

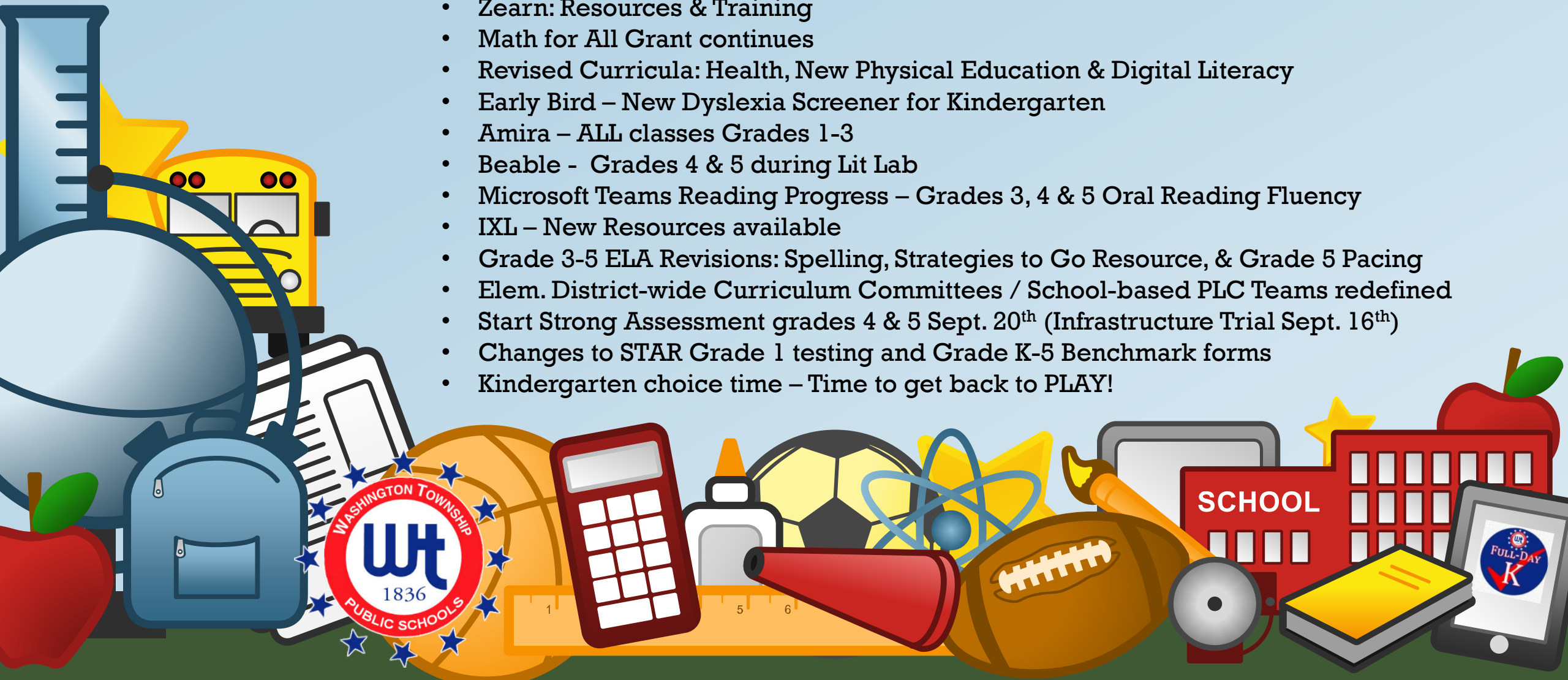
You've GOT this.



Return. Reset. Rejuvenate. You've got this...and we've got your back!

Don't miss the new or revised information

- Report Card Revisions
- Eureka Math² Updates & Coaching
- Zearn: Resources & Training
- Math for All Grant continues
- Revised Curricula: Health, New Physical Education & Digital Literacy
- Early Bird – New Dyslexia Screener for Kindergarten
- Amira – ALL classes Grades 1-3
- Beable - Grades 4 & 5 during Lit Lab
- Microsoft Teams Reading Progress – Grades 3, 4 & 5 Oral Reading Fluency
- IXL – New Resources available
- Grade 3-5 ELA Revisions: Spelling, Strategies to Go Resource, & Grade 5 Pacing
- Elem. District-wide Curriculum Committees / School-based PLC Teams redefined
- Start Strong Assessment grades 4 & 5 Sept. 20th (Infrastructure Trial Sept. 16th)
- Changes to STAR Grade 1 testing and Grade K-5 Benchmark forms
- Kindergarten choice time – Time to get back to PLAY!



Welcome Back



Lesson Plans, Summative Documents, and Benchmarks will continue to be uploaded into the designated Schoolology course. This includes all special area teachers.



Post your plans in your building "Lesson Plans and School Documents" Schoolology Course.

Secretaries for each building will share with staff a weekly lesson plan "Assignment" in Schoolology.

Refer to the Edtech Schoolology course for lesson plan templates and directions on how to create and post lesson plans. Please see Kathi K if you have additional questions or need support.

Lesson Plans/ Benchmarks/ Summative Documents via Schoolology



**District Assessments
and Grading
K-5**

Assessments and Grading



STAR™
Assessments

**DRA 2 ADMINISTRATION (K-2)
COLUMBIA ASSESSMENT (3-5)**

Fall Administration

Columbia Gr 3-5 September 12 – 30
DRA Gr 1,2 September 26 – October 7

Winter Administration

DRA K- January 9-13
DRA Gr 1,2- February 13-24
Columbia Gr 3-5 January 4-13

Spring Administration

May/June

OLSAT

Grade 5 – October 19, 2022
Grade 2 – February 8 & 9, 2023

**Start Strong Test – Gds. 4 & 5
ELA & Math
September 20, 2022**

**NJSLA – Grade 3
ELA: May 15-16, 2023
Math: May 17-19, 2023**

**NJSLA – Grade 4
ELA: May 1-2, 2023
Math: May 3-5, 2023**

**NJSLA – Grade 5
ELA: May 1-2, 2023
Math: May 3-5, 2023
Science: May 3, 4, & 8, 2023**

**STAR TESTING Benchmark
ADMINISTRATION Grades 1-5**

Fall Window

* Gds. 2-5 only
September 8 – October 7, 2022

Winter Window

February 1- February 28, 2023

Spring Window

TBD

DSA

Administered Fall and Spring
Gr 1,2 all students.

Gr 3,4,5 BSI students only
(administered by BSI staff)

Testing Schedule

STANDARD BENCHMARKS

THE FOLLOWING MAY NOT BE MODIFIED:

K – SNAPSHOT ASSESSMENT

ELA – STAR READING

*All students should test with the timer on inside the testing window. Star may not be read to students inside the window. Testing with accommodations can occur outside the window for progress monitoring.

MATH – STAR MATH

*All students should test with the timer on inside the testing window. Star may not be read to students inside the window. Testing with accommodations can occur outside the window for progress monitoring.

SCIENCE – BENCHMARKS

**PLEASE REVIEW THE
STAR GUIDELINES FOR
ADMINISTRATION
REQUIREMENTS AND
PARENT LETTERS**

**ALL OTHER ASSESMENTS
USED AS PUPIL PROGRESS
INDICATORS MAY BE
MODIFIED.**

**BENCHMARK FORMS ARE
UPDATED EACH MONTH
AND UPLOADED TO
THE SCHOLOGY COURSE.**

Benchmark forms
are on Schoology



Star Testing Windows

Fall	Winter	Spring
September 8-October 7 Please Note: 1 st Grade will not test in the fall	February 1 - 28	TBD Based upon state testing

The Star score is an important data point that is used to monitor growth, provide targeted differentiated instruction, and screen students for intervention or enrichment programs. To maximize the validity of the score, testing conditions should be optimal and consistent across grade levels and buildings.

The Star parent letters will be sent to families electronically by the district on September 1. Please inform families of your class's scheduled Star reading and math dates one week prior to testing.

RETESTING

Students should not be retested unless unforeseen circumstances arise (illness, anxiety, fire drill, noncompliance, or extreme discrepancy between class performance and score).

Please notify the reading specialist if you feel a student should be retested. The reading specialist should contact Janine Ryan or Sam Dulude with requests for retesting.

STAR Testing Guidelines

To ensure an optimal testing environment:



Do not read items aloud to students.



Do not have a substitute administer the test.



STAR Math and Reading should not be assigned on the same day.



Avoid testing immediately after a long weekend, holiday, or prolonged absence.



Administer when students feel relaxed, focused, and have ample time to complete the test.



Prior to testing, remind students to take their time and use scratch paper to work out problems.



Kindly monitor students while testing.

STAR Guidelines for Special Education

To establish a baseline and assess where all our students fall, please adhere to the following:

- During the STAR testing window, all students will take the test the same way as general education students, **with** the timer function and **without** accommodation.
- **Prior to each window**, please check to make sure that accommodations are turned off for all students.
- When the **testing window has passed**, the timer can come off and you can retest the students with extended time (timer off) **only** for those students who have extended time on standardized testing as an accommodation in their IEP.
- Although the first score will be factored as the "valid" test, the score outside the testing window can be used to discuss IEP needs with CST and provide data and ideas for placement for IEP reviews. While it is a lot to test the students twice, it provides an opportunity to garner more data points for our students.



K-2 Report Card Reminders

- **Are you new to Standards Based Grading?** View this video https://youtu.be/jUFIE_85KII
- **Student report cards are finalized in PowerSchool. PDF versions are also [HERE](#). All scoring and comments are added by the teacher.**
- **Parents can go online to access the report cards; however, print copies will also be sent home.**

Grades K-2 Proficiency Levels

Academic Assessment Key	
S = Secure - I can complete this skill accurately, independently, and consistently. We will work together to make sure I keep up this good work.	
D = Developing - I show understanding of this skill. I may need reminders or some help. We will continue to work together to help me become independent in completing this skill.	
B = Beginning - I may not be ready to complete this skill independently. We will work together to help increase my knowledge of this skill.	<input type="checkbox"/> = Not Assessed at this time

Grades 3-5 Proficiency Levels

Academic Assessment Key	
E- Exceeds Proficiency - I independently demonstrate mastery of this skill or standard through application or transference to new tasks. I can apply this skill or standard to new tasks.	
M- Meets Proficiency - I consistently demonstrate understanding of this skill or standard with little or no assistance. I am working toward independent application to new tasks.	
D = Developing - I demonstrate progress in my understanding of this skill or standard.	
B = Beginning - I demonstrate limited understanding of this skill or standard, and I need a high level of prompting and support.	<input type="checkbox"/> = Not Assessed at this time
NI = Not Introduced	

Reading Goals	M1	M2	M3	M4
Reads grade level texts with accuracy, fluency, and comprehension				
Uses details from the text to make connections and draw inferences (3)				

Parenttheses indicate the marking period of expected proficiency, when and if applicable

Report Card Revisions

Based Upon Committee and Curricular Input

Copies of the revised report cards will be placed in Schoology. They will also be shared [HERE](#).

- **Grades 1-5**: Under Behaviors that Support Learning, “Completes homework” was added
- **Grades K-5**: Shading was added to a few standards based upon pacing feedback
- **Grades K-2 Math**: Standards were revised due to the reconfiguration of EM² Achievement Descriptors. Standards were also aligned with the Observational Assessment Recording Sheets for your convenience. Report card alignment documents were revised to reflect report card changes. Janine will meet with grade levels to review.
- **Grades 3-5 Math**: Standards were combined as outlined in the NJSLS’s Cluster Statements. In the EM² digital platform, there is the option to average performance of all standards by cluster. This will make report card completion more efficient. Report card alignment documents were revised to reflect report card changes. Janine will meet with grade levels to review.

Report Card Revisions

BEHAVIORS THAT SUPPORT STUDENT LEARNING

Report Card Revisions

Based Upon Committee and Curricular Input

Standards based grading allows behaviors that support student learning/habits of work to be evaluated independently from academic criteria. Therefore, we will continue to use the following scale:

C: Consistently

U: Usually

S: Sometimes

R: Rarely

Teachers are highly encouraged to start the year by emphasizing these areas of the report card. Classroom teachers will also be provided with a poster featuring these habits (see next slides). The poster will serve as a daily reference to behaviors you expect during various learning activities throughout the day. Stay tuned for more information to follow!

Focus on Executive Functioning – Habits of Success

Behaviors that Support Student Learning

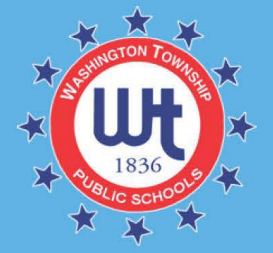
“Habits for Success”

K-2

- Independently carries out tasks
- Follows classroom rules
- Completes homework (This is not on the K report card; however, please emphasize the importance of Read to Me/You at home as a habit)
- Works without disturbing others
- Listens and responds to classroom directions
- Practices good manners
- Works and plays cooperatively with others

Focus on Executive Functioning

7 HABITS FOR STUDENT SUCCESS



Independently
carries out tasks



Follows Classroom
Rules



Completes
Homework



Works without
Disturbing Others



Listens and
Responds to
Classroom
Directions



Practices good
manners



Works and Plays
Cooperatively
with Others

Behaviors that Support Student Learning

“Habits for Success”

Grades 3-5

- Uses available resources
- Follows rules and expectations
- Completes homework
- Demonstrates best effort
- Uses time wisely
- Organizes work and brings necessary materials to class
- Works without disturbing others
- Works cooperatively with others
- Contributes to academic conversations
- Engages in school appropriate interactions

Focus on Executive Functioning

10 HABITS FOR STUDENT SUCCESS



Uses Available Resources



Follows Rules and Expectations



Completes Homework



Demonstrates Best Effort



Uses Time Wisely



Organizes Work and Brings Necessary Materials to Class



Works without Disturbing Others



Works Cooperatively with Others



Contributes to Academic Conversations

Engages in School Appropriate Interactions



Behaviors that Support Student Learning

“Habits for Success”

Look for these descriptors to assist you in your focus of these areas. These descriptors will be found in Schoology and [HERE](#).



Grades 3-5

BEHAVIORS THAT SUPPORT STUDENT LEARNING DESCRIPTORS

Consistently - Demonstrates almost all of the time

Usually – Demonstrates more often than fifty percent of the time

Occasionally – Demonstrates less than fifty percent of the time

Rarely – Hardly demonstrates

(*Teachers should inform parents of behavioral concerns, scores of Occasionally or Rarely, throughout the marking period).

Uses available resources to complete work independently: Students use the text, anchor charts, technology, notes, rubrics, manipulatives, data charts, and learning resources. (This does not refer to pencils, paper, and classroom supplies.)

Follows classroom rules and expectations: Students adhere to established rules and procedures along with the expectations set forth for lessons, assignments, and courses.

Completes homework: Homework includes written and digital work. Students are assigned 10 minutes of homework per grade level (aside from the minutes for independent reading). Teachers should inform parents of concerns with homework completion by mid-marking period.

Demonstrates effort toward task completion: Students work diligently to the best of their ability.

Uses time wisely: Students productively use allotted time to complete assignments and tasks. After completing assignments, students work on individual academic goals. (This includes academic assignments and classroom routines).

Organizes work and brings the necessary materials to class: Students maintain an organization of their work (digital or physical) and bring all required supplies to participate in the lesson.

Works without disturbing others: Students refrain from interrupting the learning process of their peers.

Works cooperatively with others: Students collaborate and communicate **respectfully** with others.

Contributes to academic conversations: Students **effectively engage** in relevant conversations while working with peers or during small groups and whole group discussions.

Engages in school appropriate interactions with others: Students demonstrate respectful and kind behaviors toward peers and adults throughout the day (e.g., special area classes, bus, bathroom, cafeteria, hallway, and playground).

Focus on Executive Functioning

Executive Function and SEL w/IDE

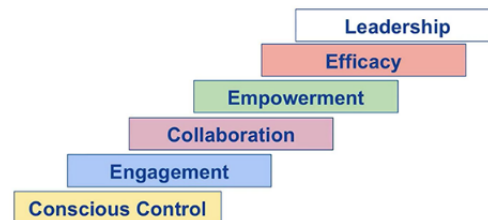
Participants in the summer professional development will receive in-class coaching throughout the year.

Fifty teachers from each of the six elementary schools will be granted access to self-paced, online, professional learning experiences using the PLE.

You will be receiving coupon codes/login credentials soon. Building administrators will be providing directions too!

Executive Function and SEL: Skills for Life

Explore strategies to build the 6 levels of executive function skills and the SEL competencies they support in order to be successful in school and life, from preschool to adulthood, in hobbies, at school, and at work.

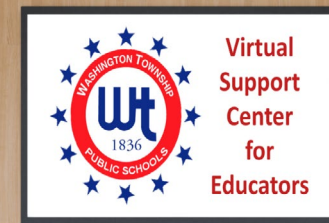


Create a Culture of Professional Learning

Check out our self-paced, online **Professional Learning Experiences (PLEs)**!



Focus on Executive Functioning

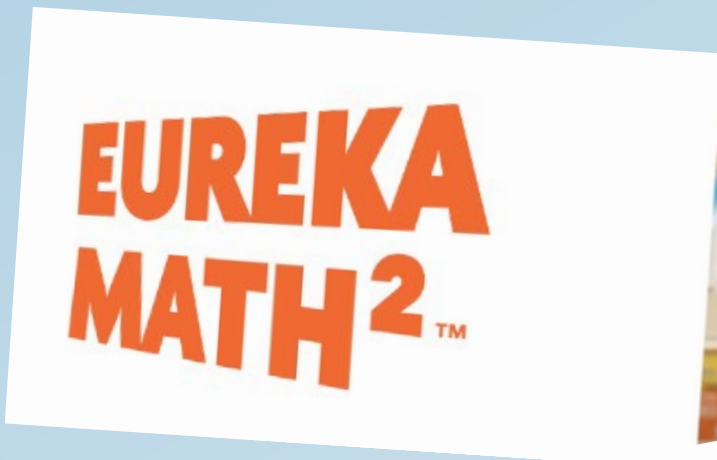


come to the
MATH SIDE

we have π



Math

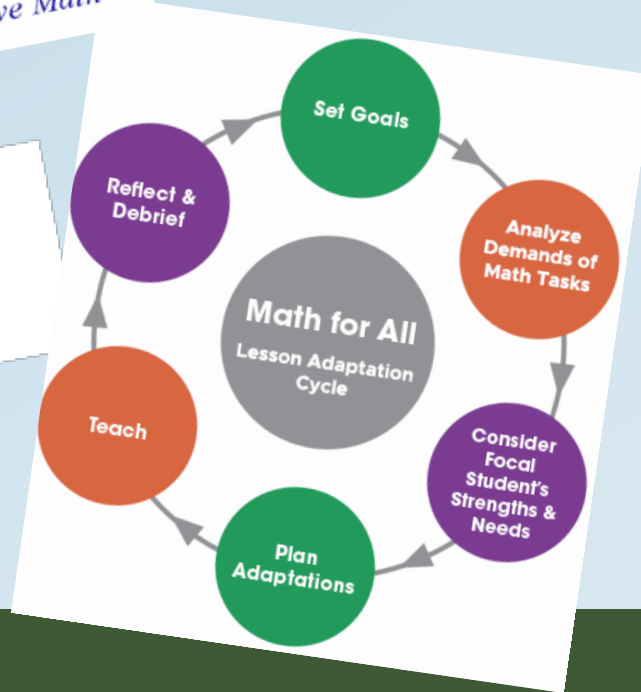


Eureka Math²: Our core program

First in Math: Online math games that strengthen fact fluency, automaticity, computational thinking, and other critical skills


Zearn: Digital lessons that serve as intervention and support for the Eureka Math² curriculum

Math For All: Grant funded PD that supports teachers in collaboratively making rich mathematics education accessible to all learners



Our Mathematics Programs

Eureka Math² Updates

- **Coaching:** This year, EM² PD will occur through coaching. An EM² coach will be visiting classrooms in each building in October to help develop district goals/areas of focus for 2022-2023. Throughout the year, the coach will meet virtually with grade level teams in each building to provide instructional support with the focus areas
- **Grade Level Support:** Based upon needs, Janine will meet periodically with grade levels to support planning, pacing, assessment scoring, report card grading, etc
- **Schoology:** Math updates, EM² resources, and district documents will be shared on Schoology for easy access
- **Digital Platform:** Click [here](#) for product updates (or access through clicking the Resource Center icon at the bottom right corner of any page in your online manual )
- **Parent Communication:** Check out the Family Resources Page link [here](#) (also available in Spanish)! **Please share this link with families and at Back-to-School Night.**



Eureka Math² Guidelines

You made it through Year 1! As we enter Year 2, please focus on the following to assist you with planning and implementation. Reach out with questions!

- **THE WHY**

It is extremely valuable to review the Module Overview, Topic Overviews, and Module Assessment prior to teaching the module. Doing so helps to focus your instruction and guide pacing decisions. Every element of the program is research-based and “the why” is well-explained. Eureka Math² is presented as a story, because each component is a progression. Strategies, models, and language build and evolve across topics, modules, and levels K-5. "The why" helps you understand how conceptual understanding, number sense, and coherence is developed K-5.

- **Pacing Recommendations**

Begin teaching EM² lessons **as soon as possible**. Teach one lesson per day with the understanding that this curriculum is layered, and proficiency occurs over time. Work with your grade level teams to decide which lessons may take an additional day and which may not need a full period. Throughout the year, we will continue to collaborate in grade level teams to efficiently plan lessons, modules, review, and assessments.


- **Target/Objective**

To help students focus upon and articulate what they are learning and why they are learning it, please post, state, and refer to the lesson’s target or key question throughout a lesson. In EM², the target is the title of the lesson. It is also stated in child-friendly terms at the end of every Launch section prior to the Learn section. The target, key question, debrief questions, and exit ticket guide the focus of the lesson and decisions about which activities/problems to assign.

- **Lesson Components**

Remember, EM² provides an excess of activities so teachers do not have to look elsewhere for resources. It is not expected that all activities/problems included in a lesson be implemented each day. Keep the Fluency brief by choosing one activity based on your students’ needs. Fluency activities either build toward the current lesson or serve as distributive practice/review. Therefore, consider which activities will benefit the students most at the beginning of the lesson and which can be used at another time. Most of the period should be devoted to the Learn section. It is not always necessary to complete all Learn activities/problems, especially if your students are demonstrating understanding of the target. Mathematical discourse is a key element to math success, **so be sure not to skip opportunities for students to engage in peer-to-peer conversations**. The program is designed so that there is never more than 10 minutes of teacher talk before providing opportunity for students to talk.

- **Problem Set/Debrief/Exit Slip**

Keep in mind that the purpose of the Problem Set is providing students opportunity to work independently, even if they struggle, in a simple to complex progression. Differentiate the problem set by assigning specific problems to different groups of learners. Set aside time at the end of the lesson to do the Debrief section **before the exit ticket. Research reveals it is one of the most valuable parts of the learning**. It provides students the opportunity to clear up misconceptions from the Problem Set, listen to peers' solutions, communicate learning, and articulate take-aways BEFORE the exit ticket. This results in more successful performance on exit tickets 

Eureka Math²

YOU
GOT
THIS

...and we are here to help!



Grades K-5: FIRST IN MATH PROGRAM

Continue encouraging all students to utilize FIM during and after school. Guidelines for assigning targeted activities for fluency and other skills will be provided by the BSI math team.

OTHER TIMED PRACTICE

XTRA Math and Rocket Math, along with other timed math practice programs, are **NOT** supported by the district. Please use First in Math and targeted instruction to support fact fluency.

BENCHMARKING: To assist with targeting students who need instruction in fact fluency, all students in grades 1-5 will complete Just the Facts at the beginning of the year and at the end of each marking period. See next slide for assigned operations. Scores will be recorded on the district benchmark sheets.



Math Benchmark Sheets

This year, please record math data on the district benchmark sheets. Having this information in one place greatly assists during data meetings, I&RS, BSI/TAG screening, instructional planning, etc. Kindergarten will continue to record math snapshot data. The following should be recorded for Grades 1-5.

- **Star**: Continues to serve as our benchmark for math. Please record PR score for Fall, Winter, and Spring
- **Fact Fluency**: Record First in Math's Just the Facts score at the beginning of the year and at the end of MP1, MP2, MP3, and MP4 using the following operations
 - Grade 1: Addition and Subtraction (end of MP2-4 only)**
 - Grade 2: Addition and Subtraction**
 - Grade 3: Subtraction and Multiplication**
 - Grades 4/5: Multiplication and Division**
- **End of Module Assessments**: For Modules 1-6, please record the overall proficiency level (*Not Proficient, Partially Proficient, Proficient, Highly Proficient*)



All students have continued access to Zearn’s independent digital lessons. The lessons support the Eureka Math² curriculum in philosophy, approach, terms, etc. In the digital lessons, students independently explore the same concepts they are learning in class with onscreen teachers, visual models, and built-in differentiated support. Each digital lesson is about 20-30 minutes in length; however, students can stop and resume lessons at any time.

Please Note: Zearn’s independent digital lessons **should not replace the Eureka Math² lessons or valuable face-to-face teacher time**. However, they can serve as **beneficial intervention, second exposure, and differentiated practice** while the teacher works with other students.

To see how Zearn’s “Missions” align with Eureka Math²’s “Modules”, click [Zearn and EM2 Alignment by Unit](#)

Helpful Links:

[Zearn School Account Resources Page](#)

[Zearn Product Updates Video](#)

[Zearn Getting Started Checklist for Educators](#)

[Zearn Parent and Caregiver Support Page](#) (When your students begin using Zearn, please share this link with families)

Zearn Training:

For those who did not attend last year, **training will be available in early fall**

Math for All

Making Rich Mathematics Accessible
to All Students in Grades K-5

MATH
FOR ALL

EDC
Education
Development
Center

Bank Street
College of Education



Math for All is a professional development program designed to assist schools in implementing high-quality, standards-based mathematics education for a wide range of students, including those with disabilities.

It is NOT a mathematics curriculum, nor is it tied to any specific K–5 mathematics program. Rather, it helps teachers use and adapt their existing materials to make them more accessible to a wide range of learners. Math for All helps schools build a foundation for collaboration among general and special education teachers as they work to implement student-centered approaches for rigorous mathematics instruction.

Math for All is aligned with initiatives such as Multi-Tiered Systems of Support, standards-based mathematics instruction for all students, and standards for professional learning. Extensive research in urban, suburban, and rural school districts across the U.S. has shown that the program has a positive impact on teacher and student outcomes. Math for All is currently funded by the Education Innovation and Research program of the U.S. Department of Education and is free of charge.

Math for All Professional Development Grant

Cycle 3

All Facilitators and former participants will participate in training this year.

Facilitator Only Planning :

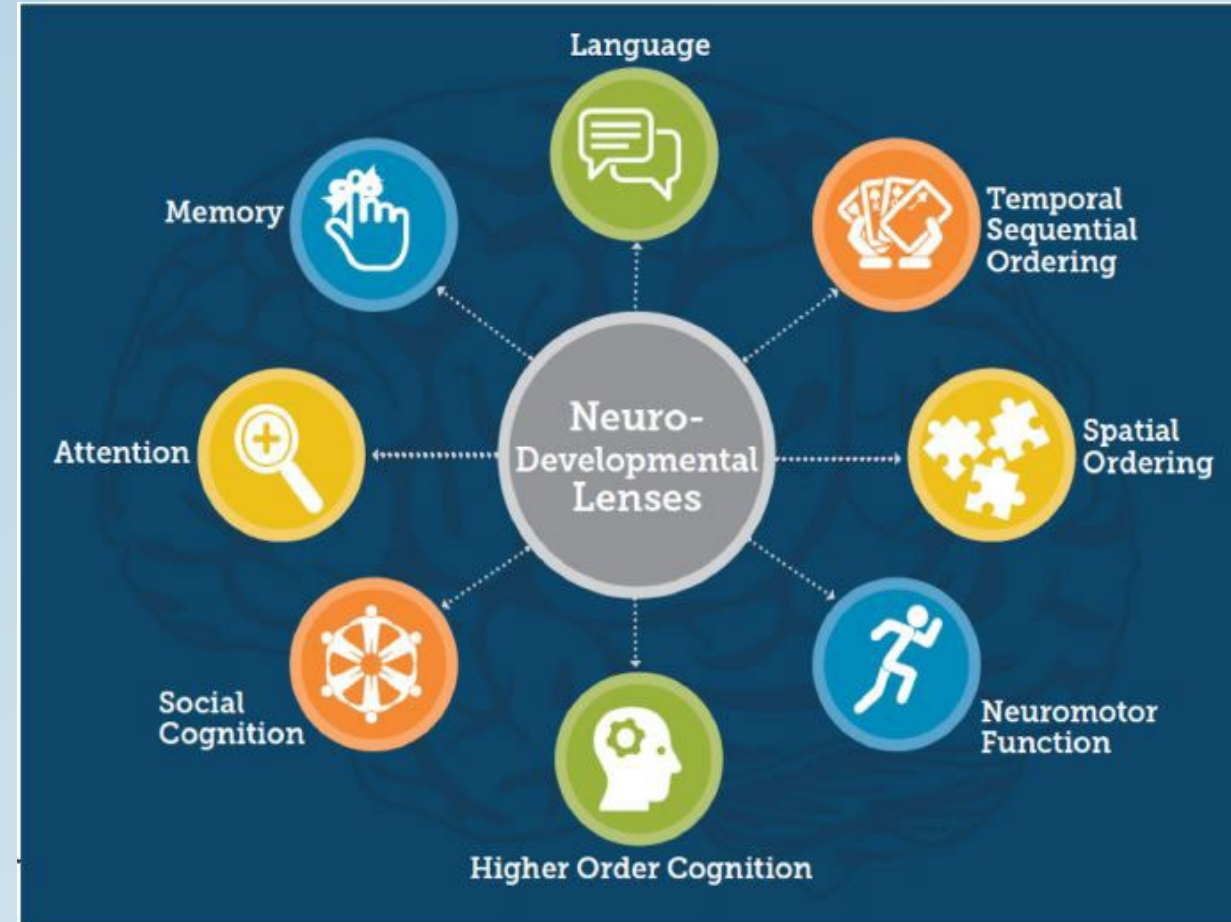
October 6, 2022 - Virtual (2:00 – 4:00)

Round 1 (Full Day Workshop):

October 20, 2022 – In-person (BOE Room), if possible

Lesson Debrief

November 17, 2022 – Virtual (3:00 – 4:00)



Cycle 4

All Facilitators and former participants will participate in training this year.

Facilitator Planning :

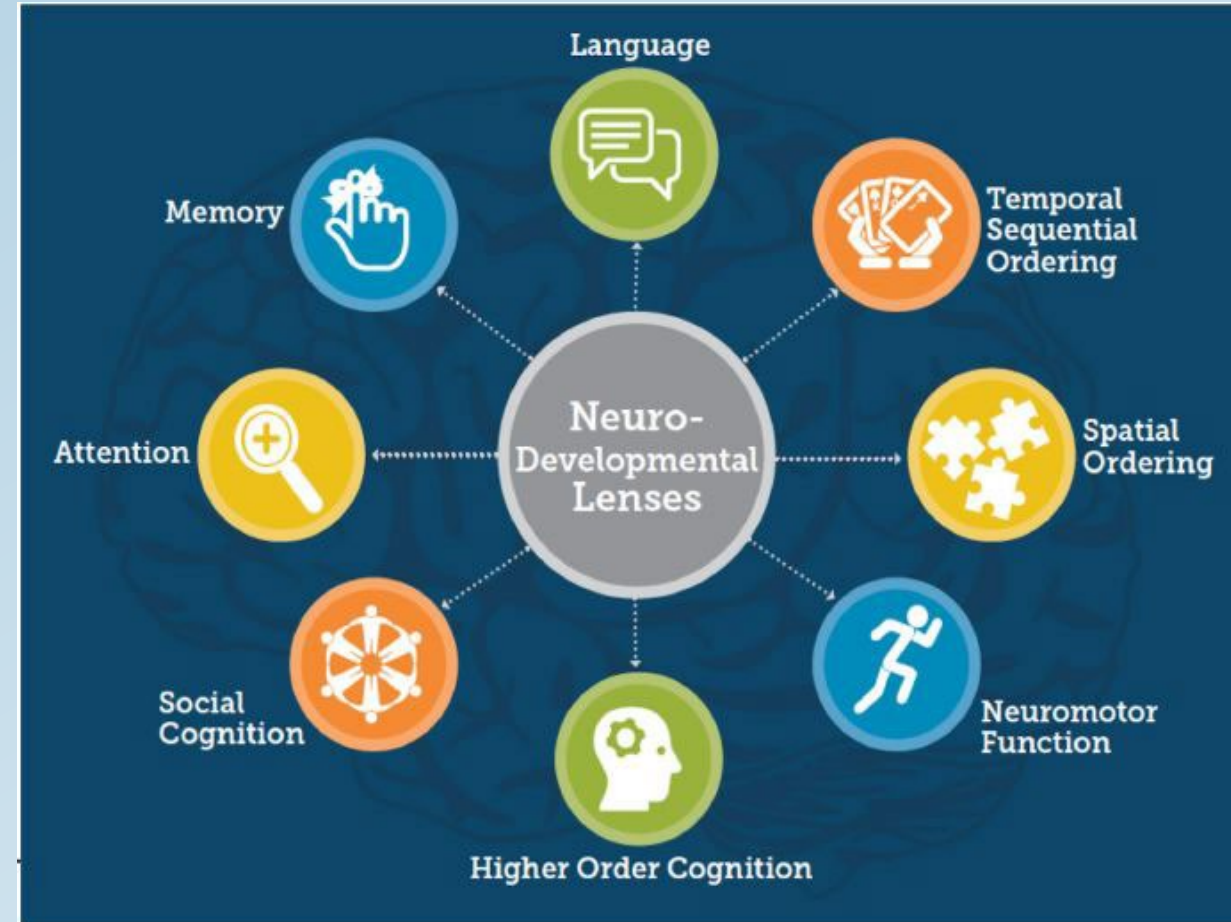
January 12, 2023- Virtual (1:00 – 4:00)

Round 4 (Full Day Workshop):

January 31, 2023- In-person (BOE Room), if possible

Lesson Debrief

February 17, 2023- Virtual (2:30-3:30)



Cycle 5

All Facilitators and former participants will participate in training this year.

Facilitator Planning :

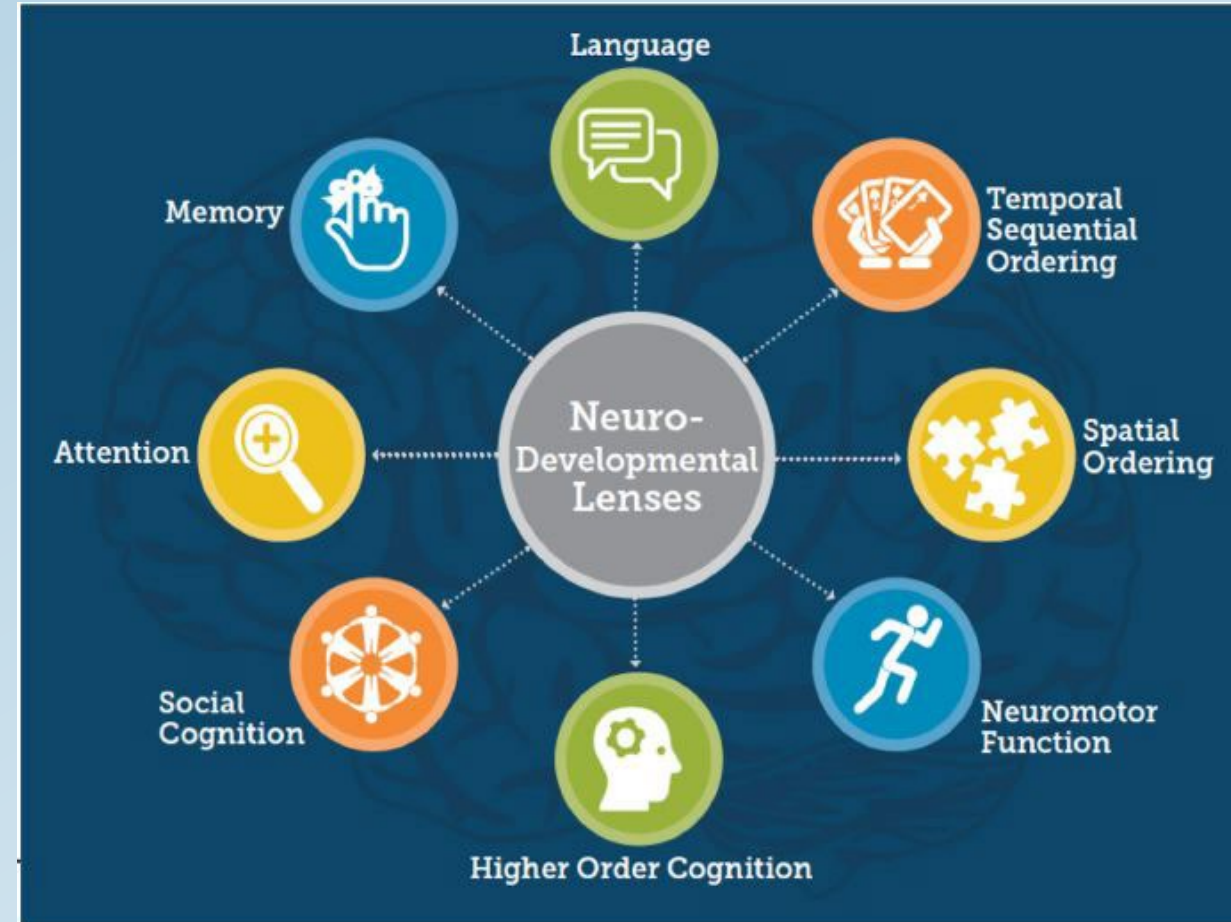
April 4, 2023- Virtual (1:00 – 4:00)

Round 4 (Full Day Workshop):

April 20, 2023- In-person(BOE Room), if possible

Lesson Debrief

June 6, 2023- Virtual (2:30-3:30)



ToDaY A
READER
tomorrow
a LEADER



"It's the books you read when you're young that stay with you always."

~ J.K. Rowling

Kindergarten

All students in kindergarten will use the Early Bird dyslexia screener this year. This is based on teacher feedback that Amira started with passages that were too challenging.

Which students take the screener?

All students in kindergarten

Why are we using Early Bird?

The Early Bird solution integrates the most predictive literacy milestones with powerful analytics to identify reading struggles, even before children formally learn to read. That's critical, because early intervention has the greatest impact when delivered in kindergarten students. In addition to recommending the tools best suited to address a student's particular challenge, Early Bird is self-administered and auto-scored, helping teachers make the most of precious time. <https://earlybirdeducation.com/>

Early Bird will be administered October /November

EARLY BIRD



What does EarlyBird assess?

Component	Subtest
Naming Speed	RAN
Sound/Symbol Correspondence	Letter Name
	Letter Sound
Phonemic/Phonological Awareness	Rhyming
	First Sound Matching
	Blending
	Nonword Repetition
	Deletion
Oral Language Comprehension	Vocabulary
	Word Matching
	Follow Directions
	Oral Sentence Comprehension
Word Reading	Word Reading

Grades 1-3

All students in Grades 1-3 will use the AMIRA screener, benchmark running records, and progress monitoring for dyslexia. (Free of charge)

We are no longer officially in the research study, so all classes will use the screener and Amira Reading program.

Which students take the screener?

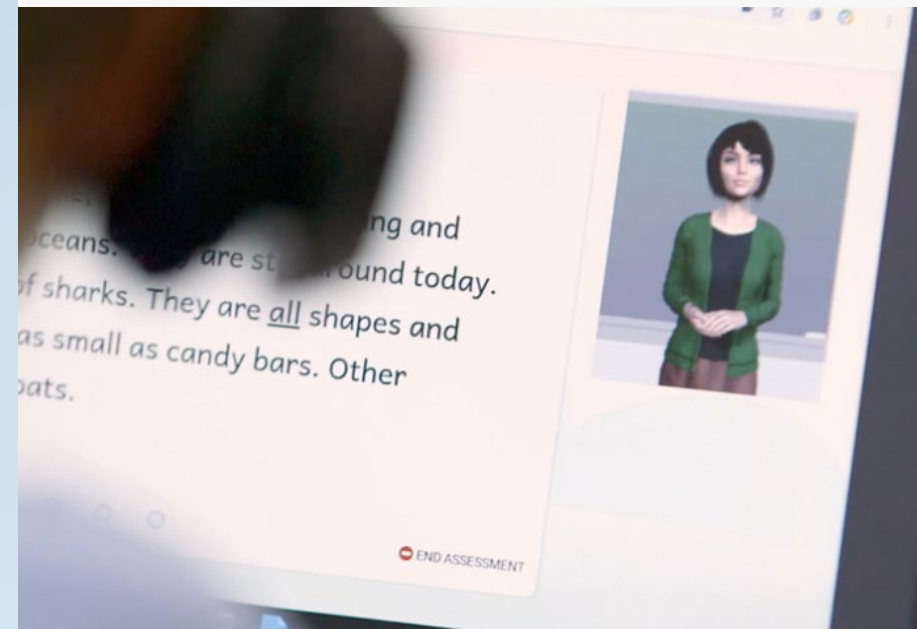
All students in first, second, and third grade will take the Amira Dyslexia Screener.

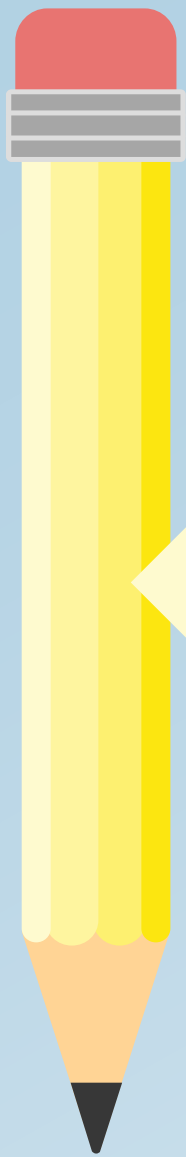
Which students use the Amira Reading program?

During the first marking period, all students in first, second, and third grade will use Amira as part of their station learning.

After first marking period, students approaching level or below level, will continue to use Amira as part of their station learning.

After first marking period, Students who are exactly on or above level, may participate in enrichment activities during small group rotations in place of Amira.





FUNDATIONS

Kindergarten

Additions to Foundations Block...

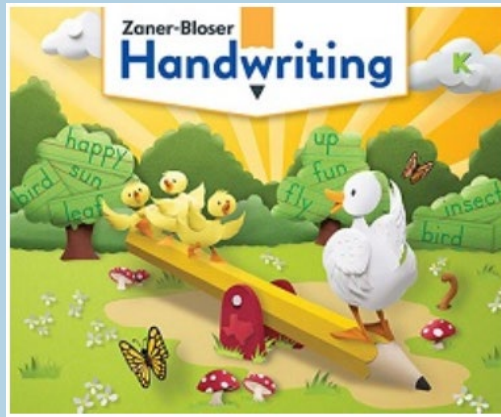
- "Kindergarten Foundations Pacing Guide" incorporates handwriting, fine motor skills, and small group instruction.
- The guide combines units 1 & 2 Foundations (students learn uppercase and lowercase letters simultaneously).

First Grade

- Foundations pacing changed to include an introduction to the skills in unit 11. A pacing guide will be sent out to you and will be placed on Schoology in the Foundations folder.



Fundations / Fine Motor Skills / Small Group Rotations



Handwriting

Kindergarten– Will complete manuscript practice ONLY. Students will practice the Zaner-Bloser manuscript in kindergarten handwriting books during the Foundations block.

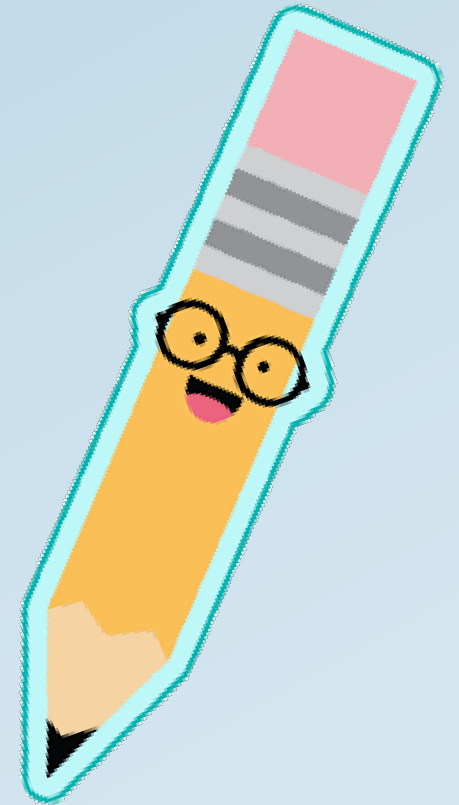


Handwriting - Manuscript

Grade 1 – Will complete manuscript practice ONLY. The books will be passed on to Grade 2. Handwriting should span throughout the course of the year.

Handwriting - Cursive

Grade 2 – Will complete only cursive. With the exception of new students, each student should have a book passed up from first grade.





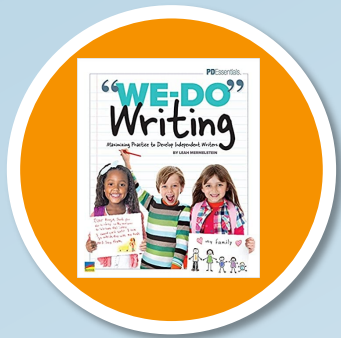
Snapshot Data

Snapshot data will be reviewed with teachers as soon as possible. Reading specialists will meet with teachers and share the data. This will help us service and provide immediate supports to students who may have lacked exposure. Teachers will be given a snapshot benchmark sheet to keep track of data throughout the year.



Grades 1 & 2 Grammar Mentor Sentences

Grammar Mentor Sentences will be incorporated during the writing block. Teachers will receive a new pacing guide upon return which includes an interactive writing sentence schedule for writing and grammar days.



K-2

Leah Mermelstein will be coming to schools to launch each writing unit as well as modeling interactive writing and write alouds.



Grades 1 & 2 – Small Group ELA
Small Group Literacy Center Routines should begin the second week of school. DRA Testing will begin on September 26 until October 7.



Levelled Skills and Strategies Binder
Each K-2 teacher will receive a binder with suggested small group activities based on skills for each level. This will be explained in detail to each grade level.



Seesaw for Schools
Remains available for K-2 staff and special area teachers. Our goal of sharing student work with parents continues!

K-2

Building Literacy Partnerships with Parents

4 nights
a week

The four (4) nights of reading aims to promote literacy as the parent reads to the child and the child reads to the parent. Therefore, all students will borrow books from school to accomplish this goal. The books will be borrowed for one week so that students can refresh their choices of text. There will be a weekly “Read to me” expectation and an “I read to you” expectation.

“Read to Me”

Two “read to me” books will be selected by each student during their library special. These two books may be used for the parent to read aloud to his or her child 4 nights a week. Although these books are a great option for parent read alouds, parents will not be discouraged from reading aloud from other texts that they may have at home.

“I Read to You”

One “I read to you” book will be provided by the teacher from the books purchased by the district for each classroom. This book can be the student’s guided reading book (after it was read in the group) or a book from the child’s independent reading library. This book should be easy for the student to read to his or her parent.

This program is a
district-wide program!!



WIT & WISDOM

Grades 3-5

Wit and Wisdom has 4 modules of an integrated ELA program. Grades 3 & 4 begin with customized Module 0 - posted in Schoology

- ★ Fifth Grade has a revised schedule. Students will begin with Module 4. Please reference Schoology for updated documents/pacing guide

Literacy Lab

Grades 3-5

Grade 3 – Independent Reading (30 min) /AMIRA + Spelling Connections
Grade 4 /5 – Independent Reading Only Days (30 min)/Beable or
Independent Reading/Spelling Connections Days (30 min)

- ★ Please reference the Lit. Lab folder - posted in Schoology in WTPS Grade Level Group Resources – for very important information/documents.

Grades 3-5

Implementation of **updated Spelling Connections workbooks**
All assessments are in Schoology in WTPS Grade Level
Group Resources. Begin instruction first full week of school.




Grades 3-5 Core Literacy Program

WIT & WISDOM

Teacher Resources

Resources are
posted in Schoology
in WTPS Grade Level
Group Resources

- ELA Grade 3-5 Assessment Overview Chart
- Grade 3 & 4 Module 0/pacing guides (updated)
- Grade 3, 4 & 5 Pacing Guides and calendars (updated)
- Vocabulary Assessments
- Spelling Assessments
- Grade 3, 4, & 5 *Report Card Standard* document



Take a look
at
What's New!



WHAT OCCURS DURING LIT LAB?

Lit Lab is the 30 minutes of instructional ELA time dedicated to meet the specific needs of your students. Therefore, it is not recommended that this time be used to extend a Wit and Wisdom lesson. Ideas and suggestions have been discussed at recent data meetings; however, the list below showcases some ways that teachers are effectively using this time. Please keep in mind that the list below is comprised of common examples that have been shared by supervisors and/or teachers, so please feel free to reach out if you need support or clarification. You may also have some examples that are not on the list. If so, please share what is working during your Lit Lab time with the ELA committee members. This will allow us the opportunity to continue to support one another professionally.

LIT LAB OPTIONS

- Coached Individualized Daily Reading (IDR)
- Conferring with readers
- Small group reading
- Jennifer Serravallo's reading strategies
- Book Discussion Groups/Book Clubs
- Small group writing
- Interactive and shared writing
- Conferring with writers
- Word work (including Foundations, sight words, vocabulary, and spelling)
- Amira Practice (Grade 3 - Treatment classes)
- Beable (Grades 4 and 5)
- IXL
- Partner reading
- Fluency practice - Oral Reading
- WIN - "What I Need" activities may be embedded into this time



MANAGING LIT LAB OPTIONS

Some teachers prefer to develop the following routines:

- *Status of the Class* to monitor independent reading
- Differentiated, small group rotations
- Goal setting with individual students
- Whole group experiences with small group follow-up
- Student choice activities (LATIC)

Grades 3-5 Lit Lab Reminders

Click [HERE](#)
for the full
document

Grades 4 & 5 only

Beable- Literacy Goal:
accelerate literacy growth
through nonfiction

Training on 8/31

- A digital adaptive diagnostic assessment identifies student Lexile level. Short Reading Challenges recalibrate their levels.
- The RIASEC (realistic, investigative, artistic, social, enterprising, & Conventional) Career Indicator reports out a code to create a personalized career exploration path.
- Students set personal academic and career goals as they track their Lexile growth.



Reading Progress-

Tool to support Wit & Wisdom Oral Fluency Homework. This awesome tool records and scores oral student reading for you!

All Wit & Wisdom Oral Fluency Homework passages and Columbia Reading passages are included in the Schoology *WTPS Grade Level ELA* folder for your convenience.

IXL- can be used to address ELA standards/ skills as needed. Material linked to specific standards can be assigned by the teacher. [IXL Assessment Suite](#)

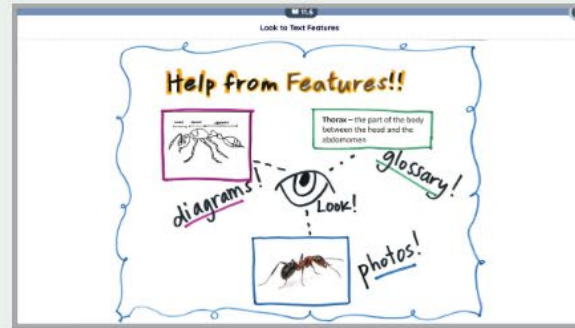
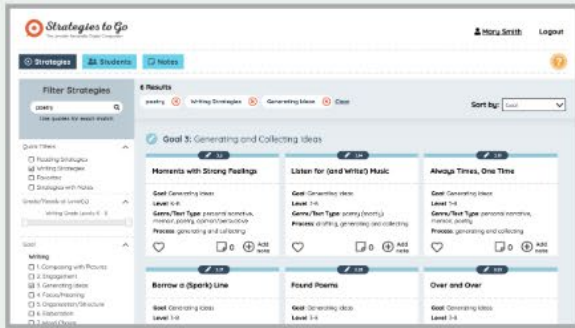
IXL Skill Plans available that follow Wit & Wisdom curriculum. These would be used for additional practice, providing exit ticket data, or for review.

Grade 5- [Grade 5 IXL Wit & Wisdom Skill Plan](#)

Grade 4- [Grade 4 IXL Wit & Wisdom Skill Plan](#)

Grade 3- [Grade 3 IXL Wit & Wisdom Skill Plan](#)

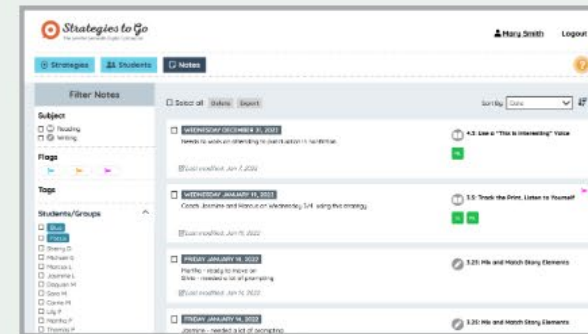
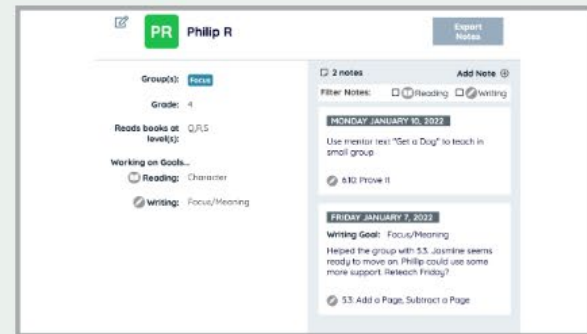
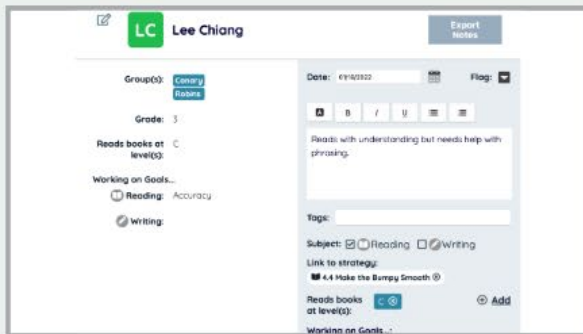
Teacher Resources (Gr. 3-5)



Match strategies to students' needs fast

Enlarge visuals to support students' understanding

Link any strategy to students or groups to plan follow-up teaching



Take notes to know kids deeply and document learning

Track progress authentically over time

Manage and curate notes easily to identify trends

Click [HERE](#) to view the video

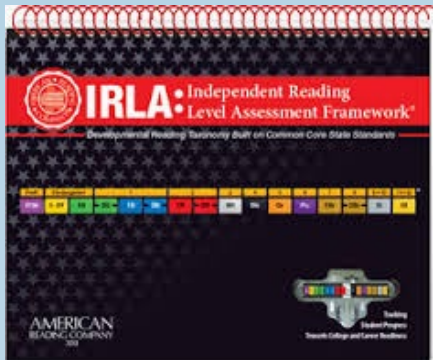
This trial will allow ELA staff in grades 3-5 to explore and use this resource.

AMERICAN
READING COMPANY



Grades 3-5

American Reading Company will continue to take place in RR and LD self-contained classrooms. Teachers will have ongoing training and coaching.



Grades 3-5

IRLA – Independent Reading Level Assessment
This will be administered in RR and LD self-contained classrooms as a reading inventory for those courses and students.

the
Sonday[®]
System **1**

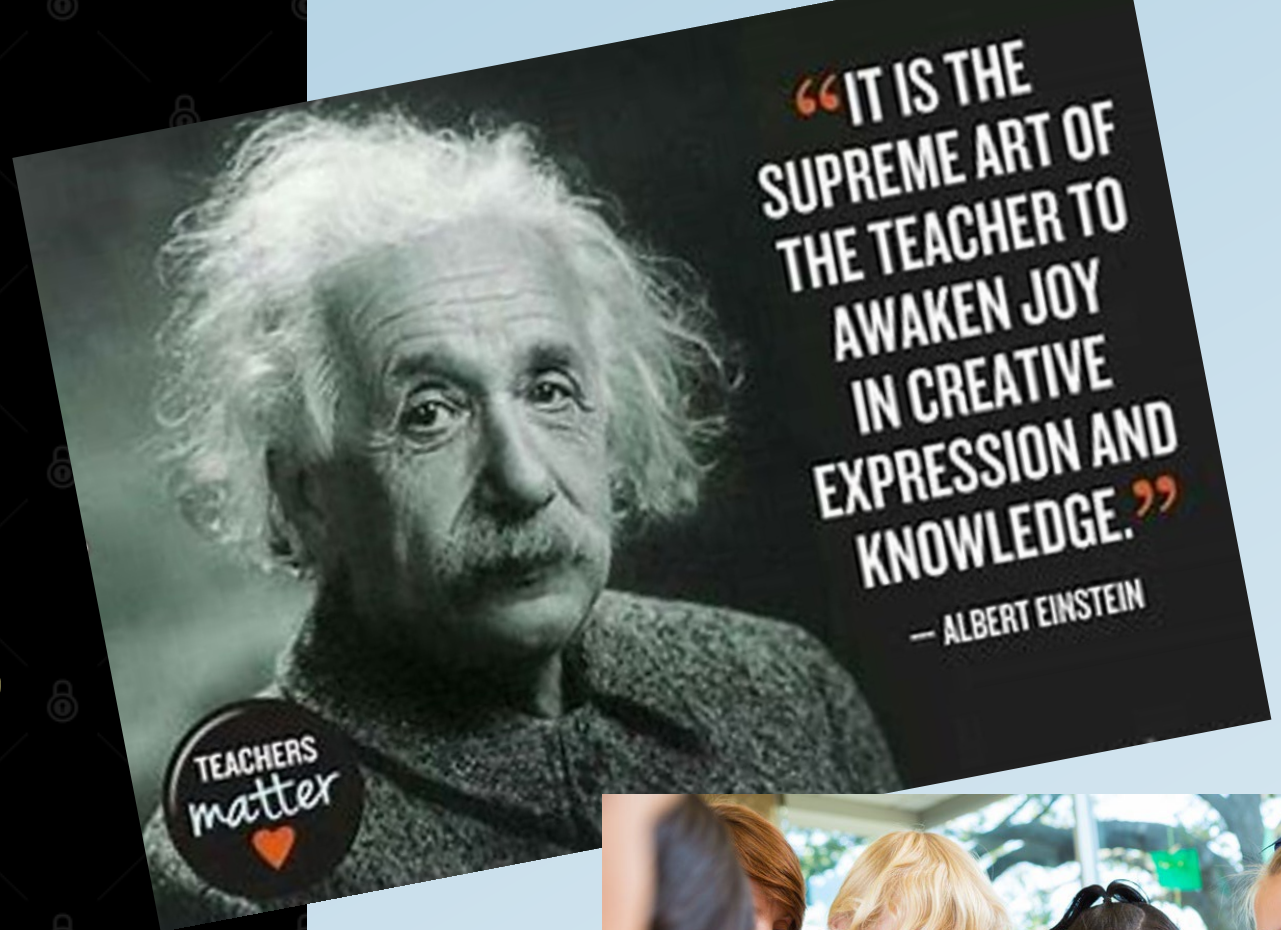
Beginning Reading and Intervention

Grades 3-5

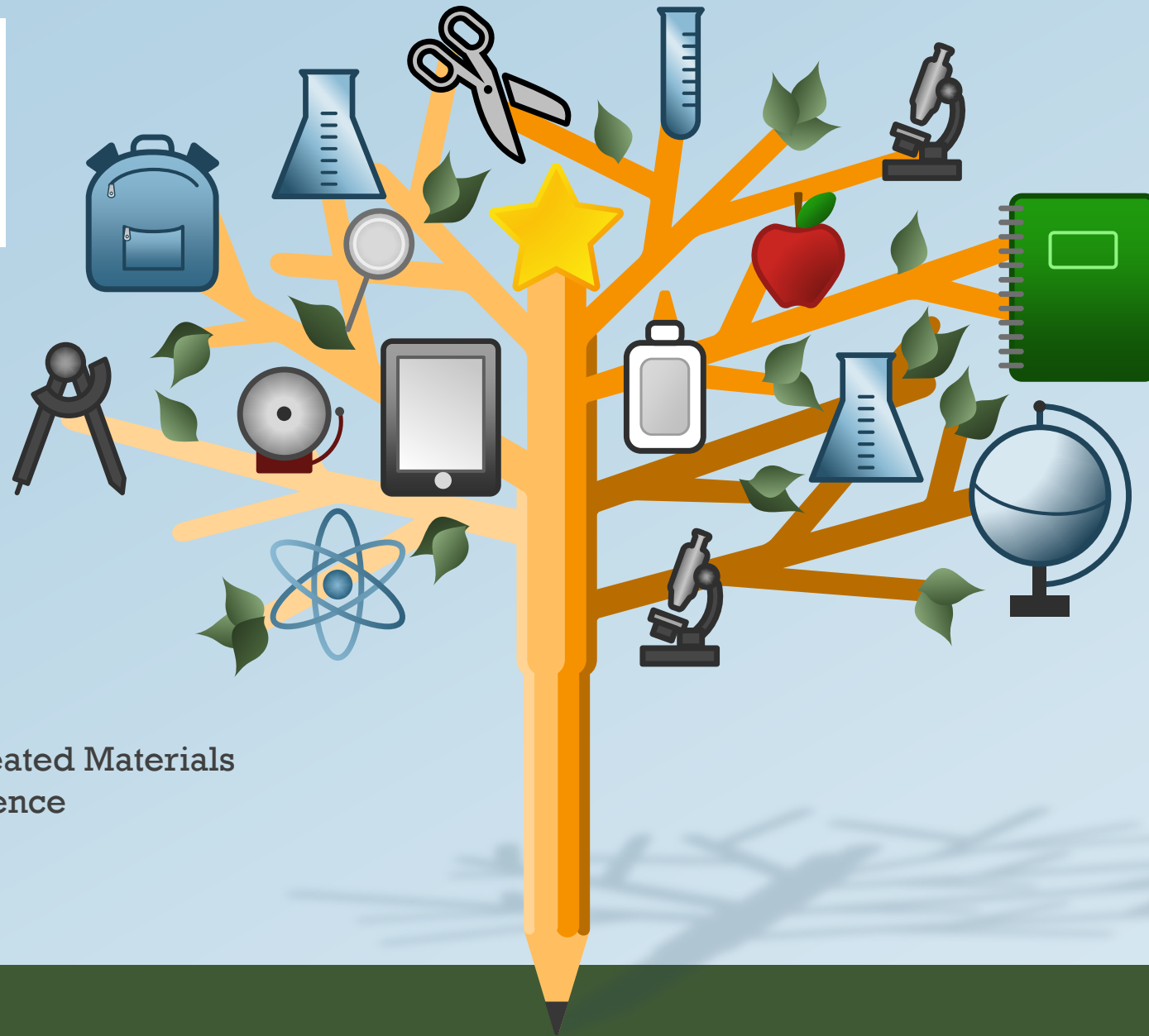
Sonday – Is a multi-sensory program used to assist students with encoding and decoding. This program will provide support to classified students in Grades 3-5.

Grades 3-5 Specialized Instruction (RR & SC)

BEHIND EVERY
♥ *Child* ♥
WHO
believes
IN THEMSELVES IS A
SCIENCE
Teacher
WHO BELIEVED IN THEM
≡ *first.* ≡



Science



Science

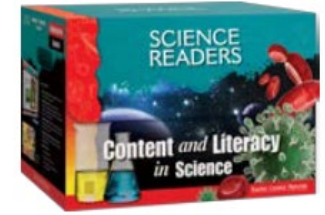
Kindergarten – Teacher Created Materials

Grades 1-5 – Exploring Science

Science – Next Generation Science Standards



Kindergarten Science: TCM



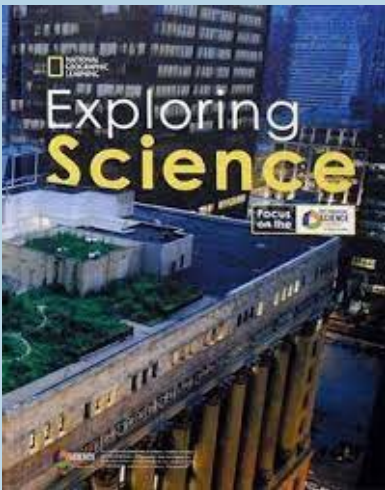
New for the 2022-23 Schoolyear: The kindergarten daily schedule includes 15 minutes for Science/ Social Studies instruction in addition to 50 minutes for Choice time activities (which can include a science/ social studies center).

The pacing guide remains unchanged from last year. Documents are again posted in the Schoology Kindergarten Group Resources.

Kindergarten instruction centers around TCM informational text. Each classroom should have a class set and digital copies are housed in the Schoology group.



- **All science documents from the "Science Resources Group" in Office have been migrated to Schoology Grade level Group Resources.**
- **Gr 1-5 National Geographic Learning's Exploring Science remains the primary science resource. Student digital text and resources can be accessed through myngconnect.com (integrated with Classlink).**
- **All teacher log in information remains unchanged. Access the content using the login information below by grade level. Content is not tied to individual licenses.**
- **Grades 1,2 have 3 sets of nonfiction text and Grades 3-5 have sets of leveled nonfiction "Ladder" books to enrich science instruction. Teachers are encouraged to weave in the additional use of Nonfiction material into Science instruction.**



Grades 1-5 Science

Grade	Teacher	Student
Grade 1	UN: cmatticks@wtps.org PW: HurffvilleCM	UN: science1st PW: password
Grade 2	UN: cwilliams@wtps.org PW: HurffvilleCW	UN: science2nd PW: password
Grade 3	UN: jbabilino@wtps.org PW: Science	UN: science3rd PW: password
Grade 4	UN: dnarcissi@wtps.org PW: ThomasjeffDN	UN: science4th PW: password
Grade 5	UN: tcolligan@wtps.org PW: HurffvilleTC	UN: science5th PW: password

Important information:

- The NJ Science Standards were revised in 2020 and implementation is required by September 2022.
- Climate Change is further integrated and there is a new push for meaningful ELA integration into Science.

Reminder:

- There is an expectation that all grades use Science Notebooks during instructional lessons to incorporate writing into science and support the 5e's.

Grades 1-5 Supplemental Text:

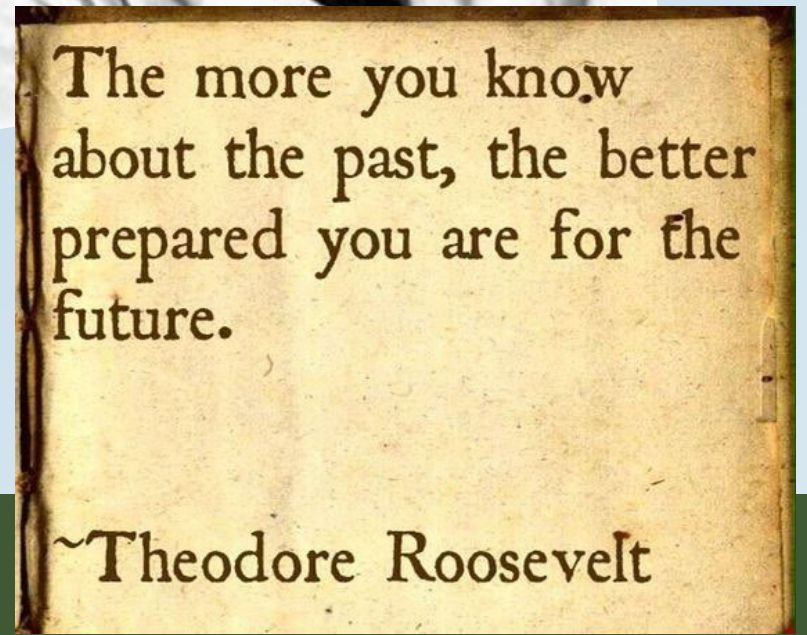
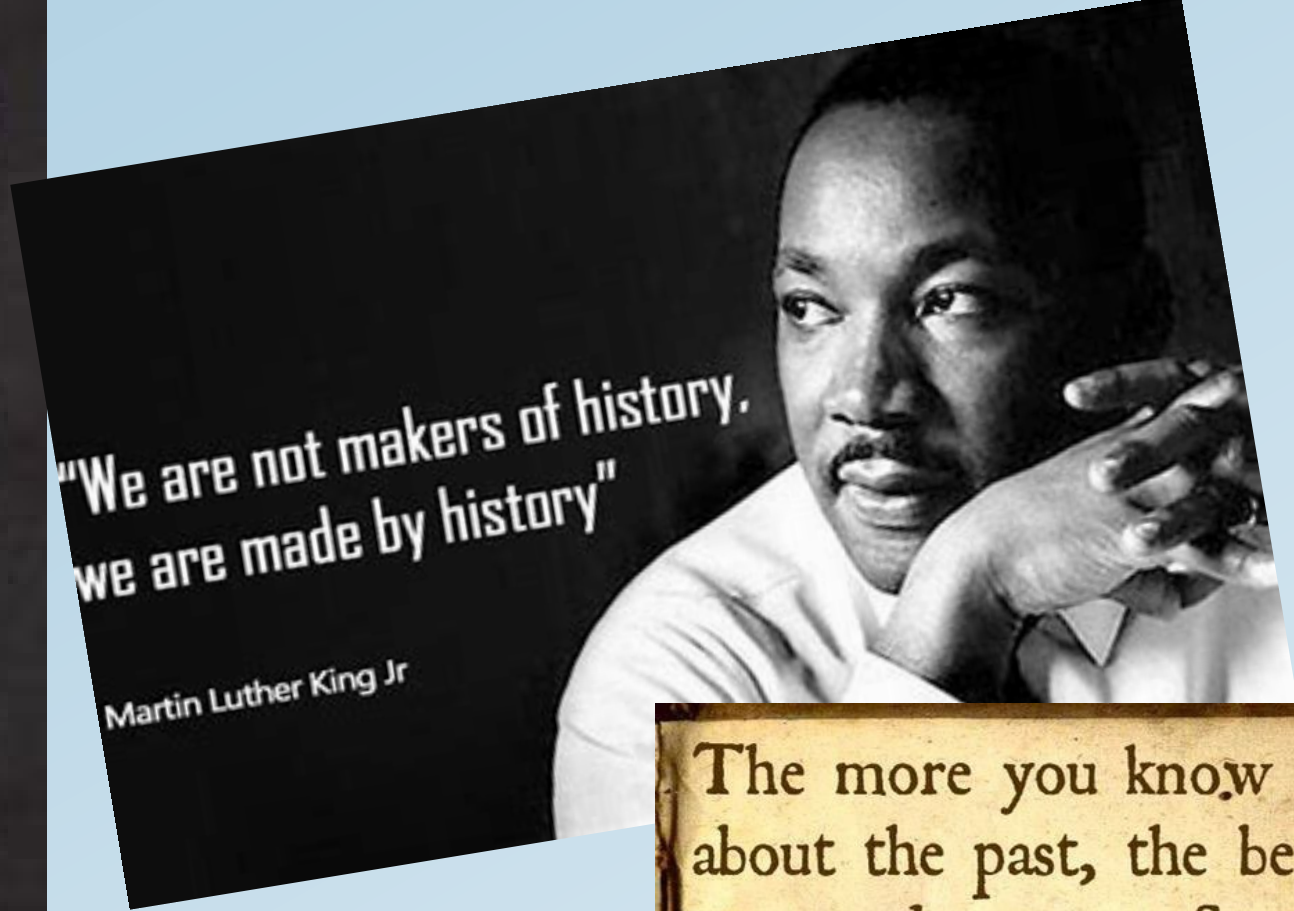
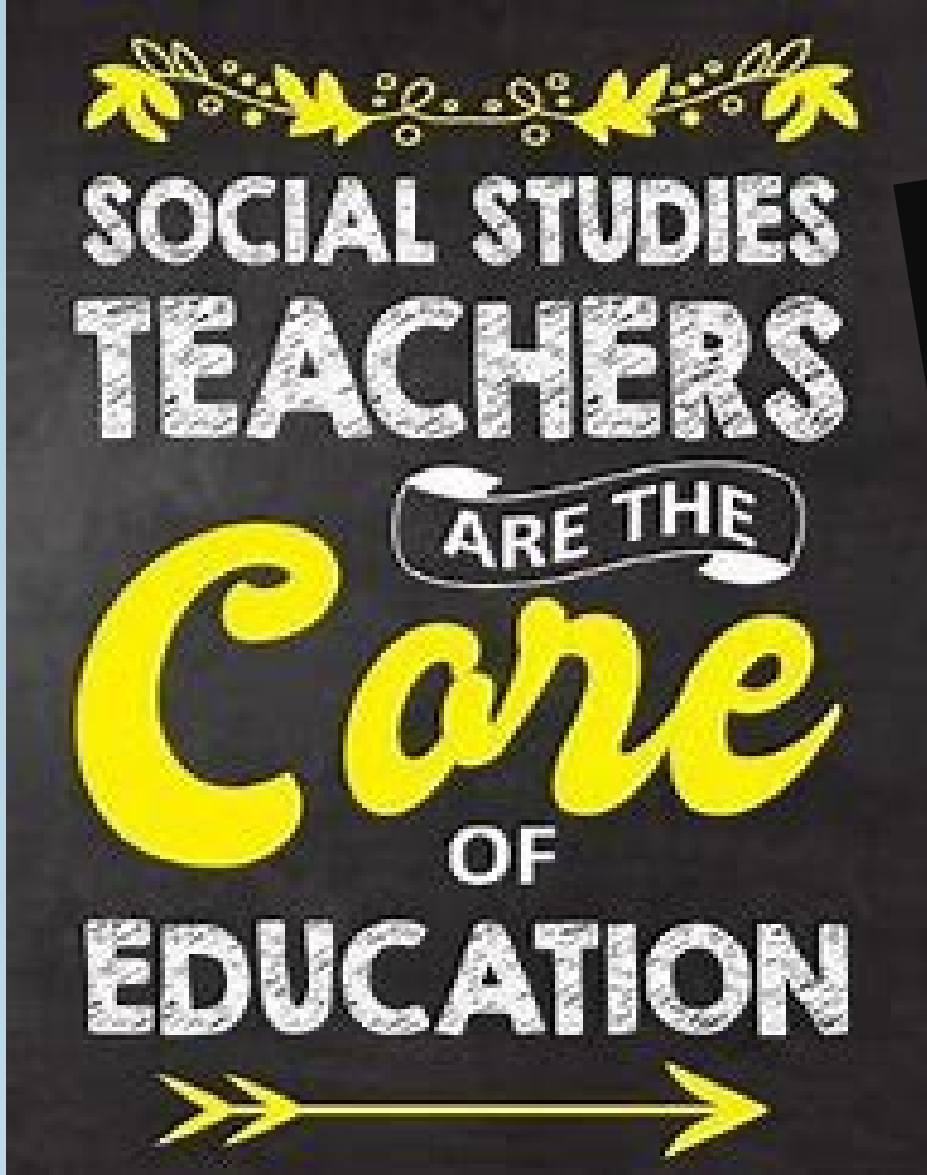
Many teachers do not realize that **each grade level has "supplemental resources"** (nonfiction books that serve to compliment instruction and extend learning). **Kindly locate and include these titles in your lessons.**

- Grade 1 and 2 each have 3 sets of "Become an Expert" nonfiction books; one for each discipline.
- Grades 3-5 each have 6 sets of leveled reader "Ladder" books coordinated with investigated topics.

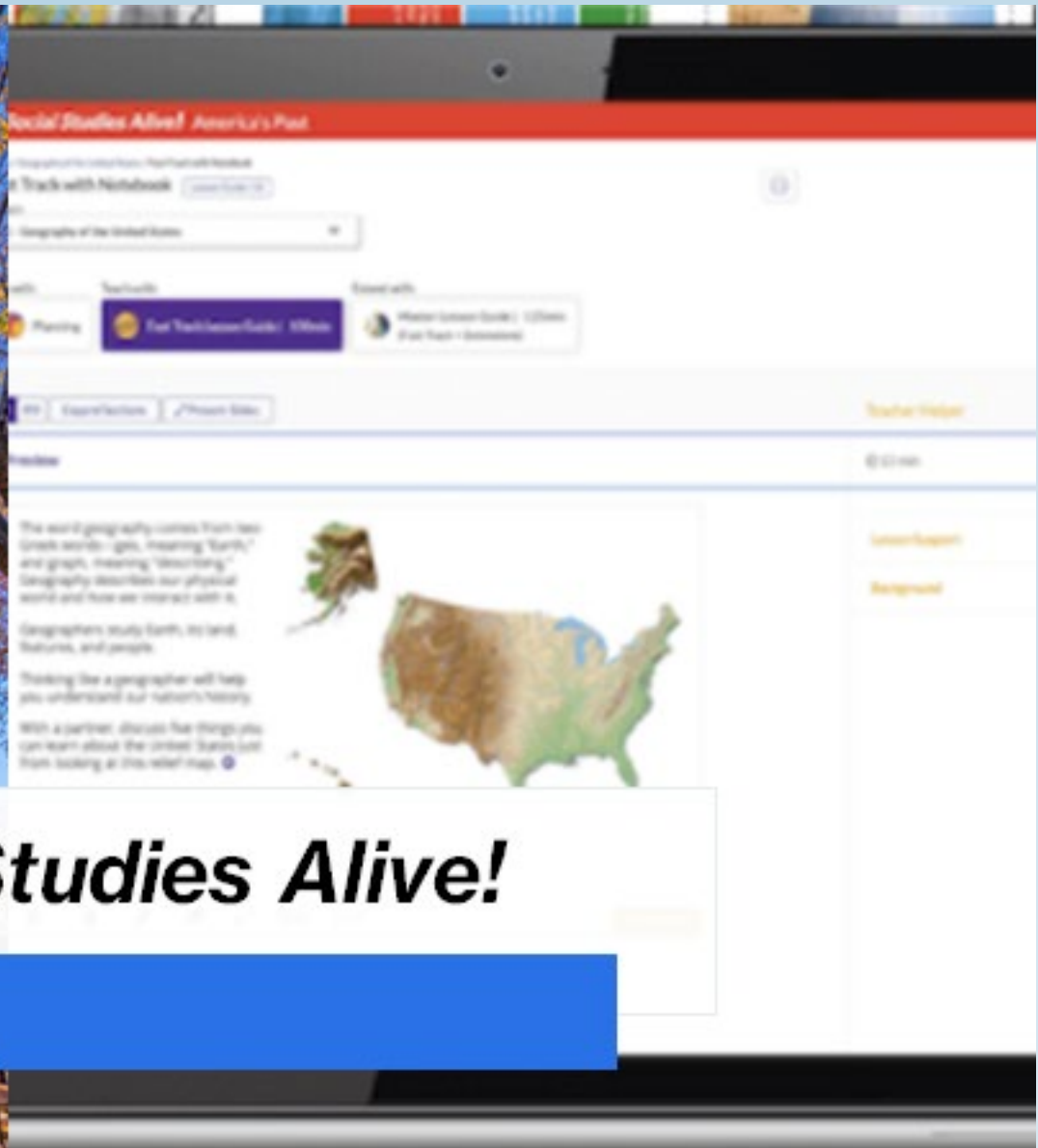


Engage	This lesson mentally engages students with an activity or question. It captures their interest, provides an opportunity for them to express what they know about the concept or skill being developed, and helps them to make connections between what they know and the new ideas.
Explore	Students carry out hands-on activities in which they can explore the concept or skill. They grapple with the problem or phenomenon and describe it in their own words. This phase allows students to acquire a common set of experiences that they can use to help each other make sense of the new concept or skill.
Explain	Only after students have explored the concept or skill does the teacher provide the concepts and terms used by the students to develop explanations for the phenomenon they have experienced. The significant aspect of this phase is that explanation follows experience.
Elaborate	This phase provides opportunities for students to apply what they have learned to new situations and so develop a deeper understanding of the concept or greater use of the skill. It is important for students to discuss and compare their ideas with each other during this phase.
Evaluate	The final phase provides an opportunity for students to review and reflect on their own learning and new understandings and skills. It is also when students provide evidence for changes to their understandings, beliefs and skills.





Social Studies



TCI Social Studies Alive!

Social Studies

Social Studies Alive!

Kindergarten



Social Studies Alive!
Me and My World

First
Grade



Social Studies Alive!
My School and Family

Second
Grade



Social Studies Alive!
My Community

Fourth &
Fifth Grade



Social Studies Alive!
Our Community and Beyond

Third
Grade



Social Studies Alive!
Regions of Our Country

Fourth &
Fifth
Grade



Social Studies Alive!
America's Past

**MAKE SURE YOU DOWNLOAD THE CURRENT (2022 COPYRIGHT)
VERSION OF YOUR GRADE-LEVEL PROGRAM**

Review revised
PowerPoints posted on
Schoology for program
updates & implementation
information

TCI SS Pwr Pt.

Includes links to

- the self-paced course
- Navigation TCI Platform
- Assignments & Assessments
- TCI Teacher Support Webinars

TCI What's New 2022 Pwr Pt.

- Dashboard
- Games & Videos
- Tools

Social Studies

**Resources are posted in
Schoology in WTPS Grade
Level Group Resources**

Unchanged

	MP 1	MP 2	MP 3	MP 4
Grade 2	Soc. Studies	Science	Soc. Studies	Science
Grade 3	Science	Science	Soc. Studies	Soc. Studies
Grade 4	Science	Science	Soc. Studies	Soc. Studies
Grade 5	Science	Science	Soc. Studies	Soc. Studies

Kindergarten and Grade 1 alternate Science and Social Studies within each marking period.
See the updated 22-23 Scope and Sequence for Disciplines/ Units pacing expectations in Schoology in WTPS Grade Level Group Resources.

Science & Social Studies

"If you talk to a man
in a language he
understands, that
goes to his head. If
you talk to him in his
language, that goes
to his heart."

-Nelson
Mandela



"To have
another
language is
to possess a
second soul."

-Charlemagne



Grade 5

Jennie Nilson or **Gloria Bernal** will be teaching each fifth-grade class WL on an 8-day rotating schedule for 40 minutes.

Grade 3 & 4

Foreign Language for Kids by Kids will be assigned once a week to be completed as homework.

Grades 3 & 4

Jennie Nilson or **Gloria Bernal** will be engaging students in conversational Spanish approximately every 16 days per class for 20 minutes to support Foreign Language for Kids by Kids.

Grade K – 2

Jennie Nilson or **Gloria Bernal** will be teaching K -2 on an 8-day rotating schedule for 30 minutes.



SEL, Equity, and Character Building

EDUCATING THE MIND WITHOUT
EDUCATING THE HEART IS NO
EDUCATION AT ALL

ARISTOTLE

“When educating
the minds of
our youth, we
must not forget
to educate
their hearts.”

Dalai Lama



Be around
the people you
want to be like
because you will
be like the
people you are
AROUND

“It's Monday morning ... you
have students that couldn't
wait to get back to school.
This is their safe place,
you are their constant.
Give them a hug to remind
them you're here for them,
and teach with that fire!”

—EDUCATOR MICHAEL EARNSHAW

#T2T

Social Emotional Learning



Building Better People and No Place for Hate





Resources are posted in Schoology in WTPS Grade Level Group Resources

Mindfulness

- Strategies will be implemented in all classes 5 minutes each morning or after lunch/recess
- Strengthens the SEL competency of Self-Management

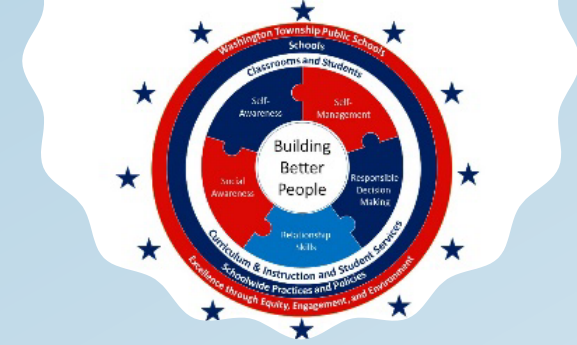
Building Better People



2022-23 SEPTEMBER START DATE POSITIVITY PROJECT CHARACTER STRENGTHS CALENDAR

September 12-16	Intro Week - Other People Mindset (OPM)
September 19-23	Curiosity
September 26-30	Teamwork
October 3-7	Open-Mindedness
October 10-14	OPM - Being present and giving others my attention
October 17-21	Integrity
October 24-28	Creativity
October 31 - November 4	OPM - Knowing my words and actions affect others
November 7-11	Bravery
November 14-18	Gratitude
November 21-25	Gratitude
November 28 - December 2	Kindness
December 5-9	OPM - Supporting others when they struggle
December 12-16	Self-Control
December 19-23	Wildcard/Make-Up
January 2-6	Optimism
January 9-13	Prudence
January 16-20	Perseverance
January 23-27	Social Intelligence
January 30 - February 3	Forgiveness
February 6-10	OPM - Cheering others' success
February 13-17	Love
February 20-24	Humility
February 27 - March 3	Love of Learning
March 6-10	Spirit Week
March 13-17	OPM - Identifying & appreciating the good in others
March 20-24	Perspective
March 27-31	Humor
April 3-7	Fairness
April 10-14	Wildcard/Make-Up
April 17-21	Appreciation of Beauty & Excellence
April 24-28	Purpose
May 1-5	Enthusiasm
May 8-12	Leadership
May 15-19	Outro Week - Other People Mindset

SEL and Community Building Ideas



- Facilitate icebreaker activities at the beginning of the year. Invest time in students getting to know each other through games and low stakes interaction activities without rigorous academic expectations.
- Reach out to each family with a personal phone call to get to know them as people, rather than just receivers of information; start with making meaningful connections focused on empathy.
- Build in brain breaks and mask breaks.
- Think about your classroom in terms of what it *Looks Like, Feels Like and Sounds Like*.
- Use Decision Making Prompts (e.g., scenarios/activities where students see how their actions directly impact others, so they can comprehend and understand new rules.)
- Set expectations and develop norms.
- Get to know students' likes and dislikes and build them into activities.
- Make school personable, integrating your personality into the classroom.

Social Emotional Learning (SEL) Ideas

Robust Online Resources

Schoology

ClassLink

Seesaw (K-2)

IXL (K-5)

Nearpod (K-5)

BrainPOP & BrainPOP Jr. (K-5)

Beable (Grades 4/5)

Technology Integration Specialists are available to support teachers. Schedule appointments with them using the following links:

Mike Otto: Booking Link: [Click Here to Book Me](#)

Kathi Kersznowski: <http://kerszi.weebly.com/you-can-book-me.html>



Online Subscriptions

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.
- Bill Gates



Technology



This invaluable course – located on Schoology - provides teachers with professional development and support with implementation of a plethora of educational resources.



Within the Elementary Edtech course are folders for multiple programs containing helpful information about program implementation.

Additional folders are added with each new educational resource.

SCHOOLOGY

Teachers will use the Schoology platform as a vehicle for posting and sharing educational resources. Use the link below to join the appropriate grade level Schoology Resources group.

Steps to Join Schoology:

- Go to <https://wtps.schoology.com/>
 1. Select Groups
 2. Select My Groups
 3. Join Group
 4. Use the appropriate access code:



Schoology Access Codes for (grade level) Groups

- Pre-K: ZK4D-828F-8JVWJ
- Kindergarten: GPCT-6N3Q-QV49G
- Grade One: VKRP-9CRJ-RKZ4S
- Grade Two: SSPX-7RSP-VFTNV
- Grade Three: M9XC-G5TB-7Z49C
- Grade Four: S3K4-5KQZ-56C7F
- Grade Five: 75RC-4S4W-TF2CC



First in Math
(Live)



McGraw-Hill
Education



Office 365



Pearson
Easybridge



TCI

Single sign-on platform which is rostered through PowerSchool! This is our main connection to our district technology.

ClassLink

K-2

Seesaw

Seesaw is a simple way for **teachers and students to record and share what's happening in the classroom**. Seesaw gives students a place to document their learning, be creative and learn how to use technology. Each student gets their own journal and will add things to it, like photos, videos, drawings, or notes. Introduce your students' families to Seesaw!

What is Seesaw?

<https://www.youtube.com/SeesawEdu>

Families watch this video learn what Seesaw is, how to connect and sign in, and how to use the Family app. <https://youtu.be/a8B-45wIlqM>

Click here to learn more about free virtual training:
<https://web.seesaw.me/training>



Gr. 1-5



All students have access to IXL via ClassLink.

IXL is aligned with Wit & Wisdom and may be included as a supportive resource during Lit Lab.

IXL is an excellent tool for progress monitoring student growth.



IXL's universal screener, for K-8 math, accurately identifies students for intervention in as little as 20 minutes. >> [Learn more](#)

Diagnostic Snapshots enable you to conduct benchmarking on key strands in a flexible and lightweight format, complete with personalized action plans for each student. >> [Learn more](#)

IXL's Real-Time Diagnostic provides instant insights to support teachers' daily instruction, from personalized action plans to pre-made small groups and more. >> [Learn more](#)



K-5

Nearpod is available for Health lessons. It can also be used to supplement instruction in other content areas.

All K-5 staff will have access. See your Technology Integrated Specialist for support.

The screenshot shows the Nearpod District Library interface for Washington Township. The top navigation bar includes a home icon, the Nearpod logo, a search bar, and a user profile icon. The main content area displays the 'District Library' for 'WASHINGTON TOWNSHIP' with a search bar and a 'Filter' dropdown. Below this, a breadcrumb trail shows 'District Library > 1 Elementary PreK-5'. A grid of folder icons represents different grade levels and categories, each with a count of items. The folders are: a. PreK (0), b. Kindergarten (1), c. First Grade (1), d. Second Grade (0), e. Third Grade (14), f. Fourth Grade (0), g. Fifth Grade (0), SEL Lessons K-5 (2), and Specials (0).

Folder Name	Count
a. PreK	0
b. Kindergarten	1
c. First Grade	1
d. Second Grade	0
e. Third Grade	14
f. Fourth Grade	0
g. Fifth Grade	0
SEL Lessons K-5	2
Specials	0

K-5

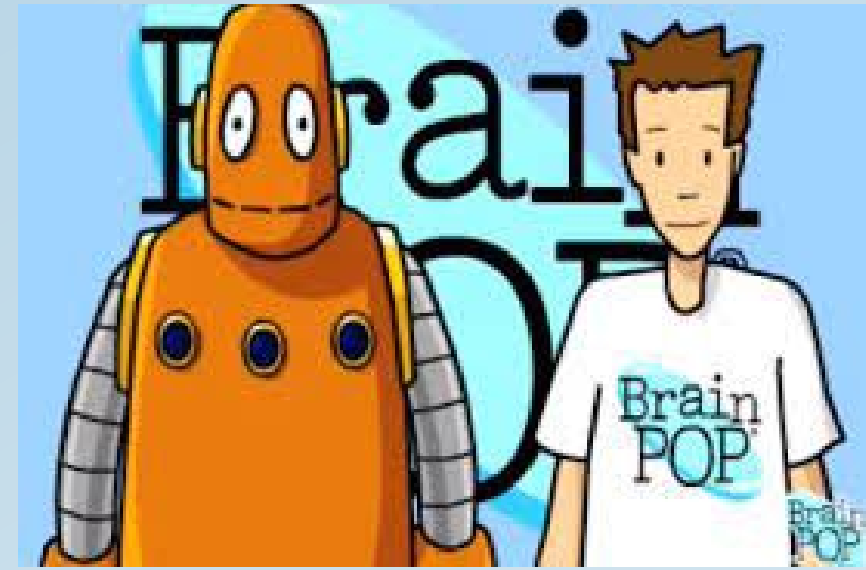
In addition to the Nearpod library, all K-5 staff have access to the Social-Emotional Learning (SEL) and Digital Literacy lessons designed by Nearpod.



A grid of eight lesson covers for 'Life Skills' by the 'Nearpod Team' for 'Grades K-5'. Each cover features the 'nearpod SEL' logo and 'Social & Emotional Learning' text. The covers are arranged in two rows of four. The top row covers are: 'Using Mantras' (labeled 'UNLOCKED CONTENT'), 'Using Mantras' (labeled 'SERIES PREVIEW'), 'What Are My Strengths?' (labeled 'SERIES PREVIEW'), and 'The Consequences of Your Actions' (labeled 'SERIES PREVIEW'). The bottom row covers are: 'How Is My Body Feeling?' (labeled 'SERIES PREVIEW'), 'Using Empathy' (labeled 'SERIES PREVIEW'), 'Respecting Others' Preferences' (labeled 'SERIES PREVIEW'), and 'Solving Problems' (labeled 'SERIES PREVIEW'). Each cover has a purple background with a white head silhouette and colorful icons.

K-5

BrainPOP (Grades 3-5) and BrainPOP Jr. (Grades K-2) offer over 1,000 animated educational videos across a wide variety of topics, all of which are accompanied by interactive quizzes, activities, and games, integrated into the social studies and health curriculum guides. Teachers are encouraged to use this resources across all curricular areas where appropriate.



Grades 4-5

All fourth and fifth grade students have access to Beable via ClassLink. Students may have used this program last year or over the summer.

Training will be provided during the August in-service day.



On a monthly basis (starting in October), students explore a different RIASEC theme.

Beable shares a set of teacher activities and student readings to help them delve more deeply into the themes.

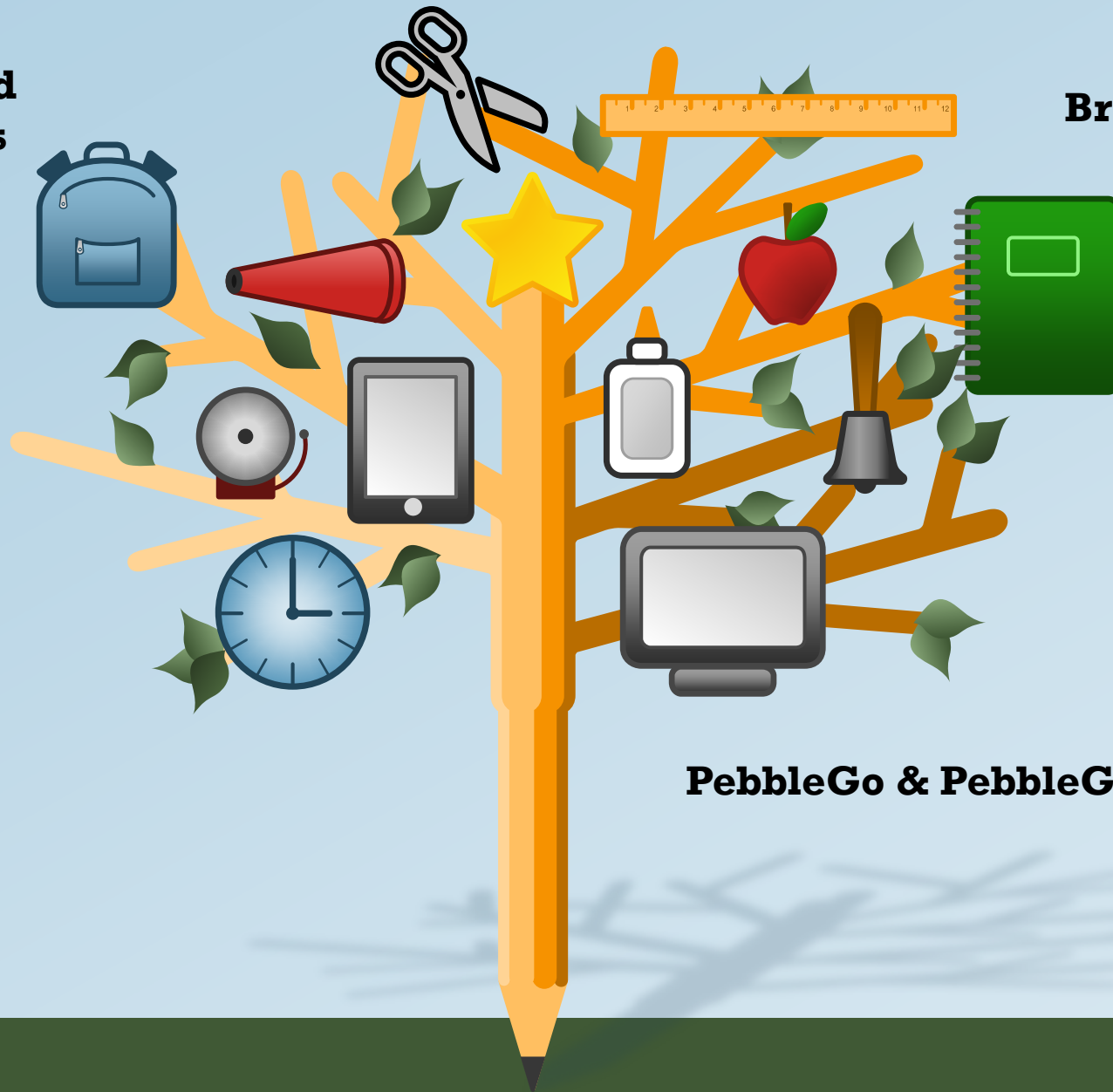
Students read about one theme each month, a career related to that theme, and a workplace skill related to that theme.

Teacher directed activities –including career simulations –are provided as well!



Additional Videos and Database Collections

Britannica



Follett Destiny Cloud

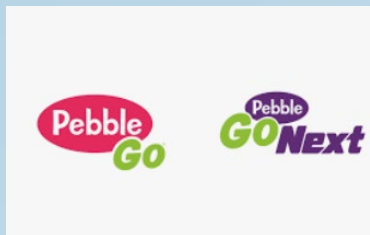
New titles!

PebbleGo & PebbleGo Next

Library – Media Center

PebbleGo and PebbleGO Next

PebbleGo is a curricular content hub specifically designed for K-2 students. Packed with informational articles, ready-made activities, and literacy supports for students of all abilities, it boosts engagement and fosters independent learning in core subject areas.



PebbleGo Next provides a natural next step for 3rd-5th grade students with articles all aligned to state and national standards with a familiar, yet age-appropriate, experience and supports.



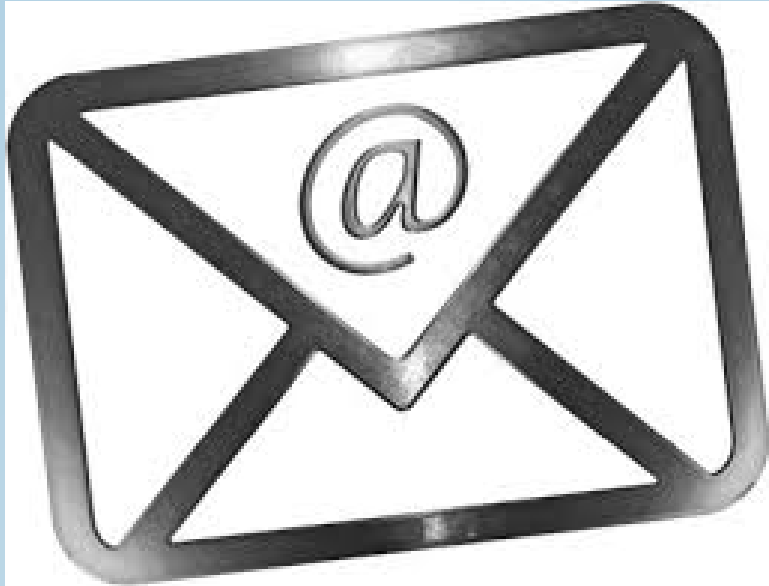
[CLICK HERE
TO LEARN
MORE](#)

PebbleGo and PebbleGO Next are kid-friendly, searchable databases that cover a variety of research topics and can be available in both English and Spanish. Five main modules -- animals, science, biographies, social studies, and health -- are divided into topics and subtopics.



PebbleGo and PebbleGo Next

Ask the librarian for more information



Students in grades 3-5 will be provided with access to their own wtps student account.



Computer teachers will conduct classes in the homeroom during the first two weeks to explicitly teach email rules and expectations.



Email accounts will allow students to use One Drive, Class Notebook, and all O365 features.





Elementary PLCs/Committees/General Information

PLCs

Working together builds a positive environment for ALL!

Participation on a building level PLC team provides an opportunity for teachers to collaborate, develop goals and progress monitor student growth. PLC's enable us to continue to strengthen instructional practices while working "Smarter not Harder".



Documents
located on
Schoolwires -
Elementary
Resources

- *First meeting*
- *On-going meetings*

Post documents
on Schoology

Meetings – twice monthly
(dates and times set by PLC team)

- Special area teachers will join with their district colleagues.
- BSI teachers will join a district wide BSI PLC team.
- Special education staff will join with district staff in similar roles as part of either a special ed. team or integrate into a content area team.

Elementary PLC Teams

Curriculum Committees

Curriculum committees provide an opportunity for teachers to collaborate and develop resources within their content area. Teachers are grade-level representatives from their school serving as a liaison between their school and the district.

After collaborating with your grade-level colleagues, coordinate representation on each grade-level committee (each content area should have representation from each school) and indicate your committee preference by completing the form **BEFORE Sept. 9th** using this link: <https://forms.office.com/r/4gszGvKk1U>

K-2

- Writing/Grammar
- Reading/Fundations
- Math
- Social Studies/Science/SEL-Health



Grades 3-5

- Literacy
- Math
- Social Studies/Science/SEL-Health

***The Special Education Supervisor will consult with the self-contained special education teachers prior to joining a curriculum committee.**

District- wide Elementary Curriculum Committees

SGOs

SGOs are located on Schoolwires

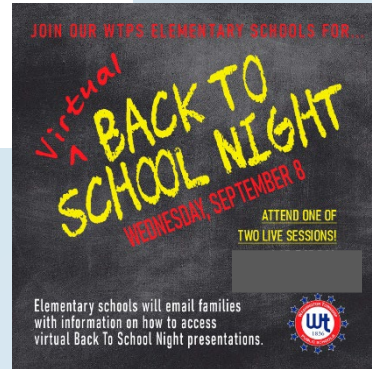
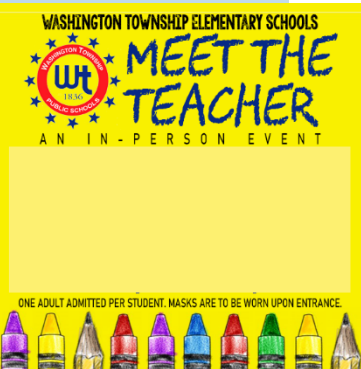
- **Teachers must sign into Schoolwires**
- **Visit the “Staff” tab**
- **Click on Elementary SGOs to obtain directions and reporting forms**
- **Review SGO documents carefully, as they are updated and reflect the necessary revisions**
- **If you have less than 10 students, use the Fraction Guide posted on Schoolwires when calculating your attainment. You will need to sign in to Schoolwires to access the Fraction Guide.**



SGOs - Student Growth Objectives

What is the difference?

<p><i>Meet the Teacher</i></p>	<p>VS</p>	<p>Back to School Night</p>
<p>Intended Audience: Families and students Purpose: Establish communication and build community</p>		<p>Intended Audience: Parents/Caregivers Purpose: Inform participants about routines, expectations, and curriculum</p>
<p>Possible Activities:</p> <ul style="list-style-type: none"> • Read aloud a book • Implement a team building activity to build community • Build excitement about school and learning activities • Share information about the classroom (themes, set up, etc.) • Reassure families and stress commitment to the safety and well-being of students 		<p>Possible Activities:</p> <ul style="list-style-type: none"> • Review daily activities, routines, schedule, and expectations • Discuss the main learning outcomes for the year by subject • Discuss the materials and platforms used in the classroom • Gather information from parents (contact information, best times/method to communicate, strengths and helpful information about their child) • Share standards-based report cards





**Homework
Policy and Regulations**

Homework Policy and Regulations

Standard Homework: Aside from 10-20 minutes of reading, do not assign more than 10 minutes of HW x the grade level. Example: Third grade = 30 minutes total

***Consider assigning writing that correlates with current instruction**

Kindergarten – Read to Me/I Read to You Book Program
(Although kindergarten students do not have traditional homework, please encourage the habit of reading at home)

First &

Second Grade – Eureka Math² (Apply books)/Zearn (as needed)

Fundations Nightly Practice

*Read to Me/I Read to You Book Program

(*Does not count toward total minutes)

Third &

Fourth Grade – Eureka Math² (Apply books)/Zearn (as needed)

Weekly Foreign Language for Kids by Kids video assignment

Weekly Spelling Practice

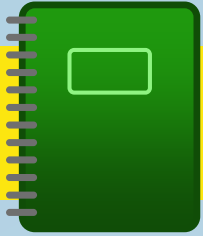
Fifth Grade – Eureka Math² (Apply books)/Zearn (as needed)

Weekly Spelling Practice

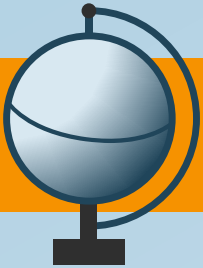
Study/practice in science, social studies, or world language



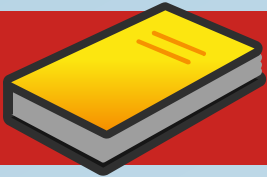
Regulations - Belief Statements



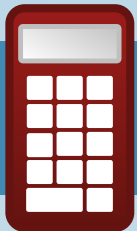
Homework should be used to preview or reinforce concepts taught in the classroom to extend the learning.



Homework should be meaningful, relevant to the curriculum, and reflective of the work completed during the day.



Technology should be utilized to enhance and communicate homework.

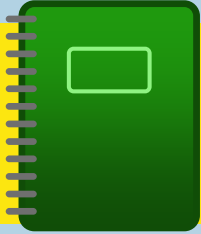


Homework should provide differentiated approaches and/or assignments to meet the individual needs of the students.



Students will be held accountable for all homework, whether it is assigned for practice without mastery or requires extended time over several days to conduct a deep investigation, with feedback always provided.

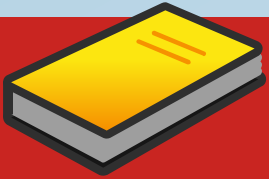
Regulations - Belief Statements



Homework should be avoided on breaks and holidays. Weekend assignments should be limited to extended work such as an on-going project, studying, or an assignment that takes more than several days to complete.



Since homework is one means of preparing students for assessments, adequate time should be given between formative and summative assessments so that students can demonstrate growth and improvement.



Homework should have coordinated practices and procedures across grade levels and departments for grading, quality expectations, frequency of assessments, and home communication.

REGULATION

These belief statements are now incorporated into Regulation 2330. The implementation guidelines for each belief statement is in the appendices for Regulation 2330. Please review the implementation guidelines carefully.

Elementary Supervisor Contact Information

Contact
US

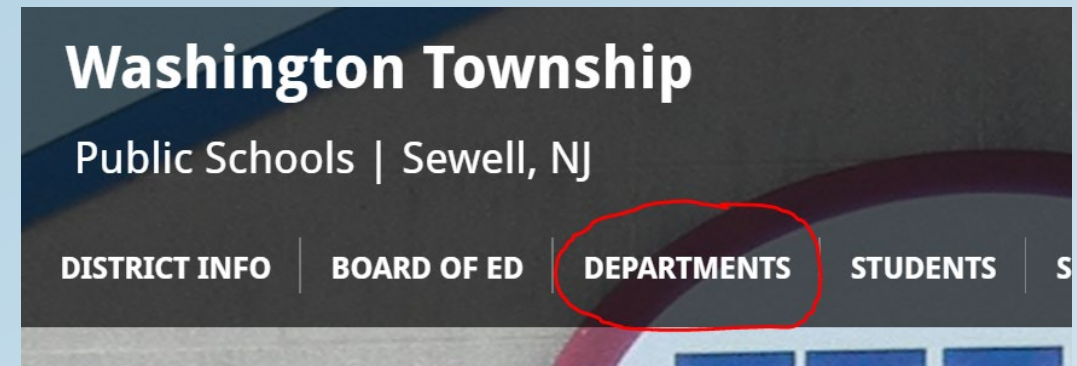
Elementary Supervisors	Buildings	Curriculum Areas
Christine Gehringer	Whitman /Birches x3452	Social Studies, SEL, Health, Digital Literacy Teachers, Grade 3-5 Wit and Wisdom
Beth Hinman/ Alisa Palazzi (10/6)	Hurffville / Wedgwood 3602	Science, ELEMENtS, Technology Trainers, Physical Education
Janine Ryan	Bells/ Thomas Jefferson x3203/ x3926	Math, BSI Math
Samantha Dulude	Thomas Jefferson x3802	BSI Coordinator, BSI ELA, Interventionists, I&RS, PreK-2 ELA , Media Specialists
Kristin Bentley	Bells/Thomas Jefferson/Wedgewood X6213	Special Education
Jessica Gondek	Birches/Hurffville/ Whitman x6212	
Casey Corigliano	WTHS x7158	Music, Art
Kayla Berry	WTHS x7020	World Language / ESL

SUPPORTING YOU...

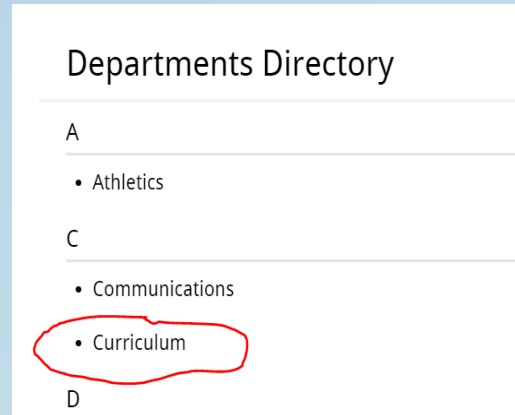
ALL THE WAY
THROUGH

Curriculum Guides

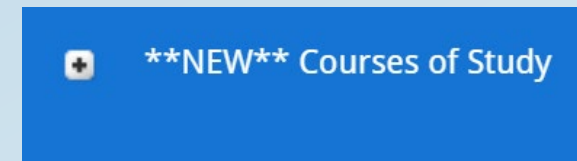
Visit www.wtps.org and click on "Departments"



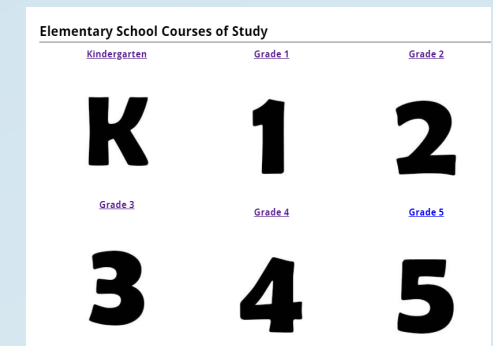
Then click on "Curriculum"



Scroll to the bottom and select "New Courses of Study"

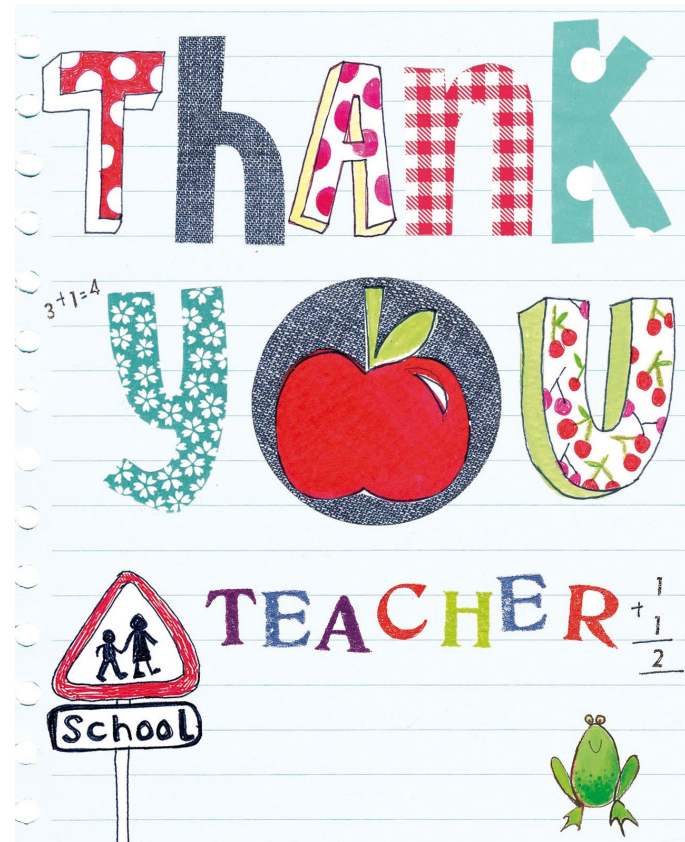


Select "Elementary Level" and then the grade level.
Then select the subject area.



Never
forget You
Are
Awesome

to TEACH
is to touch
A Life 4
EVER



You
Are
appreciated

WE ARE HERE FOR YOU!

A row of approximately 15 hands, all giving a thumbs-up gesture, positioned in front of a dark chalkboard background.

Have a FABULOUS YEAR!



We wish you the best in 2022-2023! THANK YOU FOR ALL YOU DO!