



PISCATAWAY TOWNSHIP SCHOOLS

Dr. William Baskerville
Assistant Superintendent of Curriculum and Instruction

GENERAL INFORMATION

- [K-12 Amistad/Holocaust/LGBTQ/AAPI Crosswalk](#)
- Comprehensive Health and PE (Opt-Out)
- [L.E.A.P. \(Gifted and Talented\)](#)
- S.T.E.A.M
- Learning Loss (District Learning Acceleration Plan)
- Summer Programs/Work
- [Academic Performance \(Student Performance Reports\)](#)

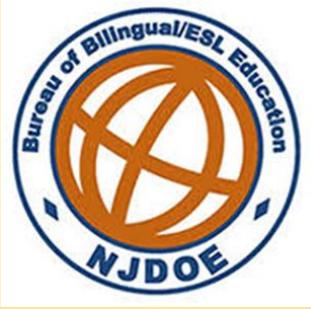
2021-2022 Grade 3 NJSLA

NJSLA (ELA)	With Level 3	NJSLA (Math)	With Level 3
State – 42%	64%	State – 46%	69%
District – 45%	69%	District – 47%	73%



General Overview of ELLs

K-3 Family Night-2023



NJDOE ELL Legal Requirements

1. Screening process
2. Annual monitoring
3. Exit criteria
4. 2-year monitoring
5. Parent notification

ELL Proficiency Levels

WIDA ELD FRAMEWORK 2020

1. Entering	Knows and uses minimal social language and minimal academic language with multimodal and graphic support
2. Emerging	Knows and uses some social English and general academic language with multimodal and graphic support
3. Developing	Knows and uses social English and some specific academic language with multimodal and graphic support
4. Expanding	Knows and used social English and some technical academic language. (4.5 needed to exit program)
5. Bridging	Knows ad used social and academic language when working with grade level material
6. Reaching	Knows and uses social and academic language at the highest level measured by this assessment.

How to help your student at home

Build literacy skills & learn English together

- ✓ Keep developing literacy skills in your home language
 - Read books in home language
- ✓ Listen to English as much as possible
 - Watch your favorite show but change the language to English using the SAP button on your remote
 - Listen to children's songs
- ✓ Visit the library

Resource for families

<https://www.colorincolorado.org/families>

What is Social Emotional Learning?

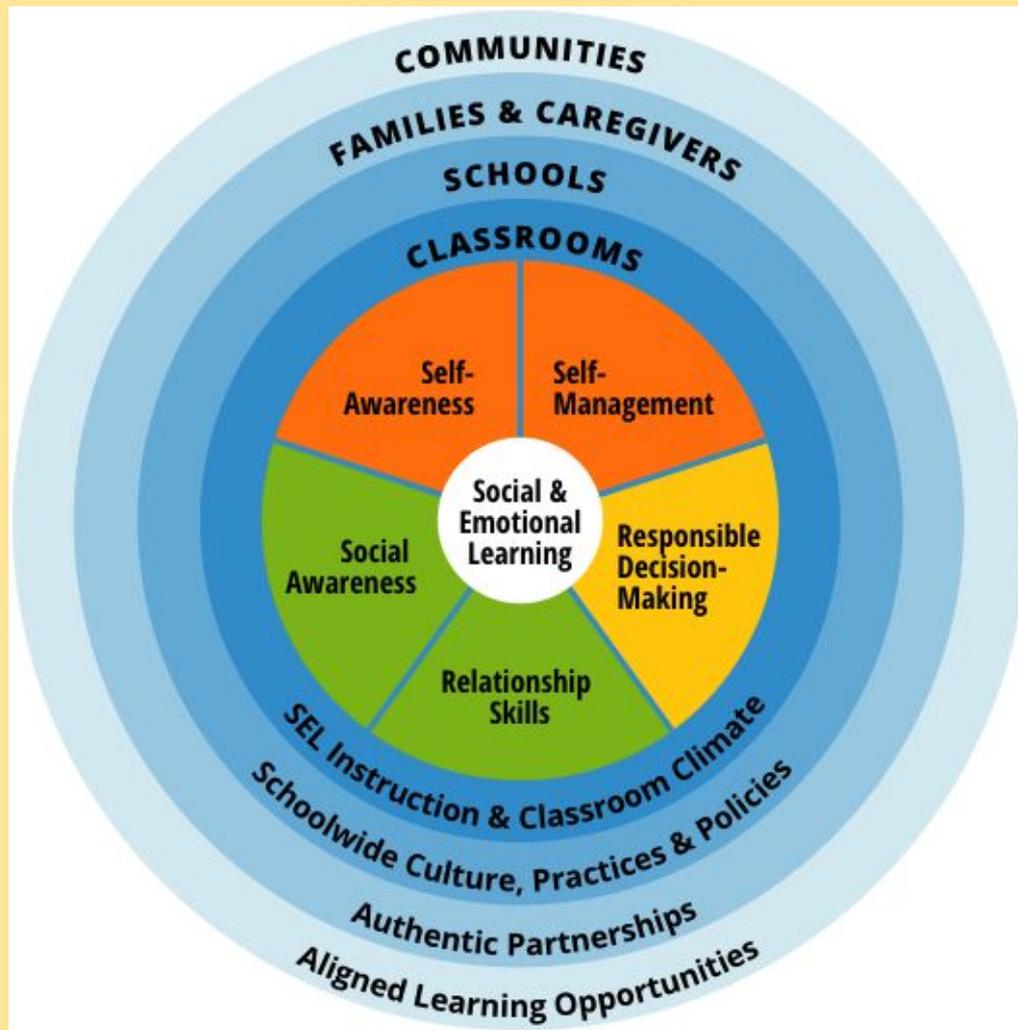
Dr. Laura Heimlich
Principal
Eisenhower Elementary School



CASEL's 5 Core Competencies of SEL

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

[CASEL](#)
[WEBSITE](#)
[CLICK](#)
[HERE](#)



Some examples of SEL in schools

- Classroom based discussions
- Counseling Curriculum
- Integration of SEL in curriculum
- Whole school PBSIS programs
- Modeling of skills from teachers
- Cooperative and project based learning
- Creation of a positive school climate

SEL: Zones of Regulation

What Zone Are You In?

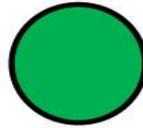
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Self Regulation Tools



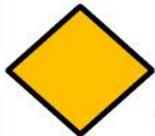
Blue Zone Tools: Rest Stop

- Take a break.
- Think happy thoughts.
- Talk about your feelings.
- Ask for a hug.
- Draw a picture



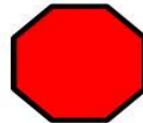
Green Zone Tools: Go Time

- Complete your work.
- Listen to the teacher.
- Remember your daily goal.
- Think happy thoughts.
- Help others.



Yellow Zone Tools: Slow Down

- Take a break.
- Talk to the teacher.
- Squeeze my stress ball.
- Go for a walk.
- Take three deep breaths.



Red Zone Tools: Stop

- Take a break.
- Squeeze my stress ball.
- Take three deep breaths.
- Count to ten.
- Talk about my problem.

SEL at home

- Model the skill at home
- Provide opportunities to practice the skill at home
- Reinforce common language and programs learned from school
- Provide visuals as support for the learned skill

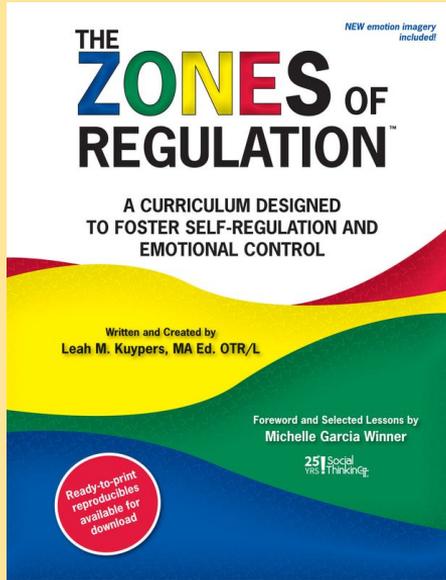
Social Emotional Learning: Get Zoned In!



What are the Zones?

- It is ok to be in any of the color zones
- Recognize in your body what the emotion feels like
- Identify the “size” of the problem
- Categorize your feeling into color zone
- Identify a potential “trigger” for each of the zones
- Identify the “tool” you may need -
PRACTICE

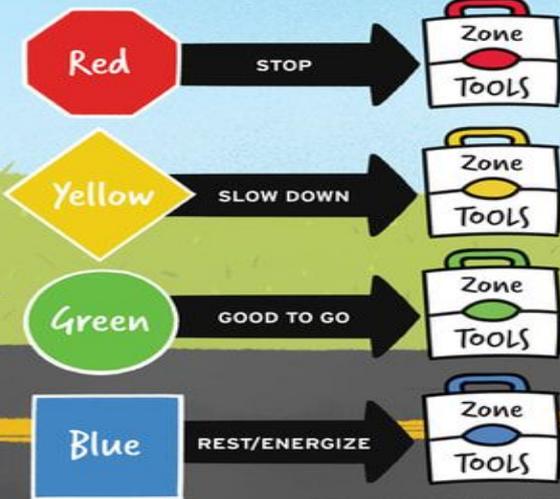




Self Regulation Tools

 <p>Blue Zone <u>Tools:</u> Rest Stop</p> <ul style="list-style-type: none">• Take a break.• Think happy thoughts.• Talk about your feelings.• Ask for a hug.• Draw a picture	 <p>Green Zone <u>Tools:</u> Go Time</p> <ul style="list-style-type: none">• Complete your work.• Listen to the teacher.• Remember your daily goal.• Think happy thoughts.• Help others.
 <p>Yellow Zone <u>Tools:</u> Slow Down</p> <ul style="list-style-type: none">• Take a break.• Talk to the teacher.• Squeeze my stress ball.• Go for a walk.• Take three deep breaths.	 <p>Red Zone <u>Tools:</u> Stop</p> <ul style="list-style-type: none">• Take a break.• Squeeze my stress ball.• Take three deep breaths.• Count to ten.• Talk about my problem.

The Road to Regulation



I CAN... Have fun
Do my job Focus
Be in control Join in
Solve the problem



Welcome to Destination Regulation

STEP 1
How do I feel?

STEP 2
What Zone am I in?

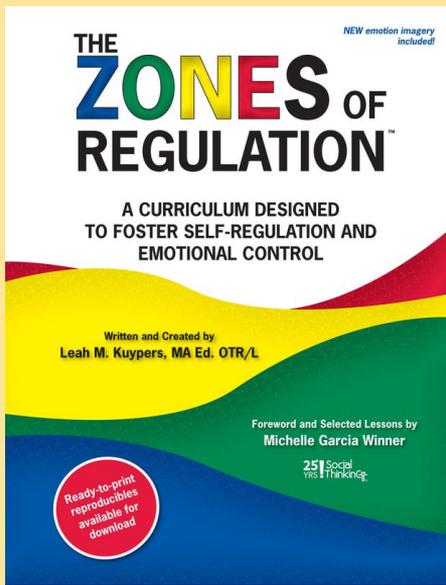
STEP 3
Do I need a tool to regulate?
Which one?

STEP 4
Use the tool.

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25⁺ Social Thinking[®]
YRS!





Using the Zones at Home

- Think of your child
- What are some “triggers” that we can recognize in our kids?
- How can we tell which “zone” they are in?
- What tool can you give them to help them regulate?
- Create a Zones “Check In” at home

[Creating a Zones Check In at Home](#)
[Video *CLICK HERE*](#)

ZONES check-in

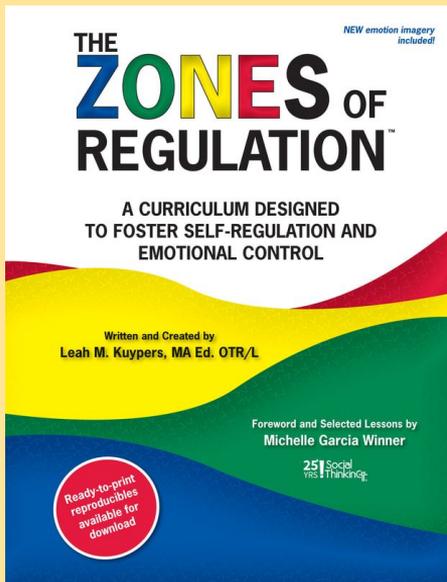
I feel .

I'm in the Zone.

Blue	Green	Yellow	Red
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Using the Zones at Home

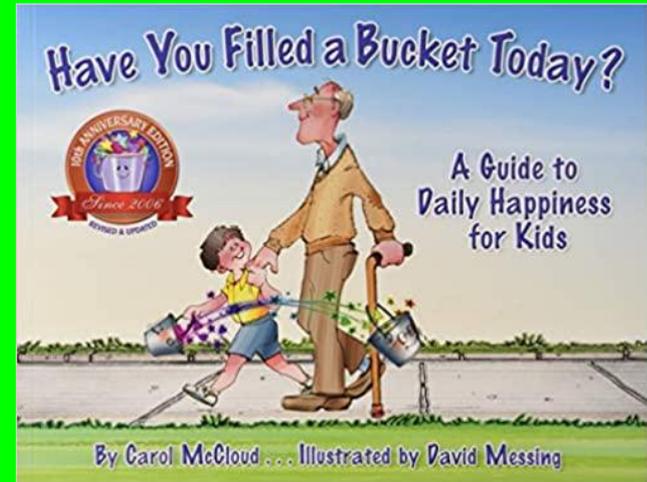
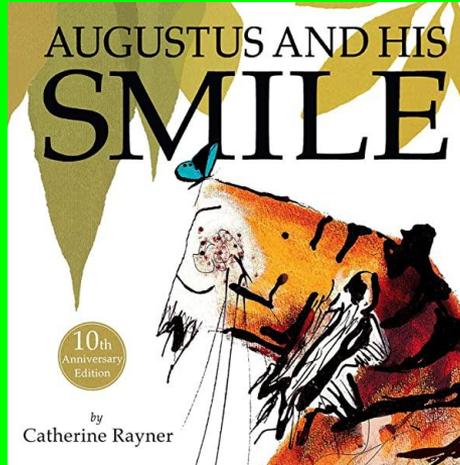
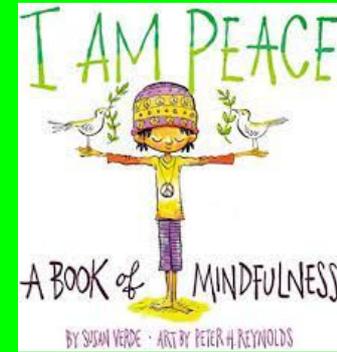
- Establish clear and consistent behavior expectations
- Recognize the triggers before the change in emotion and prepare
- Provide opportunities to identify feelings/color zone
- Provide opportunities to proactively practice coping skills
- Provide a safe space for when your child experience a large emotion/ unexpected behavior
- Have visuals available for emotional identification



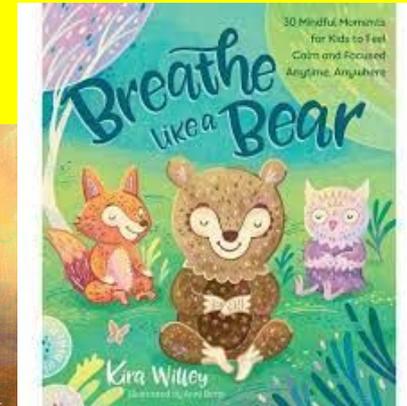
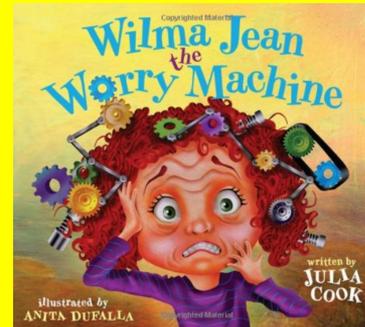
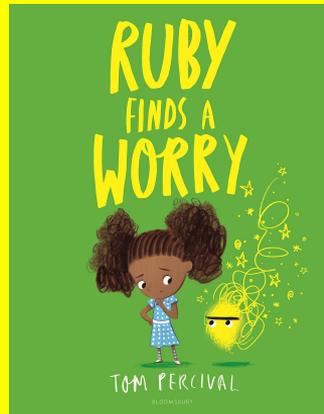
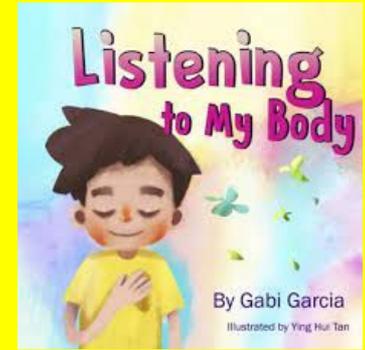
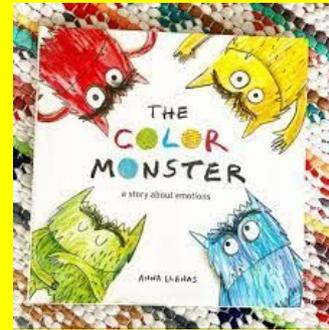
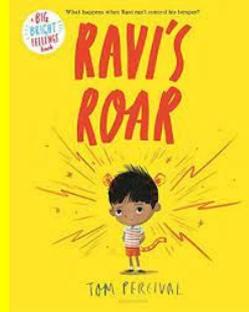
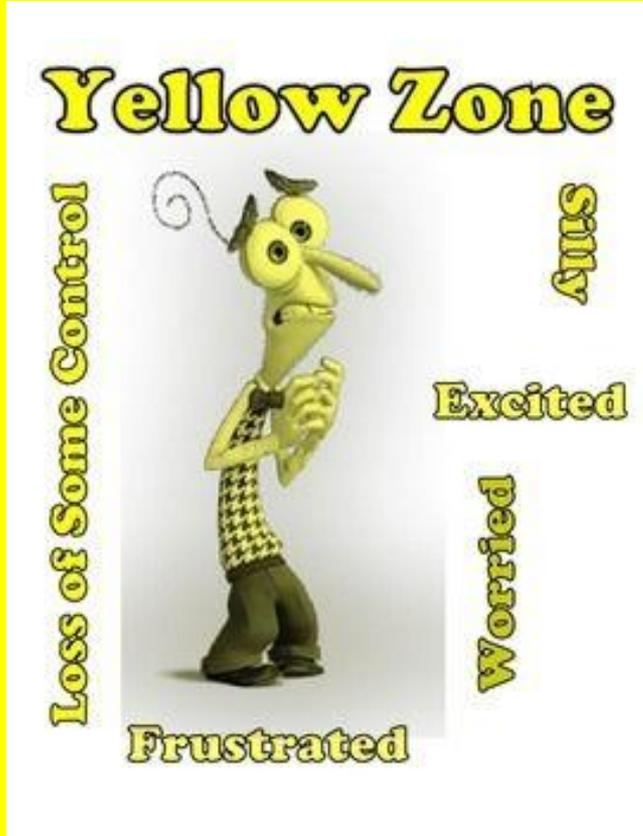
ZONES OF REGULATION WEBSITE

CLICK HERE

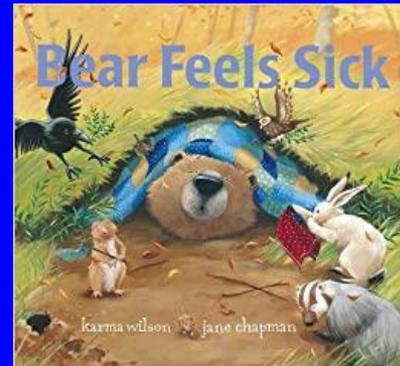
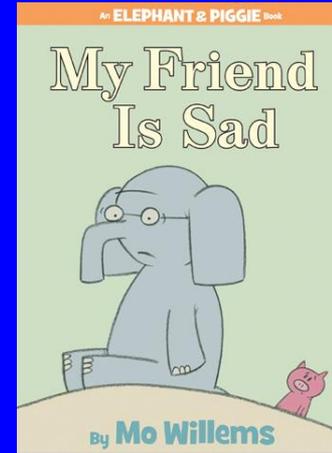
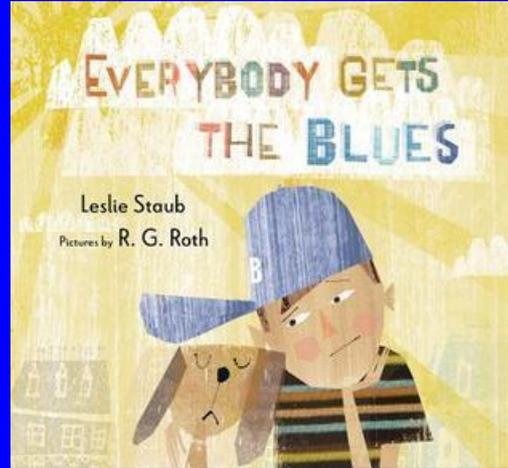
The Green Zone



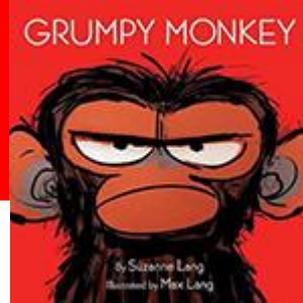
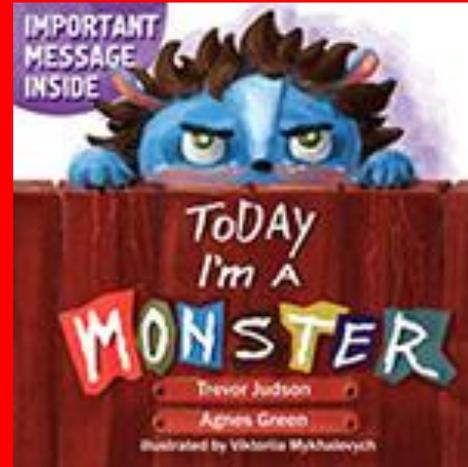
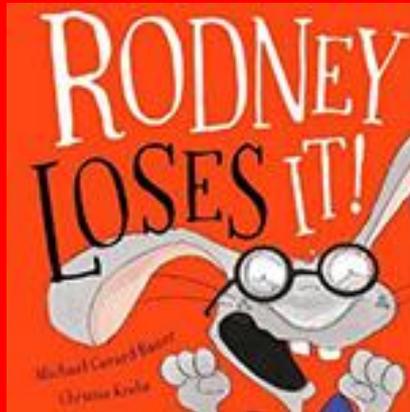
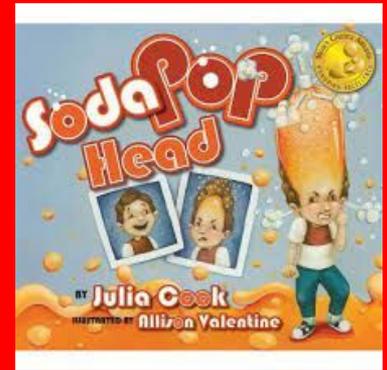
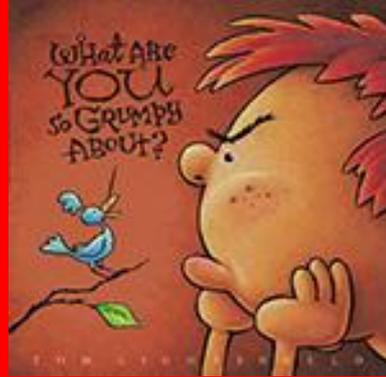
The Yellow Zone



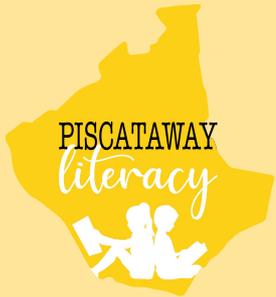
The Blue Zone



The Red Zone



Literacy



Janine Albanese
District Supervisor of Literacy, K-12

Lesson Structure of a Workshop

MINILESSON

- This time is dedicated to **explicit teaching**, where the teacher and students come together to a common meeting place (i.e. the meeting area/carpet).

A lesson is taught with a focused teaching point. Students then **actively engage** with practicing this concept (with a partner) before the minilesson is over.

INDEPENDENT READING OR WRITING

- Students find comfortable places in the classroom to **read or write independently**. They may be applying the minilesson to their own reading or writing or working on something different.

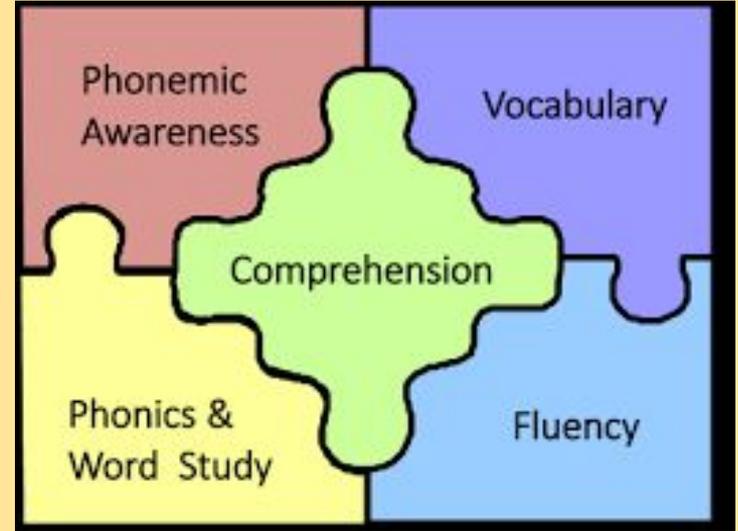
SMALL GROUP/CONFERRING WORK

- The teacher meets with strategically-formed **small groups** of students to focus on strategy work, skills work, guided reading, for example.

Fundations: An Additional Literacy Lesson!

Fundations is a program implemented in K-3rd grade during time that is in addition to that of Reading and Writing Workshop.

As a supplemental word study program that complements a core literacy program, students in grades K-3 receive a systematic program in critical foundational skills.



Resources/Materials

Core Materials

- Teachers College Reading and Writing Units of Study
- Foundations



Supplemental Resources

- Learning Ally (audiobooks)
- Epic! (digital/e-books)
- Scholastic W.O.R.D (vocabulary acquisition)



epic!

District Assessments in Literacy

Running Records

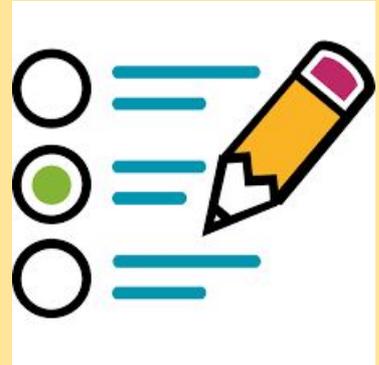
- Beginning, middle and end-of-year assessment of a student's reading level.

Timed Reading Learning Tasks (Grade 3)

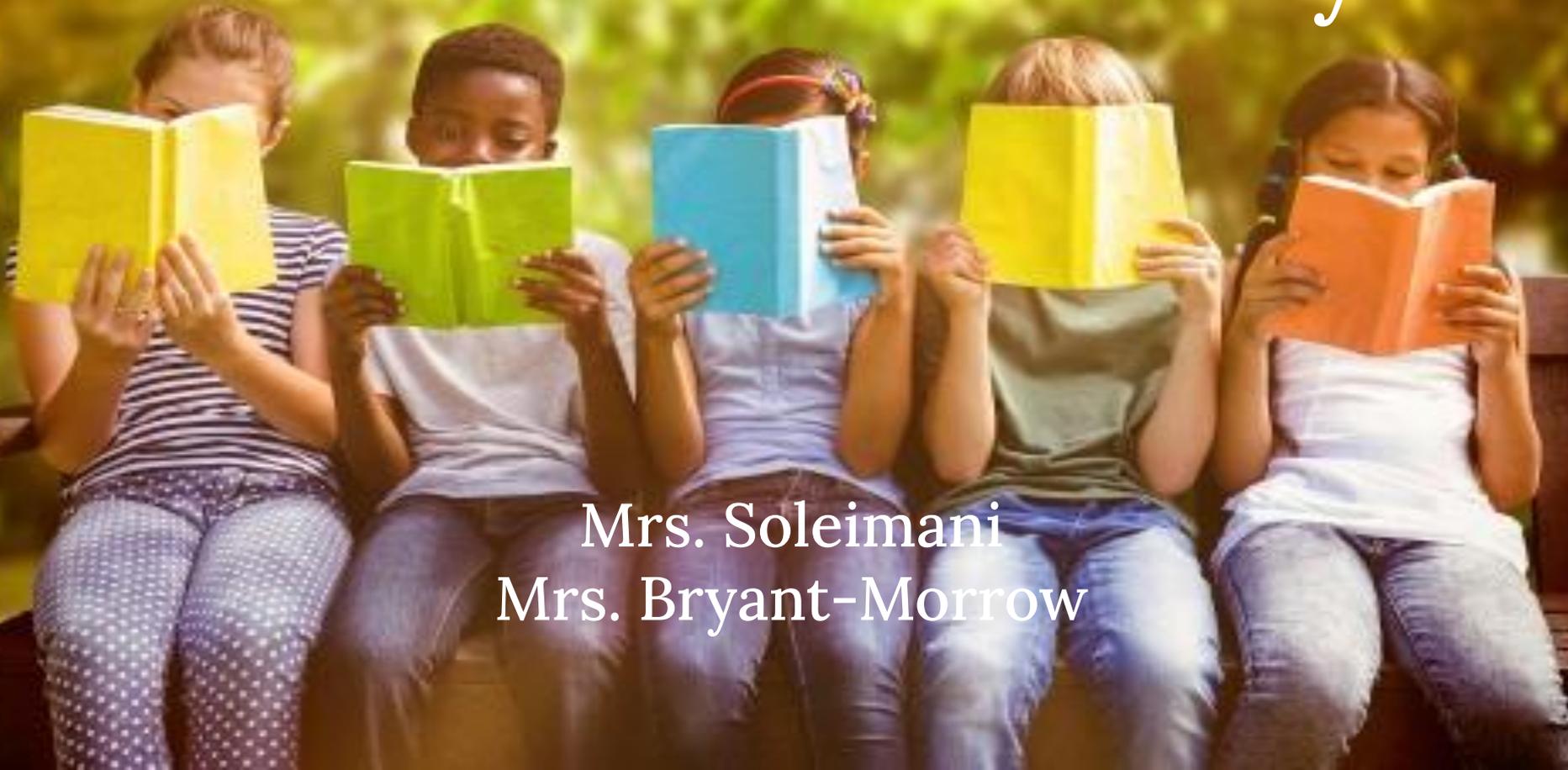
- NJSLA-like tasks in Reading that allow teachers to determine areas for more targeted instruction before state assessments are administered.
- Beginning, middle, and end-of-year

On-Demand Writing

- This genre of writing is end-of-unit writing that is administered in a timed setting after students engage in the entire process of writing this genre after a unit of study.
- Beginning, middle, and end-of-year



Grades K and 1 Literacy



Mrs. Soleimani
Mrs. Bryant-Morrow



Learning About the World



Readers Learn More by Chatting about What's Happening
Session 3

Readers Learn More by Chatting about What's Happening

Today I want to teach you that to get really smart about your topic, you don't just read a book – you also have little chats about that book. You read the words on the page, and then you use your *own words* and your *own ideas* to talk about the book (or the page) with yourself or a friend.

What is the monkey using to hold onto the branch?

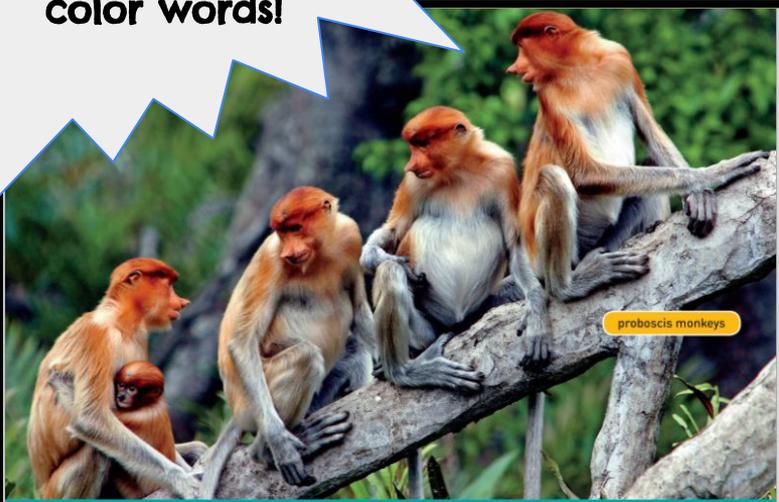
How did the baby get on the mom's back?



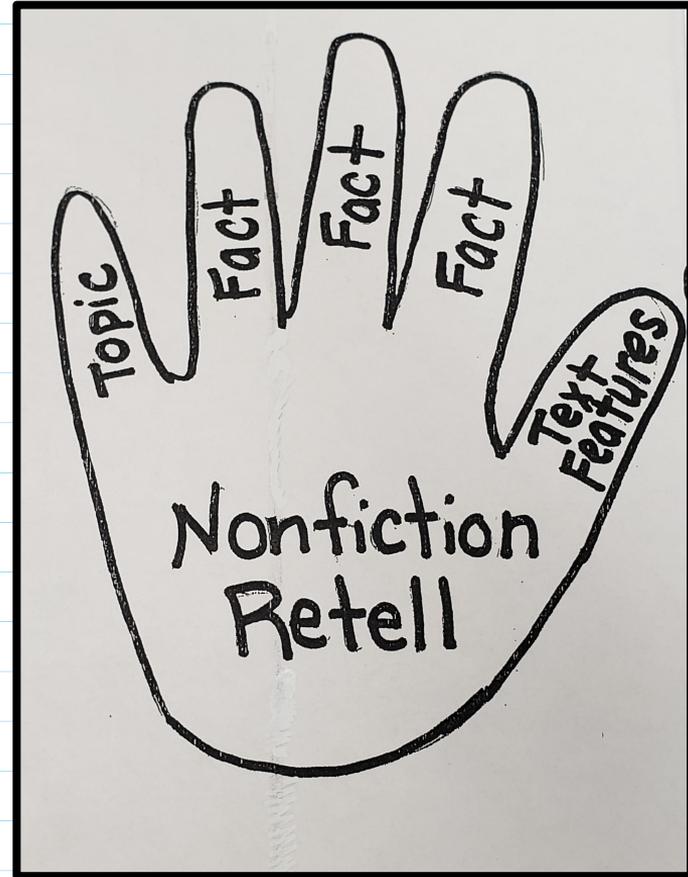
Where are they going?

This monkey hangs on a tree.

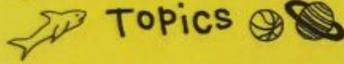
Let's practice some more! You can even use shape, size or color words!



Monkeys live and play together.



How to Get Super Smart about Nonfiction Topics



Take a sneak peek
to start learning.



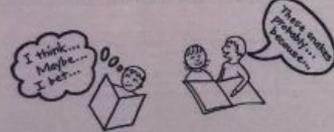
Stop and study
each page.



Guess what might
come next.



Chat about a page
or the book.



Closing

Readers we can teach
others about the
books we have read
and facts we have
learned!

Let's look together at
a new page of Hang
On, Monkey!
Let's **SQUEEZE** our
minds and tell all of
our thoughts from this
page!



proboscis monkeys

Monkeys live and play together.

Grades 2-3 Literacy



Mrs. Kroeckel and Ms. Van Allen

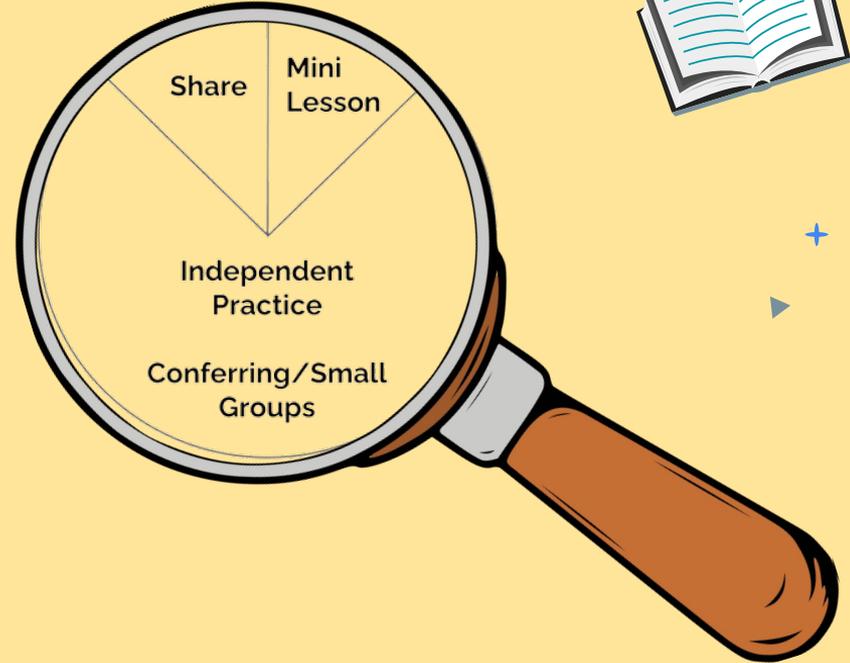


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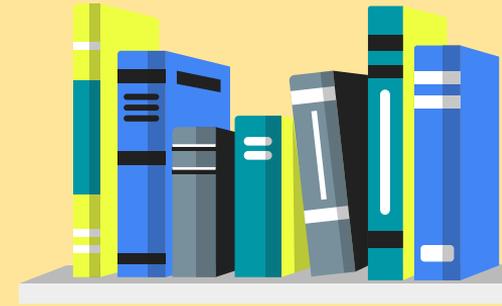


Structure of a Lesson

- Mini lesson
- Independent work period and small groups
- Sharing Session



Reading



Fiction	Non Fiction
Summarizing	Main Idea and Details
Predicting	Identifying Text Features
Inferring about characters and character change	Questioning Text
Making Connections	Comparing and Contrasting
Answering Questions and Providing Text Evidence	Cross Text Synthesis



Writing



Genres of Writing	
Personal Narrative	Informational
Persuasive and Literary Essays	Research Writing

Independent Work Time

with Small Groups



Small Groups	Independent Work
Conferencing with teachers	Independent Reading (building stamina)
Skill Groups (as needed)	Stop and Jot (skill practice)
Guided Reading Groups (as needed)	



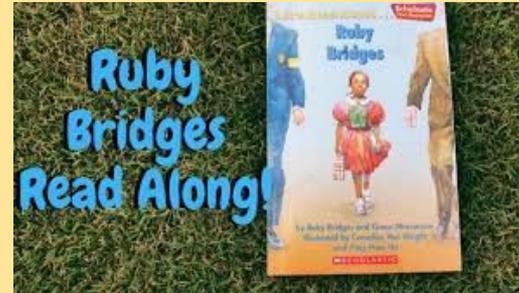
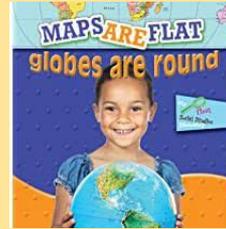
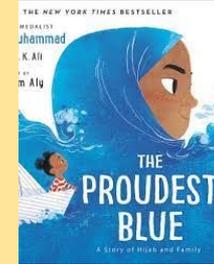
Social Studies



Christopher Irovando
District Supervisor of Social Studies, K-8

Resources/Materials

- Grades Two and Three- Studies Weekly
- Grades K-3 also utilize selected story books/websites that align with the given units of study.
- Teacher-created discussions and hands-on projects



Lesson Structure

Two 35-minute periods per week*

- Introduction
The teacher poses question(s) to class to gauge previous knowledge of person/topic discussed for the lesson.
- Whole Class/Group Discussion
Students have opportunity to discuss as a whole-class or in “turn and talk” sessions.
- Presentation of book/article/video clip
Teacher will share written or multimedia resource to continue discussion, introduce new vocabulary, and provide information for student activity.
- Group/Independent Work Session
Students participate in an independent/group task or project. Teacher can assess via observations, questioning, and producible.
- Closure Activity/Discussion
Students are given the opportunity to reflect on the lesson and link the lesson to the next lesson, where applicable. Assessment opportunities exist in observations, questioning, and producible.

District Assessment

- District assessments for Social Studies begin at Grade 3
- Three assessments each year (Google Form)
- No more than ten multiple choice questions per assessment
- Results are used to determine future resources/practice
- Studies Weekly assessment questions



Grade K-1 Lesson Overview/Sample



Mrs. Dana DeLair- Grade K
Ms. Brittany Rooney- Grade 1

U.S. History: America in the World - History, Culture, Perspectives





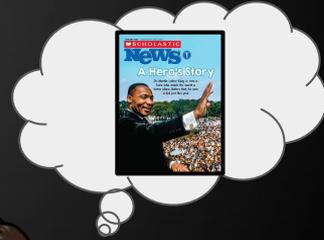
MARTIN LUTHER KING JR.

Name _____

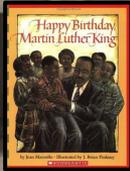
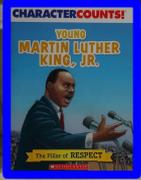
I Have a Dream!

Martin Luther King Jr. dreamed of a world where everyone was treated equally, with kindness and fairness. I have a dream...

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'TEACHER' FAVORITES



STUDENT PICK: 'EASY READER' BIOGRAPHY



Grade 2-3 Lesson Overview/Sample



Mrs. Anne Marie Wilson- Grade 2

History, Culture and Perspectives

Immigration

We are **HISTORIANS** and
are studying the past.

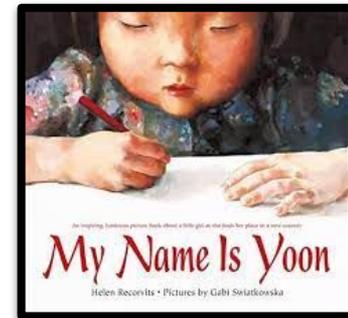
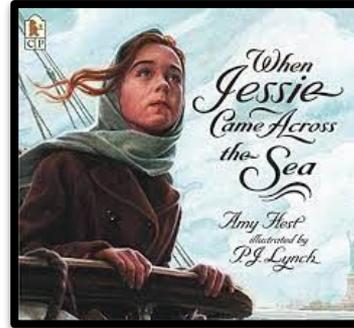
Immigration is a part of our
American Culture!

Let's Review:

What is immigration?

What does it mean to immigrate?

What is Ellis Island?



SHARE OUT!



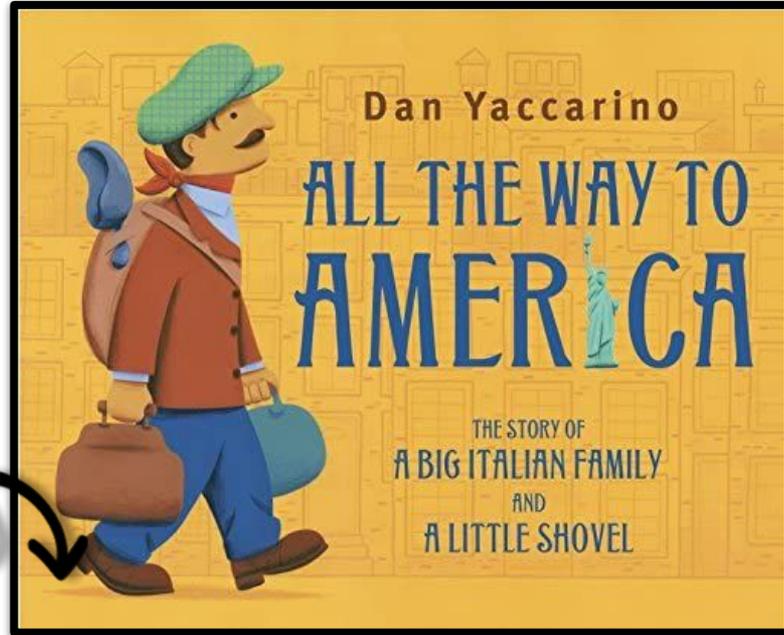
History, Culture and Perspectives

Immigration

We have learned that people immigrated to the United States for many different reasons.

LET'S SHARE SOME.

Today we will read another immigration story.





History, Culture and Perspective

Immigration

Your task:

1. Use **epic!** to research **2 NEW** Facts about Ellis Island and write them.
2. Imagine you and your partners are siblings immigrating to America through Ellis Island. **You can only fit 5 things in your suitcase!!** Tell what they would be and why.

20:00

Partner 1 Name: _____
Partner 2 Name: _____

IMAGINE...

Imagine you and your partner are siblings in the 1800s. You and your sibling are moving to the United States to start a new life and to have new opportunities. You will be checked in to the United States at the station on Ellis Island.

ELLIS ISLAND FACTS

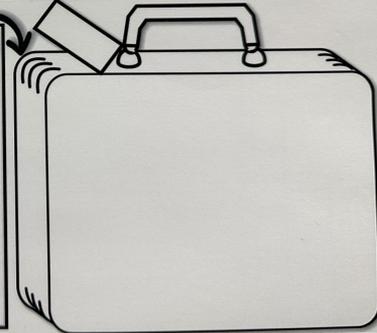
Fact #1: _____
Fact #2: _____

MY 5 TREASURES

The 5 items I would pack are:

1. _____ 2. _____
3. _____ 4. _____
5. _____

I chose these 5 items because: _____





History, Culture and Perspective

Immigration

NJ State Standards:

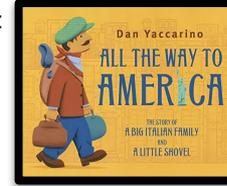
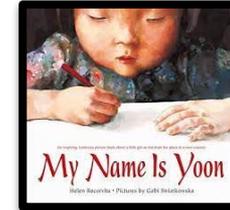
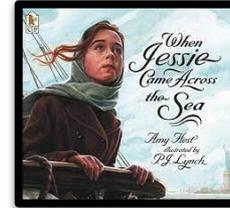
6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Leni Lenape of New Jersey.

6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Lesson Resources:



Partner 1 Name: _____
Partner 2 Name: _____

QUESTION

Imagine you and your partner are living in the 1900s. You and your sibling are moving to the United States to start a new life and to have new opportunities. You will be checked in to the United States at the station on Ellis Island.

KEY TAKEAWAYS

Fact #1: _____
Fact #2: _____

KEY TAKEAWAYS

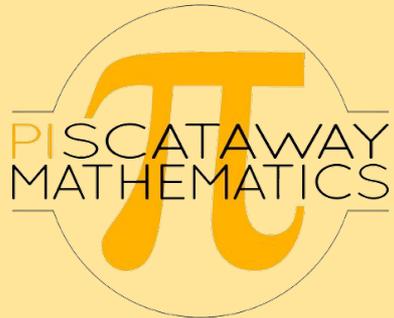
The 5 items I would pack are:

1. _____
2. _____
3. _____
4. _____
5. _____

I chose these 5 items because _____

Teacher created worksheet

Mathematics



Rebecca Dayton
District Supervisor of Mathematics, K-6

Lesson Structure

Grades K-2: 45 - 60 minutes daily
Grade 3: 60 - 90 minutes daily

Opener

- Prompt to begin class that promotes student analysis, reasoning, and peer discourse

Teacher-Led Mini-Lesson

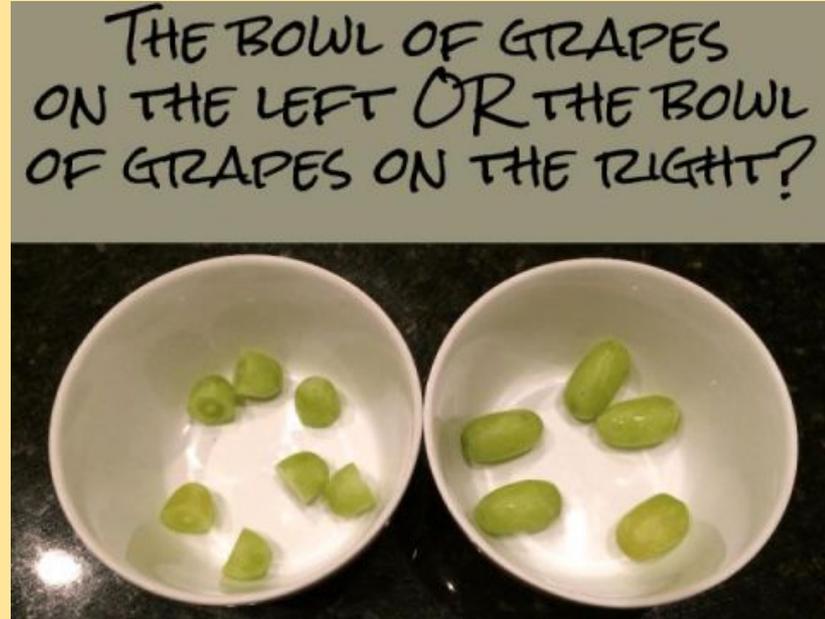
- Teacher facilitates learning of content using a variety of instructional strategies

Work Period

- Includes independent and group work for formative assessment of content instructed
- Centers with varied mathematics tasks, games, etc. to meet the differentiated needs of students

Closure

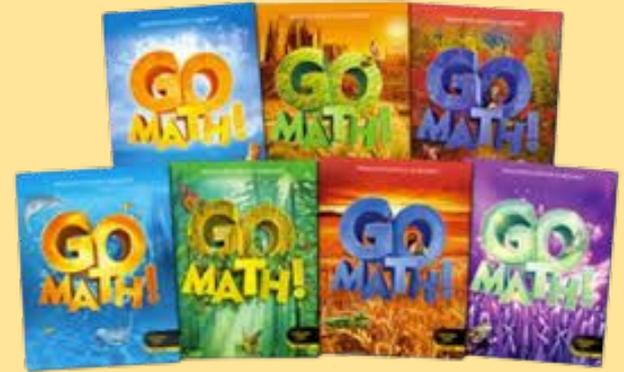
- Summary, reflection, and assessment of learning



Resources/Materials

Core Resources

- Go Math
- Online Components - Thinkcentral (next school year will move to **Ed** platform)



Supplemental Resources

- Freckle
- ABCya



District Assessment

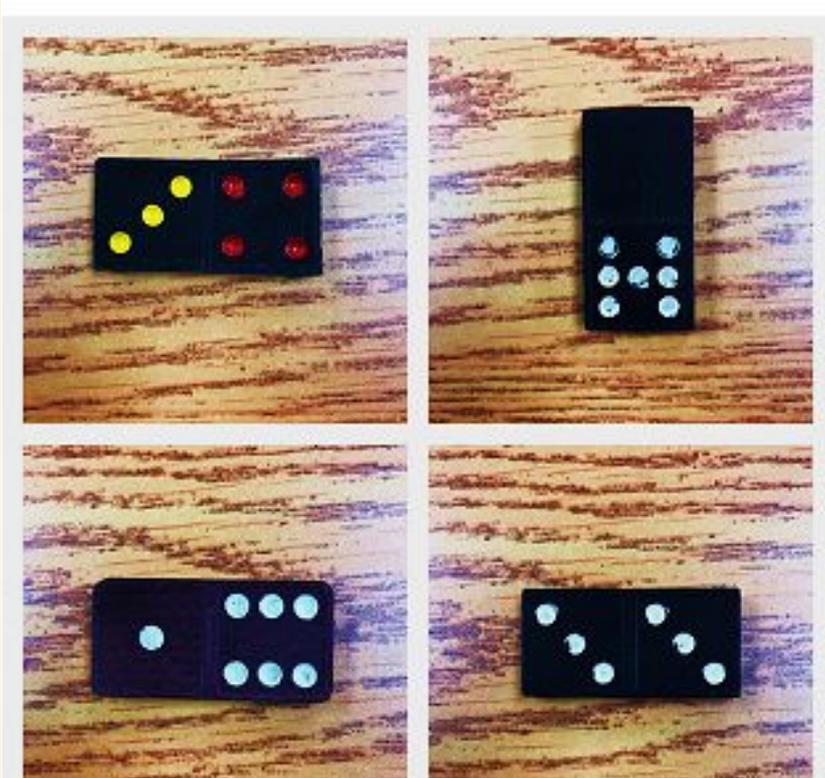
Kindergarten

- 4 question “Here Is What I Learned” assessments after each chapter and unit
- Star Renaissance: End of Year

Grades 1 - 3

- Three learning targets
- Star Renaissance: Beginning, Middle, and End of Year

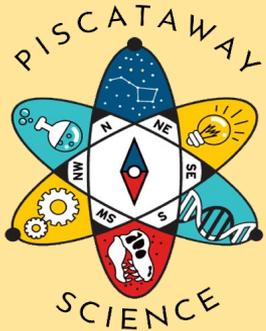
Which One Doesn't Belong?



Fill in the boxes so that you would need to regroup when you add.

$$\begin{array}{r} 63 \\ + \boxed{} \\ \hline \end{array}$$

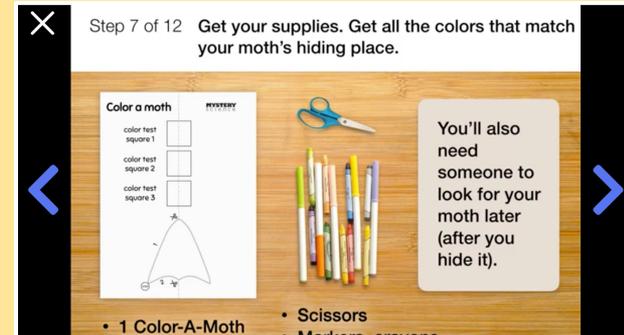
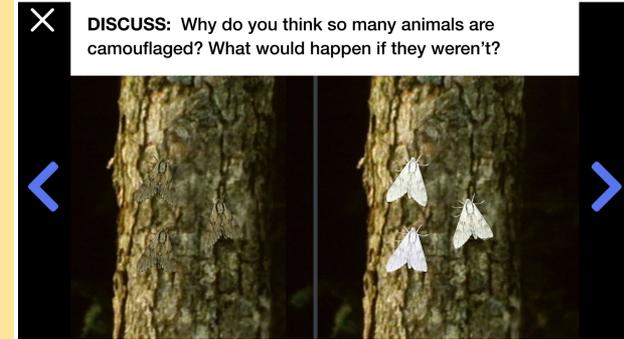
Science



Dr. Jeffrey Celebre
District Supervisor of Science, K-8

Lesson Structure

- Exploration
 - Teacher-facilitated video and discussion
 - Presents an investigable question
- Hands-On Activity
 - Small group investigation designed to allow students to make discoveries collaboratively
- Wrap-Up
 - Allows students opportunity to communicate their discoveries in relation to the essential question
- 2 35-minute sessions per week
- Grades K and 1
 - Some lessons utilize a read-along digital book as the “Exploration” segment



Resources/Materials

- Mystery Science
- Mystery Science material packs

mystery science



District Assessment

- District assessments for Science begin at Grade 3
- Three assessments each year (Google Form)
- No more than ten multiple choice questions per assessment
- Results are used to determine future resources/practices
- Questions originate from Mystery Science resources

How can you keep a house from blowing away in a windstorm?

Stormy Skies Unit | Lesson 5 of 5

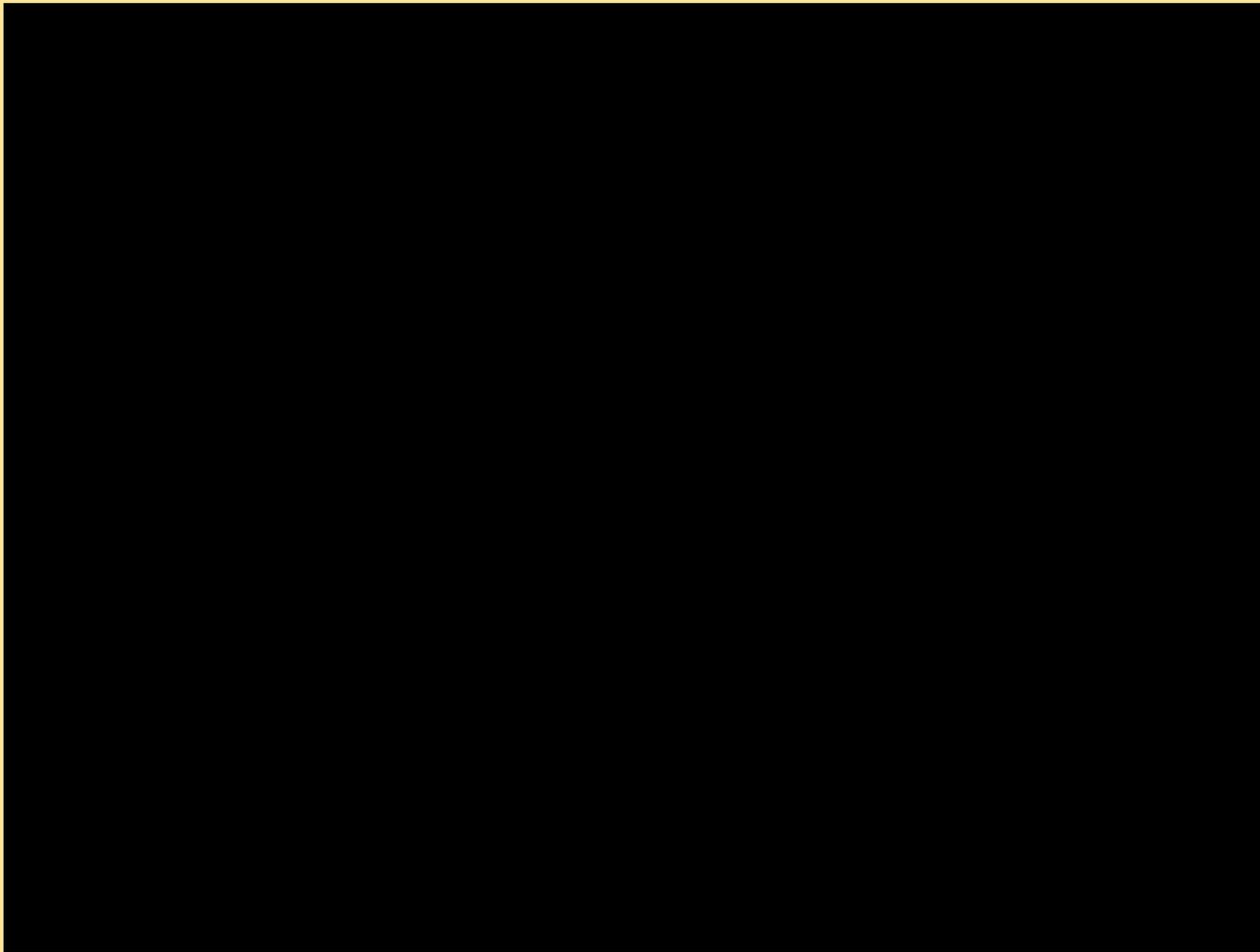


Lesson narration:

English

Spanish





DISCUSS (1 of 2):

Do you have strong winds where you live?

Have you ever experienced a natural hazard like a tornado, hurricane, or dust storm?

DISCUSS (2 of 2):

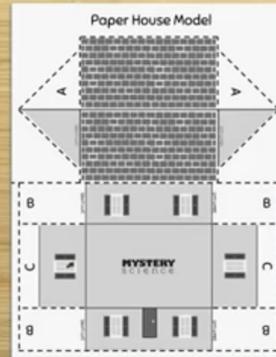
What kind of problems do you think strong winds cause?



DISCUSS:

How could you protect your house during a windstorm?

Step 1 of 19 **Get these supplies. You'll get more supplies later.**



- 1 “Paper House Model” handout

Wind Maker	
	8
7	8
7	6
5	6
5	4
3	4
3	2
1	2
1	2

- 1 “Wind Maker” handout



- 2 stickers
- 1 paper clip
- scissors

Step 19 of 19

Which of your designs worked better and why? Answer Question #4.

4. WHICH DESIGN WORKED BETTER AND WHY?

Which one was easiest to build? Which one used the fewest materials? Which one do you think would last the longest?

Design 1 / Design 2 (circle one) worked best because _____



Why are polar bears white?

Animal Superpowers Unit | Lesson 4 of 5



Lesson narration:

English

Spanish



0

Click anywhere to PAUSE Countdown



5:00

↓ Scroll for prep ↓

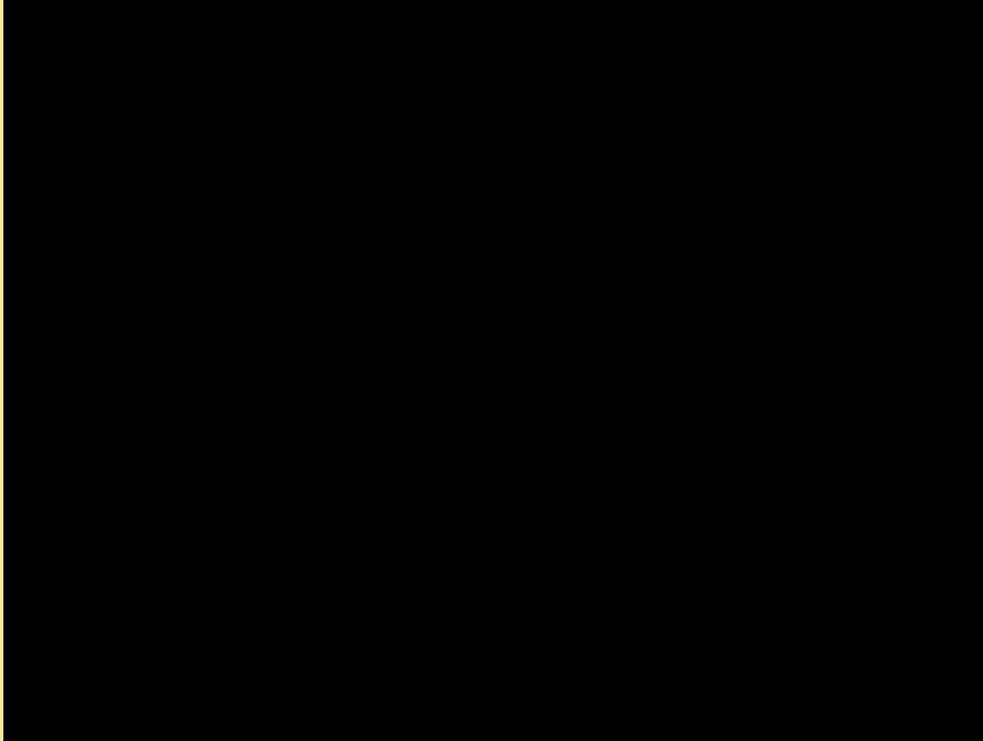


DISCUSS (4 of 4): All of these animals are different, but what do they have in **COMMON?**

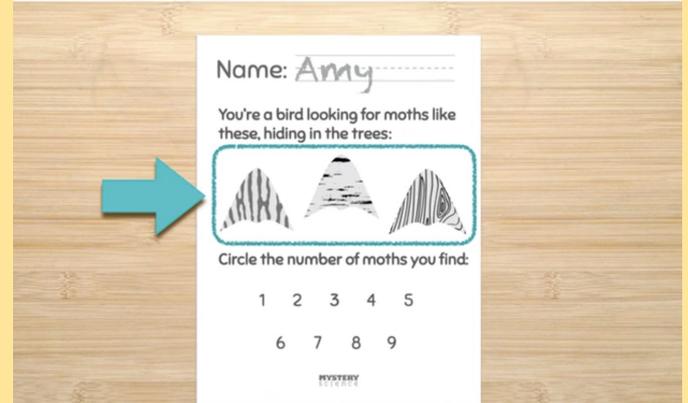


DISCUSS: Why do you think so many animals are camouflaged? What would happen if they weren't?

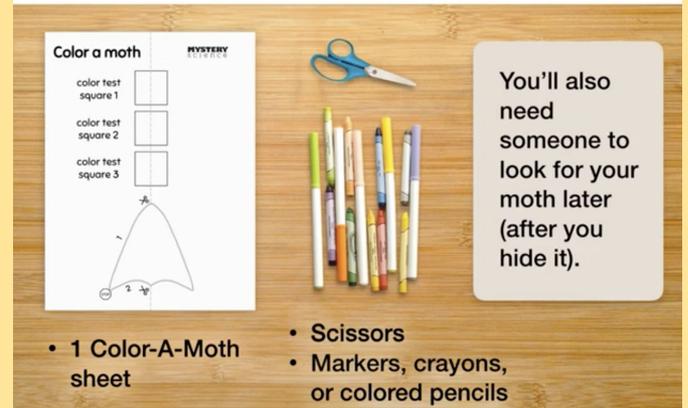




Step 1 of 12 **Get a handout and write your name on it. The picture shows you the moths to look for.**



Step 7 of 12 **Get your supplies. Get all the colors that match your moth's hiding place.**



camouflaged



DISCUSS:

Why are polar bears white if they don't have any predators (other animals that might want to eat them)?

Can you think of how this is helpful to them?