

Bernards Township Public Schools
Basking Ridge, New Jersey

Instructional Support Program
Elementary School
Procedures Manual

Revised September 2010

Instructional Support Program Mission Statement

The primary mission of the Instructional Support Program of Bernards Township Public Schools is to provide a comprehensive and balanced program that is grounded in curricular expectations but driven by student need. The goal of instruction is to provide students with skills and strategies needed in order to think critically and solve problems effectively. The intent is to foster greater self-confidence and self-sufficiency that will sustain the students while working in the regular classroom setting.

Entrance Process

The following process is to be followed for all students before entering the program except for transfer students. Transfer students from other school districts receive services as needed. Entrance into the program should occur at anytime during the school year if students meet the necessary requirements.

1. A student is identified for instructional support services by standardized testing, established district assessment criteria, and/or teacher recommendation.
2. Classroom teacher completes all sections of the identification form and attaches all required information. Teacher Recommendation Forms should be complete and provide *specific* detail. Recommendations should be made prior to the end of the year.
3. Classroom teacher gives the identification form to the building reading specialist or instructional support teacher for review.
4. Reading specialist or instructional support teacher either sends the identification form and attached information to the building principal for further review or provides the classroom teacher with intervention suggestions noted on the form. If intervention suggestions are provided, the classroom teacher implements the interventions and reevaluates the need for recommendation. The recommendation process can be repeated if needed.
5. Building principal reviews all forwarded information and informs classroom teacher and instructional support teacher or reading specialist of final entrance decision. If student is identified for entrance into the instructional support program, the classroom teacher must contact parents by phone to inform them that the student will receive services.
6. Instructional support teacher prepares entrance letter, obtains principal's signature, and issues a letter to parents as soon as possible to reiterate entrance decision. (pending NJASK scores)
7. Student receives services for identified and recommended area(s).
 - Note that grades 3 and 4 do not have areas to record NJASK scores on End of the Year forms at this time. This is due to the fact that teachers will most likely not have this information until the summer. When scores are received, the building principal or other designated persons should review test scores and send home letters to all students who score in the PARTIALLY PROFICIENT range for Language Arts and/or Mathematics and those who score at or below 205. Each student that scores in the 206 to 215 range will be evaluated by the reading Specialist or the instructional support teacher for entrance into instructional support.
 - Grade 5 End of Year forms should be forwarded to William Annin by the elementary principal so the middle school building principal or other designated employee can make an entrance decision.

End of Marking Period and Exit Process

The following process is one that instructional support teachers and/or reading specialists must follow for each instructional support program student near the end of every marking period, except the fourth. At the end of the fourth marking period, all students are exited.

- 1. At the end of every school year, each child is reevaluated for the program and reentered in accordance with the entrance process.**
2. At the end of each marking period, the instructional support teacher and reading specialists are to complete progress reports for each student that are to go home with report cards.
3. At the end of each marking period, the instructional support teacher and reading specialists determine if instructional support students are still in need of services by looking at the data (DRA, writing, grades, assessments) Updated rosters should be forwarded to the building principals at the beginning of each marking period for discussion, review and decision.
4. If upon completion of a semester of instructional support services, the student does not need services, the student is exited. The classroom teacher, with input from Reading Specialists and Instructional Support teachers, will monitor these students for the rest of the year and determine if and when additional instructional support services are needed.
5. The classroom teacher informs the parents that the child is exited and that his/her progress will be monitored by classroom teacher.
6. The principal issues a letter, with input from classroom teachers, Reading Specialists and Instructional Support teachers, to the parents as soon as possible reiterating the exit decision. The instructional support teacher starts the signature process.

Instructional Support Program Setting and Instructional Guidelines

A. Educational Setting

- I. In class: Instruction takes place in regular classrooms of instructional support students. Instructional support teachers target their efforts on instructional support students but may work with other students in the classroom as well. When recommended and possible, instruction should take place during the following times.
 - a. Reading - guided reading and/or literature circles
 - b. Writing - writing workshop
 - c. Math - math instruction

In addition, the reading specialists and instructional support teachers should provide teachers with instructional suggestions that can be carried out in a regular classroom setting by the classroom teacher in order to provide additional support to identified students.

- II. Alternative setting: With the building principal's approval, instruction may take place in an alternate setting when all efforts to work with students in the regular classroom setting have been exhausted. Students may not miss regular classroom instruction.

B. Instructional Guidelines

- I. The instructional support teachers, reading specialist, and/or other assigned teachers instruct students in areas of reading, writing, and mathematics as indicated by state and local measures.
- II. Instruction must supplement, NOT supplant, basic curriculum
 - a. Regular classroom teacher remains responsible for and continues to perform all required instructional duties.
 - b. The instructional support teacher and/or reading specialist coordinates instruction with regular classroom teacher to supplement basic curriculum in reading, writing, and math.
 - c. Communication between instructional support teacher and/or reading specialist takes place with classroom teacher on a regular basis via collaboration forms and/or formal or informal meetings.
 - d. The instructional support teacher and/or reading specialist provides input to assist regular classroom teacher in evaluation of a student's progress. Quarterly progress reports will be completed each marking period by the

instructional support teachers and/or the reading specialist for identified students.

- e. Coordination with administration, school personnel, and support staff occurs to aid in the instructional and collaboration process.

- III: The frequency and duration that the reading specialists and/or instructional support teachers deliver instruction and/or provide instructional suggestions is based on individual student needs, building needs and resources available and is determined by the building principal. For the suggested time allotments for grades 1 - 5, see chart on page 7.
- IV: The reading specialist and /or instructional support teachers may deliver instruction and provide modeling for teachers to small groups, whole class, or individually based on the needs of the students and building. Instructional suggestions should be provided to classroom teachers for identified students that can be carried out by the classroom teacher in a regular classroom setting.

Literacy Support Program Guidelines

Caseload = 35 to 40 students per teacher

Grades One & Two -- maximum of 4 students per group

Grades Three – Five -- maximum of 5 students per group

GRADE ONE	Language Arts: Mathematics	3 - 30 minute time blocks per week 2 - 30 minute time blocks per week
GRADE TWO	Language Arts: Mathematics	3 - 30 minute time blocks per week 2 - 30 minute time blocks per week
GRADE THREE	Language Arts: Mathematics	2 - 40 minute time blocks per week 2 - 40 minute time blocks per week
GRADE FOUR	Language Arts: Mathematics	2 - 40 minute time blocks per week 2 - 40 minute time blocks per week
GRADE FIVE	Language Arts: Mathematics	2 - 40 minute time blocks per week 2 - 40 minute time blocks per week

Revised Jan.2001

**Bernards Township Public Schools
Instructional Support Program**

Date: _____

Dear Family,

Bernards Township Public School offers an Instructional Support Program. The purpose of this program is to provide additional support for those students who need extra help in reading, writing, and/or mathematics skills. Your child, _____, has been selected to participate in the program area(s) designated below:

Language Arts Reading **Language Arts Writing** **Mathematics**

Students are selected based on multiple assessments in Language Arts and Mathematics skills. Instruction is designed according to the individual needs of the students through cooperative efforts of the classroom teachers and the instructional support staff. Your child's progress will be reviewed on an ongoing basis. This information can be shared with you during scheduled conferences or you may request a conference with your child's instructional support teacher at any time.

The Instructional Support Program is a positive and supportive program designed to give students an extra boost in academic skills and self-confidence. Please be aware that at the end of every school year, each child is reevaluated for the program and is re-entered in accordance with the entrance process.

If you would like any further information, please feel free to contact me.

Sincerely,

Principal

**Bernards Township Public Schools
Instructional Support Program**

Date: _____

Dear Family,

Your child, _____, has met the criteria required to exit the Instructional Support Program. Multiple assessment measures have been used to determine that your child is no longer in need of support services but will be monitored for continued progress.

Sincerely,

Principal

Instructional Support

Classroom Teacher

**Bernards Township Public Schools
Instructional Support Program
Quarterly Progress Report**

Student Name: _____ Date: _____

Instructional Support Teacher: _____

During the past marking period, your child and I have been working on the following skills/strategies:

Here are a few ideas to reinforce your child's skills and learning at home:

Additional Comments:

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 1, Year _____

Student: _____ Class: _____

Grade: 1

Instructional Support Teacher: _____

The following learning goals should be SECURE for the first marking period:	Your child's level at this time is:	
<i>Learning Goal</i>	<i>Developing</i>	<i>Secure</i>
- Count by 2s to 20		
- Count by 5s to 50		
- Count up and back by 1s, starting with any number up to and including 20		
- Count up to 20 objects		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, and angles.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.

**Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 2, Year _____**

Student: _____ Class: _____

Grade: 1

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
	<i>Developing</i>	<i>Secure</i>
<i>Learning Goal</i>		
- Order and compare numbers to 22		
- Tell time to the hour		
- Tell time to the nearest half-hour		
- Know +1 and +0 addition facts		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Ordering and comparing numbers.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Telling time.
- Writing dollars and cents notation.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy.
- Estimating sums.
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 3, Year _____

Student: _____ Class: _____

Grade: 1

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
<i>Learning Goal</i>	<i>Developing</i>	<i>Secure</i>
- Calculate the value of coin combinations (penny, nickel, dime) to 99¢		
- Tell time to the hour		
- Tell time to the half-hour		
- Know +1 and +0 addition facts		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Ordering and comparing numbers.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Telling time.
- Writing dollars and cents notation.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy.
- Estimating sums.
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.
- Identifying patterns in numbers.
- Identifying fractional parts of a whole.
- Identifying fractional parts of a set.
- Identifying relationships between fractions, decimals and percents.
- Using a calculator as a tool for solving simple problems.
- Converting between fractions, mixed numbers and whole numbers.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 4, Year _____

Student: _____ Class: _____

Grade: 1

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
	<i>Developing</i>	<i>Secure</i>
<i>Learning Goal</i>		
- Count by 2s to 20		
- Count by 5s to 50		
- Count up and back by 1s, starting with any number up to and including 20		
- Tell time to the hour		
- Tell time to the half hour		
- Calculate the value of coin combinations (penny, nickel, dime, quarter) to 99¢		
- Identify and use "10" pattern on the number grid		
- Identify two-dimensional shapes		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
 - * Practice "count downs" and counting backwards.
 - * Create a number scroll
 - * Have a number hunt in your house.
 - * Spy numbers in book
 - * Highlight patterns on a number grid (2's, 5's, 10's)
 - * Count nickels to practice counting by 5's.
- Ordering and comparing numbers.
 - * Use a family calendar.
 - * Put a deck of cards in order.
 - * Use a calculator and by (2, 5, 10)
 - * Play top it
 - * Order a set of dominoes from least number of dots to greatest.
- Identifying coins and their values.
 - * Allowance
 - * Pull change out of pocket and count
 - * Give your child a number and have he/she state the number before and after
- Counting combinations of coins to find the total value.
 - * Play store
 - * Trade pennies for nickels, dimes, etc.
- Telling time.
 - * Analog clock in the house or on websites
 - * Label minutes along the outside of a clock.
 - * Make personal clocks and label the hands and minutes.
 - * Create a list of activities and time reading a clock
- Writing dollars and cents notation.
 - * Dictate amounts for student to write.
 - * Use a small whiteboard at the grocery store to write amounts.
- Listening to and solving problems.

- * Tell basic story problems at dinner time, play time, or in the car.
- * Repeat the story slowly.
- * Create stories using pennies.
- Learning basic addition/subtraction facts.
 - * Flashcards
 - * Roll numerical dice and add/subtract.
 - * Two fisted penny addition.
 - * Play addition top it.
- Creating and interpreting data and graphs.
 - * Make charts and graphs to show family favorites (i.e. - ice cream flavor, after school activities)
- Identifying fractional parts of a whole.
 - * Use construction paper to make individual pizzas, then cut slices and identify fraction.
- Identifying fractional parts of a set.
 - * Paint one side of beans, and then practice making fractions.
 - * Slices of fruit.
- Using a calculator as a tool for solving simple problems.
 - * Play beat the calculator.
- Identify numbers
 - * Addresses
 - * Telephone numbers
- Tally marks
 - * Tally amounts in your house (clocks, watches, pillows, windows, doors).
- Number line
 - * Play monster squeeze.
- Odd and even
 - * Look at house addresses and say if it odd or even.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 1, Year _____

Student: _____ Class: _____

Grade: 2

Instructional Support Teacher: _____

The following learning goals should be SECURE for the first marking period:	Your child's level at this time is:	
<i>Learning Goal</i>	<i>Developing</i>	<i>Secure</i>
- Show penny, nickel, dime and quarter for a given amount		
- Count by 2s, 5s and 10s		
- Make tallies and give the total		
- Construct fact families for addition and subtraction		
- Solve simple addition number stories		
- Identify place value in 2-digit and 3-digit numbers		
- Know easy subtraction facts		
- Complete "What's My Rule?" tables		
- Complete simple Frames-and-Arrows diagrams		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, and angles.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 2, MATH: Year _____

Student: _____ Class: _____

Grade: 2

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
<i>Learning Goal</i>	<i>Developing</i>	<i>Secure</i>
- Add three 1-digit numbers mentally		
- Add and subtract multiples of 10		
- Draw line segments		
- Identify 2-dimensional shapes		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Ordering and comparing numbers.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Telling time.
- Writing dollars and cents notation.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy.
- Estimating sums.
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 3, Year _____

Student: _____ Class: _____

Grade: 2

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
	<i>Developing</i>	<i>Secure</i>
Learning Goal		
- Know complements of 10		
- Count by 2s, 5s, and 10s and describe the patterns		
- Find the missing addends for the next multiple of 10		
- Solve number-grid puzzles		
- Plot data on a bar graph		
- Shade a specified fractional part of a region		
- Give the fraction name for the shaded part of a region		
- Use a ruler, tape measure and meter/yard stick correctly		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Ordering and comparing numbers.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Telling time.
- Writing dollars and cents notation.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy.
- Estimating sums.
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.
- Identifying patterns in numbers.
- Identifying fractional parts of a whole.
- Identifying fractional parts of a set.
- Identifying relationships between fractions, decimals and percents.
- Using a calculator as a tool for solving simple problems.
- Converting between fractions, mixed numbers and whole numbers.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 4, Year _____

Student: _____ Class: _____

Grade: 2

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
	<i>Developing</i>	<i>Secure</i>
Learning Goal		
- Know basic addition and subtraction facts		
- Read and write money amounts in decimal notation		
- Use equivalent coins to show money amounts in different ways		
- Use a calculator to compute money amounts		
- Know exchange values of US coins		
- Know and express the values of digits in 2-, 3-, 4- digit numbers		
- Multiply numbers with 0 or 1 as a factor		
- Tell time to 5-minute intervals		
- Compare quantities from a bar graph		

You may work with _____ at home to reinforce and strengthen the following skills:

Counting and recognizing number patterns

- Make a pattern with toothpicks and ask your child what would come next.
- Find patterns in newspapers or magazines.

-Ordering and comparing numbers

- Use numbered index cards to compare and order 3-digit numbers.
- Have your child roll three die twice to generate 2, three-digit numbers and compare.

-Making change from a dollar

- Set up a farmers market for your child to buy and sell fruits and vegetables using dollars, quarters, nickels, dimes and pennies.

-Telling time

- Take opportunities to have your child read the clock at special times of the day.

-Improving accuracy with basic facts

- Play concentration to match the basic facts with the sum or difference.

-Recognize customary and metric units

- Ask your child to identify the unit of measure for various household items. For example, using a gallon jug to fill a tub or using a teaspoon to add sugar to a cup of tea.

-Identifying patterns in numbers

- Practice skip counting by 2s, 3s, 5s and 10s.

-Identifying fractional parts of a whole

- Use actual objects in your child's environment to discuss fractions. For example, ask your child what fraction of a pizza is left in a box.

-Counting combinations of coins and bills to find the total value

- Your child can use store advertisements to find items that cost less than a set amount of money.

-Your child can draw coins and bills to show two different ways to pay for the items.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 1, Year _____

Student: _____ Class: _____

Grade: 3

Instructional Support Teacher: _____

The following learning goals should be SECURE for the first marking period:	Your child's level at this time is:	
<i>Learning Goal</i>	<i>Developing</i>	<i>Secure</i>
- Know basic addition and subtraction facts		
- Complete fact and number families		
- Add multi-digit numbers		
- Subtract multi-digit numbers		
- Solve addition and subtraction multi-digit number stories		
- Measure line segments to the nearest $\frac{1}{4}$ inch		
- Measure line segments to the nearest cm.		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, and angles.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 2, Year _____

Student: _____ Class: _____

Grade: 3

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
	<i>Developing</i>	<i>Secure</i>
<i>Learning Goal</i>		
- Know multiplication facts having 0 or 1 as a factor		
- Read, write and compare whole numbers up to 5 digits		
- Identify place value in whole numbers up to 5 digits		
- Know multiplication facts (2s, 3s, 4s, 5s)		
- Identify right angles		
- Identify and name 2-D and 3-D shapes		
- Identify symmetric figures and draw lines of symmetry		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Ordering and comparing numbers.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Telling time.
- Writing dollars and cents notation.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy.
- Estimating sums.
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 3, Year _____

Student: _____ Class: _____

Grade: 3

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
	<i>Developing</i>	<i>Secure</i>
<i>Learning Goal</i>		
- Know multiplication facts		
- Identify fractional parts of a region		
- Solve multi-digit addition with regrouping		
- Solve multi-digit subtraction with renaming		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Ordering and comparing numbers.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Telling time.
- Writing dollars and cents notation.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy.
- Estimating sums.
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.
- Identifying patterns in numbers.
- Identifying fractional parts of a whole.
- Identifying fractional parts of a set.
- Identifying relationships between fractions, decimals and percents.
- Using a calculator as a tool for solving simple problems.
- Converting between fractions, mixed numbers and whole numbers.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 4, Year _____

Student: _____ Class: _____

Grade: 3

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
	<i>Developing</i>	<i>Secure</i>
Learning Goal		
- Know basic addition and subtraction facts		
- Know basic multiplication facts		
- Know strategies for solving multi-digit addition & subtraction		
- Make a bar graph		
- Tell and show times to nearest minute		
- Identify place value in whole numbers up to 5 digits		
- Identify right angles		
- Identify and name 2-D and 3-D shapes		
- Identify symmetric figures and draw lines of symmetry		

You may work with _____ at home to reinforce and strengthen the following skills:

Counting and recognizing number patterns

- Fill in missing numbers on a 100 number grid
- Use a highlighter or Post-Its to identify patterns on the 100 number grid

Ordering and comparing numbers

- Make a clothesline and use paper clips and index cards to order numbers of choice

Identifying coins and their values

- Have a bank of money in a container and scoop out a handful of coins to count. Then identify another combination of coins of that same amount.

Counting combinations of coins to find the total value

- Have a bank of money in a container and scoop out a handful of coins to count. Then identify another combination of coins of that same amount.
- Play “store” with items from around the house.

Telling time

- Give your child opportunities to read the clock throughout the day.
- Use daily situations to determine elapsed time.

Writing dollars and cents notation.

- After counting coins, have your child practice writing amounts in dollars and cents notation.
- Play “banker” and “cashier.”

Reading and solving problems

Improving accuracy and speed with basic facts (addition, subtraction, multiplication, division)

- Toss a ball to your child and ask math facts. When the child answers correctly, he/she will pass the ball back to you.

Improving computational accuracy.

Using estimation skills and mental math strategies.

Increasing speed with computational procedures (algorithms)

Mastering a computational procedure (algorithm) for addition.

Mastering a computational procedure (algorithm) for subtraction.

Mastering a computational procedure (algorithm) for multiplication.

Mastering a computational procedure (algorithm) for division.

Increasing accuracy when measuring units.

- Cooking and baking
- Woodworking
- Model building
- Weight scales
- Use real-life home experiences (measuring distance between furniture, measuring height of Lego structures, etc...)

Learning basic terminology in geometry (segments, lines, rays, angles, and shapes)

Understanding number equivalencies and the place value system.

- Flip over cards from a deck and read the number.

Understanding the relationship of decimals in our number system.

Understanding the relationship of fractions in our number system.

Creating and interpreting data and graphs

- Discuss charts and graphs found in newspapers and magazines (ex: USA Today, Highlights, Time for Kids)
- Use district website links to create charts and graphs.

Identifying fractional parts of a whole.

- Food activities (pizza, candy bars, brownies, oranges)

Identifying fractional parts of a set.

Using a calculator as a tool for solving simple problems.

Using formulas to find area and perimeter.

- Follow grid lines to draw shapes on graph paper. Have your child determine perimeter and area.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 1, Year _____

Student: _____ Class: _____

Grade: 4

Instructional Support Teacher: _____

The following learning goals should be SECURE for the first marking period:	Your child's level at this time is:	
	<i>Developing</i>	<i>Secure</i>
<i>Learning Goal</i>		
- Name, draw & label line segments, lines and rays		
- Name, draw & label angles, triangles & quadrangles.		
- Identify & describe right angles, parallel lines and line segments		
- Solve addition and subtraction facts		
- Use the statistical landmarks <i>maximum</i> and <i>minimum</i>		
- Have a successful strategy for subtracting multi-digit numbers		
- Have a successful strategy for adding multi-digit numbers		
- Read & write numerals hundred millions, give the value of the digits in numerals to hundred millions.		
- Give equivalent names for numbers		
- Solve basic multiplication facts		
- Understand the relationship between multiplication and division		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, and angles.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 2, Year _____

Student: _____ Class: _____

Grade: 4

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
<i>Learning Goal</i>	<i>Developing</i>	<i>Secure</i>
- Draw and measure line segments to the nearest centimeter		
- Use dollars and cents notation		
- Compare large numbers		
- Estimate sums		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Ordering and comparing numbers.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Telling time.
- Writing dollars and cents notation.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy.
- Estimating sums.
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 3, Year _____

Student: _____ Class: _____

Grade: 4

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
<i>Learning Goal</i>	<i>Developing</i>	<i>Secure</i>
- Identify the whole for fractions		
- Identify fractional parts of a collection of objects		
- Identify fractional parts of regions		
- Give equivalencies between hundredths & fractions, decimals & percents		
- Use a calculator to rename any fraction as a decimal or percent		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Ordering and comparing numbers.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Telling time.
- Writing dollars and cents notation.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy.
- Estimating sums.
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.
- Identifying patterns in numbers.
- Identifying fractional parts of a whole.
- Identifying fractional parts of a set.
- Identifying relationships between fractions, decimals and percents.
- Using a calculator as a tool for solving simple problems.
- Converting between fractions, mixed numbers and whole numbers.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 4, Year _____

Student: _____ Class: _____

Grade: 4

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
Learning Goal	Developing	Secure
- Know basic addition, subtraction, multiplication & division facts		
- Have a successful strategy for adding, subtracting, multiplying & dividing multi-digit numbers		
- Estimate to judge reasonableness of calculations		
- Identify lines of symmetry, lines of reflection, reflected figures, and figures with line symmetry		
- Identify place value in numerals up to hundred-millions		
- Identify fractional parts of whole or fractions as a collection of objects		
- Use a calculator to rename any fraction as a decimal or percent		

You may work with _____ at home to reinforce and strengthen the following skills:

Counting and recognizing number patterns

- Functional machine games (in, out)

Counting combinations of coins to find the total value

- Allowance
- Checkbook
- Shopping

Reading and solving problems

- Real life number stories (word problems)
- Identifying key information vs. unnecessary numbers and data

Improving accuracy with basic facts (addition, subtraction, multiplication, or division – be specific!)

- Flashcards
- Online math games
- Practice inverse operations (using addition to check subtraction, using multiplication to check division, and vice versa)

Increasing speed with basic facts

- Flashcards
- Top-it games (need everyday math deck)
- Stopwatch activities (Beat the Clocks)
- Online games

Mastering computational procedures (algorithms) for addition, subtraction, multiplication, and division. Be specific!

- Reviewing different algorithms (partial sums, etc) from Student Reference Book

Increasing accuracy when measuring units

- Cooking, baking
- Woodworking

- Model building
- Weight scales
- Use real life home experiences (measuring distance between furniture, measuring height of Lego structures, etc.)

Learning basic terminology in geometry (segments, lines, rays, and angles)

- Identifying lines and angles on street signs

Understanding number equivalencies and place value system (ten 10's equal 100)

- Wrapping coins for the bank
- Grouping items
- Broken calculator games

Understanding the relationship of decimals in our number systems

- Reviewing the value of coins in relation to a dollar
- Keeping a log of gasoline purchases and gas mileage over a certain time period
- Observing the use of decimals on containers of fluid or weight of objects (especially food)

Understanding the relationship of fractions in our number systems

- Making equal groups or sets

Interpreting data and graphs

- Coordinate grid games (Battleship)
- Finding landmarks (median, mode, etc.) for a set of data
- Creating own graphs according to child's interests

Ordering and comparing numbers

- Greater than/less than activities and games

Telling time

- Determining elapsed time
- Generate home-based elapsed time situations (car ride, wash machine cycle, meal planning)

Estimation

- Rounding numbers
- Mental math (shopping costs, tips, etc.)

Identifying fractional parts of a whole

- Food activities (pizza, brownies)
- Baking, cooking

Identifying fractional parts of a set

- Identifying relationships between fractions, decimals, and percents
- Sale prices when shopping (how much saving, what the bill will be)
- Calculating tax and tip

Converting between fractions, mixed numbers, and whole numbers

Area and Perimeter

- Measuring at home (area – carpets, gardens, lawn, how much paint to buy . . . perimeter, measuring lengths of room, perimeter of deck, etc.)

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 1, Year _____

Student: _____ Class: _____

Grade: 5

Instructional Support Teacher: _____

The following learning goals should be SECURE for the first marking period:	Your child's level at this time is:	
	<i>Developing</i>	<i>Secure</i>
<i>Learning Goal</i>		
- Draw arrays to model multiplication		
- Know basic multiplication facts		
- Identify even and odd numbers		
- List the factors of a number		
- Find the sum and difference of multi-digit whole numbers and decimals		
- Identify the maximum, minimum, median, mode, and mean for a data set		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, and angles.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 2, Year _____

Student: _____ Class: _____

Grade: 5

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
<i>Learning Goal</i>	<i>Developing</i>	<i>Secure</i>
- Know place value to hundredths		
- Know place value to thousandths		
- Find equivalent fractions		
- Find and use data landmarks		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Ordering and comparing numbers.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Telling time.
- Writing dollars and cents notation.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy.
- Estimating sums.
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 3, Year _____

Student: _____ Class: _____

Grade: 5

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
<i>Learning Goal</i>	<i>Developing</i>	<i>Secure</i>
- Find and use data landmarks		
- Convert among fractions, decimals and percents		
- Convert between fractions and mixed or whole numbers		

You may work with _____ at home to reinforce and strengthen the following skills:

- Counting and recognizing number patterns.
- Ordering and comparing numbers.
- Identifying coins and their values.
- Counting combinations of coins to find the total value.
- Telling time.
- Writing dollars and cents notation.
- Reading and solving problems.
- Improving accuracy with basic facts.
- Improving computational accuracy.
- Estimating sums.
- Increasing speed with basic facts.
- Increasing speed with computational procedures (algorithms)
- Learning basic addition/subtraction facts.
- Learning basic multiplication/division facts.
- Mastering a computational procedure (algorithm) for addition.
- Mastering a computational procedure (algorithm) for subtraction.
- Mastering a computational procedure (algorithm) for multiplication.
- Mastering a computational procedure (algorithm) for division.
- Increasing accuracy when measuring units.
- Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
- Understanding number equivalencies and the place value system.
- Understanding the relationship of decimals in our number system.
- Understanding the relationship of fractions in our number system.
- Interpreting data and graphs.
- Identifying patterns in numbers.
- Identifying fractional parts of a whole.
- Identifying fractional parts of a set.
- Identifying relationships between fractions, decimals and percents.
- Using a calculator as a tool for solving simple problems.
- Converting between fractions, mixed numbers and whole numbers.

Bernards Township Public Schools
Instructional Support Report
MATH
Marking Period 4, Year _____

Student: _____ Class: _____

Grade: 5

Instructional Support Teacher: _____

The following learning goals should be SECURE for this marking period:	Your child's level at this time is:	
<i>Learning Goal</i>	<i>Developing</i>	<i>Secure</i>
- Have a successful strategy for adding, subtracting, multiplying and dividing multi-digit numbers		
- Understand concept of area of a figure		
- Use a formula to find the area of a rectangle		
- Use formulas to find the area of polygons and circles		
- Know the properties of geometric solids		
- Find and identify factors of numbers		
- Find the prime factorization of numbers		
- Use estimation skills and mental math strategies		
- Have a successful strategy for adding, subtracting, multiplying and dividing proper fractions		
- Use a calculator to rename any fraction as a decimal or percent		

You may work with _____ at home to reinforce and strengthen the following skills:

Suggested Activities for Progress Reports Grade Five

MP1

- Counting and recognizing number patterns
- Function machine games (in, out)
- Arrays – Practice using arrays with your child at home, using any small objects, such as beans, macaroni, or pennies.
- Counting combinations of coins to find the total value
- allowance
- checkbook
- shopping
- Reading and solving problems.

- Improving accuracy with basic facts
- flashcards
- online math games
- practice inverse operations (using addition to check subtraction, using multiplication to check division, and vice versa)
- Improving computational accuracy
- reviewing different algorithms (partial sums, etc) from Student Reference Book
- Increasing speed with basic facts
- flashcards

- Top-it games (need everyday math deck)
- stop watch activities (Beat the Clock)
- online games
 - Increasing speed with computational procedures (algorithms)
- flashcards
- Top-it games (need everyday math deck)
- stop watch activities (Beat the Clocks)
- online games
 - Learning basic addition/subtraction facts.
- flashcards
- Top-it games (need everyday math deck)
- stop watch activities (Beat the Clock)
- online games
 - Learning basic multiplication/division facts
- Practice multiplication skills by playing Baseball Multiplication (see Student Reference Book page 259 and 260)
- Multiplication Top-It

- Factor Captor
- Beat the Calculator
- Fact Triangles
 - Mastering a computational procedure (algorithm) for addition
- Fact Triangles
 - Mastering a computational procedure for subtraction
- Fact Triangles
 - Mastering a computational procedure for multiplication
- Practice multiplication skills by playing Baseball Multiplication (see Student Reference Book page 259 and 260)
- Multiplication Top-It
- Factor Captor
- Beat the Calculator
- Fact Triangles
 - Mastering a computational procedure for division
- Fact Triangles
- Ask your child to write number stories that can be solved using division. Help your child solve those problems, and then identify how the quotient and remainder are used to answer the question in the number story.
 - Increasing accuracy when measuring units.
- cooking, baking
- woodworking
- model building
- weight scales
- use real life home experiences (measuring distance between furniture, measuring height of Lego structures, etc.)
 - Learning basic terminology in geometry (segments, lines, rays, and angles.)

- Play Angle Tangle (SRBook, page 258)
- Play Polygon Capture (SRBook page 289)
 - Understanding number equivalencies and the place value system
 - wrapping coins for the bank
 - grouping items

-broken calculator games

- Understanding the relationship of decimals in our number system.

These two sites are excellent for learning place values of decimals. You can also play a decimal game and check your score at the end.

<http://www.aaamath.com/dec51b-placevalues.html>

<http://www.aaamath.com/dec51c-placevalues.html>

- Understanding the relationship of fractions in our number system

-Build-It See Student Reference Book, p. 263

This game for partners requires a deck of 16 Build-It fraction cards. This game provides practice in comparing and ordering fractions.

Fraction Capture Partners roll dice to form fractions and then attempt to capture squares on a Fraction Capture Game Board. This game provides practice in finding equivalent fractions and in adding fractions.

Mixed Number Spin (Math Masters, p. 105) and Fraction Spin (Math Masters, p. 110)

Partners use a spinner to randomly select fractions and mixed numbers that are used to complete number sentences. This game provides practice in adding and subtracting fractions and mixed numbers.

Fraction Action/Fraction Friction

This game for partners requires a set of 16 Fraction Action, Fraction Friction cards. The game is similar to blackjack, and provides practice in adding fractions with unlike denominators.

Fraction Multiplication Top-It and Fraction/Whole-Number Multiplication Top-It

Partners play a card game using fraction cards. This game provides practice in multiplying fractions and multiplying whole numbers and fractions.

Name That Number

Partners play a card game using a deck of number cards. These games provide practice in using order of operations to write number sentences.

Frac-Tac-Toe See Student Reference Book, p. 274–276

This game for partners requires a deck of number cards 0–10 and a Game Board that is similar to a bingo card. The game provides practice in converting among fractions, decimals, and percents.

- Interpreting data and graphs.

-coordinate grid games (Battleship)

-finding landmarks (median, mode, etc.) for a set of data

-creating own graphs according to child's interests

MP2

- Counting and recognizing number patterns

-Function machine games (in, out)

- Ordering and comparing numbers

- Identifying coins and their values.

- Counting combinations of coins to find the total value

-allowance

checkbook

shopping

- Telling time

- Writing dollars and cents notation

- Reading and solving problems

- Improving accuracy with basic facts

-flashcards

-online math games

-practice inverse operations (using addition to check subtraction, using multiplication to check division, and vice versa)

- Improving computational accuracy

FunBrain.com Tic-Tac-Toe Squares

-Play Tic-Tac-Toe against the computer and practice your math skills at the same time! Choose from different levels of difficulty in all four operations.

<http://www.funbrain.com/tictactoe/index.html>

- Estimating sums
- Increasing speed with basic facts

-flashcards

-Top-it games (need everyday math deck)

-stop watch activities (Beat the Clocks)

-online games

- Increasing speed with computational procedures (algorithms).
- Learning basic addition/subtraction facts
- Learning basic multiplication/division facts.

-Practice multiplication skills by playing Baseball Multiplication (see Student Reference Book page 259 and 260)

-Multiplication Top-It

-Factor Captor

-Beat the Calculator

-Fact Triangles

- Mastering a computational procedure for addition

-Top-It

-Fact Triangles

- Mastering a computational procedure for subtraction

-Fact Triangles

- Mastering a computational procedure for multiplication

-Practice multiplication skills by playing Baseball Multiplication (see Student Reference Book page 259 and 260)

-Multiplication Top-It

-Factor Captor

-Beat the Calculator

-Fact Triangles

- Mastering a computational procedure for division

Ask your child to write number stories that can be solved using division. Help your child solve those problems, and then identify how the quotient and remainder are used to answer the question in the number story.

- Increasing accuracy when measuring units

-cooking, baking

-woodworking

-model building

-weight scales

-use real life home experiences (measuring distance between furniture, measuring height of Lego structures, etc.)

- Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)

-Play Angle Tangle (SRBook, page 258)

-Play Polygon Capture (SRBook page 289)

- Understanding number equivalencies and the place value system.
 - wrapping coins for the bank
 - grouping items

-broken calculator games

- Understanding the relationship of decimals in our number system
- Understanding the relationship of fractions in our number system
- Interpreting data and graphs.

MP3

- Counting and recognizing number patterns

-Function machine games (in, out)

- Ordering and comparing numbers
- Identifying coins and their values.
- Counting combinations of coins to find the total value

-allowance

checkbook

shopping

- Telling time

-elapsed time problems (preferably real-life situations)

- Writing dollars and cents notation

-check book activities

-shopping activities

-“wish lists”

- Improving accuracy with basic facts

-flashcards

-online math games

-practice inverse operations (using addition to check subtraction, using multiplication to check division, and vice versa)

- Improving computational accuracy
- Estimating sums
- Increasing speed with basic facts

-flashcards

-Top-it games (need everyday math deck)

-stop watch activities (Beat the Clocks)

-online games

- Increasing speed with computational procedures (algorithms).
- Learning basic addition/subtraction facts
- Learning basic multiplication/division facts.

-Practice multiplication skills by playing Baseball Multiplication (see Student Reference Book page 259 and 260)

-Multiplication Top-It

-Factor Captor

-Beat the Calculator

- Mastering a computational procedure for multiplication

-Practice multiplication skills by playing Baseball Multiplication (see Student Reference Book page 259 and 260)

-Multiplication Top-It

-Factor Captor

-Beat the Calculator

- Mastering a computational procedure for division

Ask your child to write number stories that can be solved using division. Help your child solve those problems, and then identify how the quotient and remainder are used to answer the question in the number story.

- Increasing accuracy when measuring units

-cooking, baking

-woodworking

- model building
- weight scales
- use real life home experiences (measuring distance between furniture, measuring height of Lego structures, etc.)
 - Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
 - Understanding number equivalencies and the place value system.
 - Understanding the relationship of decimals in our number system
 - Understanding the relationship of fractions in our number system
 - Creating and interpreting data and graphs.
 - Identifying patterns in numbers
 - Identifying fractional parts of a whole
 - Identifying fractional parts of a set
 - Identifying relationships between fractions, decimals and percents.
 - Using a calculator as a tool for solving simple problems
 - Converting between fractions, mixed numbers and whole numbers.

MP4

- Counting and recognizing number patterns
- Function machine games (in, out)
 - Improving accuracy with basic facts
 - flashcards
 - online math games
 - practice inverse operations (using addition to check subtraction, using multiplication to check division, and vice versa)
 - Improving computational accuracy
 - Using estimation skills and mental math strategies
- Play Multiplication Bulls-eye- which proves practice with estimation. Rules of the game are found on page 284 in SR book.
 - Increasing speed with basic facts
 - flashcards
 - Top-it games (need everyday math deck)
 - stop watch activities (Beat the Clocks)
 - online games
 - Learning basic multiplication/division facts.

Ask your child to write number stories that can be solved using division. Help your child solve those problems, and then identify how the quotient and remainder are used to answer the question in the number story.

-Practice extending multiplication facts (6×10 , 6×100 , 60×10 , 60×100)

- Mastering a computational procedure for multiplication
- Practice multiplication skills by playing Baseball Multiplication (see Student Reference Book page 259 and 260)
- Multiplication Top-It
- Factor Captor
- Beat the Calculator

- Mastering a computational procedure for division

Ask your child to write number stories that can be solved using division. Help your child solve those problems, and then identify how the quotient and remainder are used to answer the question in the number story.

- Increasing accuracy when measuring units
- cooking, baking

- woodworking
- model building
- weight scales
- use real life home experiences (measuring distance between furniture, measuring height of Lego structures, etc.)
- Ask your child to measure the lengths of two objects using a ruler. Then ask him or her to calculate the sum and difference of their lengths.
 - Learning basic terminology in geometry (segments, lines, rays, angles, and shapes.)
- Play Angle Tangle (SRBook, page 258)
- Play Polygon Capture (SRBook page 289)
 - Understanding number equivalencies and the place value system.
 - Understanding the relationship of decimals in our number system
- Write whole numbers and decimals for your child to read, such as 650, and 42.5. Ask your child to identify digits in various places (thousands place, hundreds place)
 - Understanding the relationship of fractions in our number system
 - Creating and interpreting data and graphs.
- Discuss with your child how data is collected in real life. Discuss how probability statements might have been obtained. Look for examples of bar graphs in newspapers or magazines. Ask your child to explain the information shown by a graph.
 - Identifying patterns in numbers
 - Identifying fractional parts of a whole
 - Identifying fractional parts of a set
 - Identifying relationships between fractions, decimals and percents.
- Ask your child to explain how to use the fraction operation keys on his or her calculator. For example, ask your child to show you how to enter fractions and mixed numbers, simplify fractions, and convert between fractions and decimals.
- Help your child identify advertisements in signs, newspapers, and magazines that use percents.
- Help your child find the sale price of an item that is discounted by a certain percent; for example, a \$40 shirt reduced by 25% costs \$30.
 - Write whole numbers and decimals for your child to read, such as 650, and 42.5. Ask your child to identify digits in various places (thousands place, hundreds place)
 - Using a calculator as a tool for solving simple problems
 - Converting between fractions, mixed numbers and whole numbers.
 - Using formulas to find area and perimeter.

Fun Brain Shape Excavator

-This site offers a fun activity on finding the perimeter or area of a certain shape. See how many answers you can get correct to uncover the puzzle. You can also choose the level of difficulty that you wish to play.

<http://www.funbrain.com/poly/index.html>

Student Zone

-This site contains lots of great links and activities on area, perimeter, and volume. You can also click on different activities to learn about other math topics from arithmetic to graphs.

http://zone.cps.k12.il.us/Projects/TestSuccess/Activity_8/activity_8.html

Bernards Township Public Schools
Instructional Support Program

KINDERGARTEN - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____

Classroom Teacher: _____ **Date:** _____

LANGUAGE ARTS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
DRA Score		Level 3 or less	
District Writing Sample Score		Combined score of 6 or less	
PALS		TBA	
Report Card Language Arts		Beginning (2 or more marking periods)	

Specific areas of teacher concern:

Reading:

- Phonemic Awareness
- Phonics
- Word-solving strategies:
using the cueing systems &
self-monitoring
- Fluency
- Comprehension

Writing:

- Content
- Fluency
- Organization
- Word-solving strategies
- Mechanics

Behavior:

- Focus/Attention
- Organization
- Time management
- Independence
- Motivation

What instructional strategies or interventions have you implemented to address concerns? Please note duration. (See appendix A and/or B)

Reading:

Writing:

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Refocusing techniques | <input type="checkbox"/> Additional 1 to 1 | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Seat assignment | <input type="checkbox"/> Student pairing | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Collaboration with Guidance | <input type="checkbox"/> Discussion with Building Administrator | |
| <input type="checkbox"/> Behavior Plan / Contract | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Consequences |

- **Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process for any NEW I.S. recommendation.**

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

KINDERGARTEN - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
Report Card Mathematics Summary		Beginning (2 or more marking periods)	
District Math Assessment		2 or more scores less than 2	

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | |
|--|--|
| Refocusing techniques <input type="checkbox"/> | Home contact <input type="checkbox"/> |
| Seat assignment <input type="checkbox"/> | Previous Math Support Inst. <input type="checkbox"/> |
| Additional 1 to 1 <input type="checkbox"/> | Tutoring <input type="checkbox"/> |
| Student pairing <input type="checkbox"/> | Other (specify) <input type="checkbox"/> |

▪ **Copies of the student's current report card and other above mentioned assessments MUST be attached in order to complete the identification process.**

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE ONE
TEACHER RECOMMENDATION FORM

(To be used for possible entrance into the program during the year.)

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

LANGUAGE ARTS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
DRA Score		DRA Text Level of 6 or less Nov., 8 or less Feb., 12 or less Apr.	
District Writing Sample Score		Combined score of 6 or less	
Report Card Language Arts Summary		Beginning	

Specific areas of teacher concern:

Reading:

- Phonemic Awareness
- Phonics
- Word-solving strategies:
using the cueing systems &
self-monitoring
- Fluency
- Comprehension

Writing:

- Content
- Fluency
- Organization
- Word-solving strategies
- Mechanics

Behavior:

- Focus/Attention
- Organization
- Time management
- Independence
- Motivation

What instructional strategies or interventions have you implemented to address concerns? Please note duration. (See appendix A and/or B)

Reading:

Writing:

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Refocusing techniques | <input type="checkbox"/> Additional 1 to 1 | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Seat assignment | <input type="checkbox"/> Student pairing | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Collaboration with Guidance | <input type="checkbox"/> Discussion with Building Administrator | |
| <input type="checkbox"/> Behavior Plan / Contract | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Consequences |

- **Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process for any NEW I.S. recommendation.**

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

**GRADE ONE
TEACHER RECOMMENDATION FORM**

(To be used for possible entrance into the program during the year.)

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
Report Card Mathematics Summary		Beginning	
End of Unit Assessments		Must be attached	XXXXXXXXXXXXXXXX

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | |
|--|--|
| Refocusing techniques <input type="checkbox"/> | Home contact <input type="checkbox"/> |
| Seat assignment <input type="checkbox"/> | Previous Math Support Inst. <input type="checkbox"/> |
| Additional 1 to 1 <input type="checkbox"/> | Tutoring <input type="checkbox"/> |
| Student pairing <input type="checkbox"/> | Other (specify) <input type="checkbox"/> |

▪ **Copies of the student's current report card and other above mentioned assessments MUST be attached in order to complete the identification process.**

Recommended for Enrollment:
Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE ONE - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
Report Card Mathematics Summary		Beginning (2 or more marking periods)	
End of Year Assessment		42/70 or lower	
End of Unit Assessments		Must be attached	XXXXXXXXXXXXXXXX
District Math Assessment		2 or more scores less than 2 (must attach copy)	

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | |
|--|--|
| Refocusing techniques <input type="checkbox"/> | Home contact <input type="checkbox"/> |
| Seat assignment <input type="checkbox"/> | Previous Math Support Inst. <input type="checkbox"/> |
| Additional 1 to 1 <input type="checkbox"/> | Tutoring <input type="checkbox"/> |
| Student pairing <input type="checkbox"/> | Other (specify) <input type="checkbox"/> |

▪ **Copies of the student's current report card and other above mentioned assessments MUST be attached in order to complete the identification process.**

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE ONE - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

LANGUAGE ARTS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
DRA Score		Level 16 or less	
District Writing Sample Score		Combined score of 7 or less	
Report Card Language Arts		Beginning (2 or more marking periods)	

Specific areas of teacher concern:

Reading:

- Phonemic Awareness
- Phonics
- Word-solving strategies:
using the cueing systems &
self-monitoring
- Fluency
- Comprehension

Writing:

- Content
- Fluency
- Organization
- Word-solving strategies
- Mechanics

Behavior:

- Focus/Attention
- Organization
- Time management
- Independence
- Motivation

What instructional strategies or interventions have you implemented to address concerns? Please note duration. (See appendix A and/or B)

Reading:

Writing:

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Refocusing techniques | <input type="checkbox"/> Additional 1 to 1 | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Seat assignment | <input type="checkbox"/> Student pairing | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Collaboration with Guidance | <input type="checkbox"/> Discussion with Building Administrator | |
| <input type="checkbox"/> Behavior Plan / Contract | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Consequences |

- **Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process for any NEW I.S. recommendation.**

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

**GRADE TWO
TEACHER RECOMMENDATION FORM**

(To be used for possible entrance into the program during the year.)

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

LANGUAGE ARTS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
DRA Score		DRA Text Level of 18 or less in Nov., 20 in Feb., 24 in Apr.	
District Writing Sample Score		Combined score of 6 or less	
Report Card Language Arts Summary		Beginning	

Specific areas of teacher concern:

Reading:

- Phonemic Awareness
- Phonics
- Word-solving strategies:
using the cueing systems &
self-monitoring
- Fluency
- Comprehension

Writing:

- Content
- Fluency
- Organization
- Word-solving strategies
- Mechanics

Behavior:

- Focus/Attention
- Organization
- Time management
- Independence
- Motivation

What instructional strategies or interventions have you implemented to address concerns? Please note duration. (See appendix A and/or B)

Reading:

Writing:

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Refocusing techniques | <input type="checkbox"/> Additional 1 to 1 | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Seat assignment | <input type="checkbox"/> Student pairing | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Collaboration with Guidance | <input type="checkbox"/> Discussion with Building Administrator | |
| <input type="checkbox"/> Behavior Plan / Contract | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Consequences |

- **Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process for any NEW I.S. recommendation.**

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

**GRADE TWO
TEACHER RECOMMENDATION FORM**

(To be used for possible entrance into the program during the year.)

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
Report Card Mathematics Summary		Beginning	
End of Unit Assessments		Must be attached	XXXXXXXXXXXXXXXX

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | |
|--|--|
| Refocusing techniques <input type="checkbox"/> | Home contact <input type="checkbox"/> |
| Seat assignment <input type="checkbox"/> | Previous Math Support Inst. <input type="checkbox"/> |
| Additional 1 to 1 <input type="checkbox"/> | Tutoring <input type="checkbox"/> |
| Student pairing <input type="checkbox"/> | Other (specify) <input type="checkbox"/> |

▪ **Copies of the student's current report card and other above mentioned assessments MUST be attached in order to complete the identification process.**

Recommended for Enrollment:
Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE TWO - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
Report Card Mathematics Summary		Beginning (2 or more marking periods)	
End of Unit Assessments		Must be attached	XXXXXXXXXXXXXXXX
End of Year Assessment		48/80 or lower	

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | |
|--|--|
| Refocusing techniques <input type="checkbox"/> | Home contact <input type="checkbox"/> |
| Seat assignment <input type="checkbox"/> | Previous Math Support Inst. <input type="checkbox"/> |
| Additional 1 to 1 <input type="checkbox"/> | Tutoring <input type="checkbox"/> |
| Student pairing <input type="checkbox"/> | Other (specify) <input type="checkbox"/> |

- Copies of the student's current report card and other above mentioned assessments **MUST** be attached in order to complete the identification process.

Recommended for Enrollment:
Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE TWO - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

LANGUAGE ARTS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
DRA Score		Level 28 or less	
District Writing Sample Score		Combined score of 7 or less	
Report Card Language Arts		Beginning (2 or more marking periods)	

Specific areas of teacher concern:

Reading:

- Phonemic Awareness
- Phonics
- Word-solving strategies:
using the cueing systems &
self-monitoring
- Fluency
- Comprehension

Writing:

- Content
- Fluency
- Organization
- Word-solving strategies
- Mechanics

Behavior:

- Focus/Attention
- Organization
- Time management
- Independence
- Motivation

What instructional strategies or interventions have you implemented to address concerns? Please note duration. (See appendix A and/or B)

Reading:

Writing:

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Refocusing techniques | <input type="checkbox"/> Additional 1 to 1 | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Seat assignment | <input type="checkbox"/> Student pairing | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Collaboration with Guidance | <input type="checkbox"/> Discussion with Building Administrator | |
| <input type="checkbox"/> Behavior Plan / Contract | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Consequences |

- **Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process for any NEW I.S. recommendation.**

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE THREE
TEACHER RECOMMENDATION FORM

(To be used for possible entrance into the program during the year.)

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

LANGUAGE ARTS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
DRA Score		DRA Text Level of 30 or less in Nov, 34 or less in Feb-Apr.	
District Writing Sample Score		Combined score of 7 or less	
Report Card Language Arts Summary		Beginning	

Specific areas of teacher concern:

Reading:

- Phonemic Awareness
- Phonics
- Word-solving strategies:
using the cueing systems &
self-monitoring
- Fluency
- Comprehension

Writing:

- Content
- Fluency
- Organization
- Word-solving strategies
- Mechanics

Behavior:

- Focus/Attention
- Organization
- Time management
- Independence
- Motivation

What instructional strategies or interventions have you implemented to address concerns? Please note duration. (See appendix A and/or B)

Reading:

Writing:

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Refocusing techniques | <input type="checkbox"/> Additional 1 to 1 | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Seat assignment | <input type="checkbox"/> Student pairing | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Collaboration with Guidance | <input type="checkbox"/> Discussion with Building Administrator | |
| <input type="checkbox"/> Behavior Plan / Contract | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Consequences |

- **Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process for any NEW I.S. recommendation.**

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

**GRADE THREE
TEACHER RECOMMENDATION FORM**

(To be used for possible entrance into the program during the year.)

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
Report Card Mathematics Summary		Beginning	
End of Unit Assessments		Must be attached	XXXXXXXXXXXXXXXX

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | |
|--|--|
| Refocusing techniques <input type="checkbox"/> | Home contact <input type="checkbox"/> |
| Seat assignment <input type="checkbox"/> | Previous Math Support Inst. <input type="checkbox"/> |
| Additional 1 to 1 <input type="checkbox"/> | Tutoring <input type="checkbox"/> |
| Student pairing <input type="checkbox"/> | Other (specify) <input type="checkbox"/> |

▪ **Copies of the student's current report card and other above mentioned assessments MUST be attached in order to complete the identification process.**

Recommended for Enrollment:
Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE THREE - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

LANGUAGE ARTS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
NJ ASK 3		215 or below	
DRA Score		Level 38 or less	
District Writing Sample Score		Combined score of 8 or less	
Report Card Language Arts		Beginning (2 or more marking periods)	

Specific areas of teacher concern:

Reading:

- Phonemic Awareness
- Phonics
- Word-solving strategies:
using the cueing systems &
self-monitoring
- Fluency
- Comprehension

Writing:

- Content
- Fluency
- Organization
- Word-solving strategies
- Mechanics

Behavior:

- Focus/Attention
- Organization
- Time management
- Independence
- Motivation

What instructional strategies or interventions have you implemented to address concerns? Please note duration. (See appendix A and/or B)

Reading:

Writing:

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Refocusing techniques | <input type="checkbox"/> Additional 1 to 1 | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Seat assignment | <input type="checkbox"/> Student pairing | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Collaboration with Guidance | <input type="checkbox"/> Discussion with Building Administrator | |
| <input type="checkbox"/> Behavior Plan / Contract | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Consequences |

- **Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process for any NEW I.S. recommendation.**

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE THREE - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
Report Card Mathematics Summary		Beginning (2 or more marking periods)	
End of Unit Assessments		Must be attached	XXXXXXXXXXXXXXXX
NJ Ask		215 or below	

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | |
|--|--|
| Refocusing techniques <input type="checkbox"/> | Home contact <input type="checkbox"/> |
| Seat assignment <input type="checkbox"/> | Previous Math Support Inst. <input type="checkbox"/> |
| Additional 1 to 1 <input type="checkbox"/> | Tutoring <input type="checkbox"/> |
| Student pairing <input type="checkbox"/> | Other (specify) <input type="checkbox"/> |

▪ **Copies of the student's current report card and other above mentioned assessments MUST be attached in order to complete the identification process.**

Recommended for Enrollment:
Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
 Instructional Support Program
 GRADE FOUR
 TEACHER RECOMMENDATION FORM
 (To be used for possible entrance into the program during the year.)

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

LANGUAGE ARTS

Grade 3 NJASK Language Arts Score

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
DRA Score		DRA Text Level of 40. Total score of 71 or less in Nov, 74 or less in Feb, 77 or less in Apr.	
District Writing Sample Score		Combined score of 7 or less	
Report Card Language Arts Grade		"C" or below	

Specific areas of teacher concern:

Reading:

- Phonemic Awareness
- Phonics
- Word-solving strategies:
using the cueing systems &
self-monitoring
- Fluency
- Comprehension

Writing:

- Content
- Fluency
- Organization
- Word-solving strategies
- Mechanics

Behavior:

- Focus/Attention
- Organization
- Time management
- Independence
- Motivation

What instructional strategies or interventions have you implemented to address concerns? Please note duration. (See appendix A and/or B)

Reading:

Writing:

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Refocusing techniques | <input type="checkbox"/> Additional 1 to 1 | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Seat assignment | <input type="checkbox"/> Student pairing | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Collaboration with Guidance | <input type="checkbox"/> Discussion with Building Administrator | |
| <input type="checkbox"/> Behavior Plan / Contract | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Consequences |

Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process for any NEW I.S. recommendation.

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

**GRADE FOUR
TEACHER RECOMMENDATION FORM**

(To be used for possible entrance into the program during the year.)

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

Grade 3 NJASK Math Score

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
Report Card Mathematics Marking Period(s) Final Grade(s)		"C" or below	
End of Unit Assessments		Must be attached	XXXXXXXXXXXXXX

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | | | |
|-----------------------|--------------------------|-----------------------------|--------------------------|
| Refocusing techniques | <input type="checkbox"/> | Home contact | <input type="checkbox"/> |
| Seat assignment | <input type="checkbox"/> | Previous Math Support Inst. | <input type="checkbox"/> |
| Additional 1 to 1 | <input type="checkbox"/> | Tutoring | <input type="checkbox"/> |
| Student pairing | <input type="checkbox"/> | Other (specify) | <input type="checkbox"/> |

**Copies of the student's current report card and other above mentioned assessments
MUST be attached in order to complete the identification process.**

Recommended for Enrollment:
Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE FOUR - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
Report Card Mathematics All marking period grades		"C" or below	
End of Unit Assessments		Must be attached	XXXXXXXXXXXXXXXX
NJASK 4		215 or below	

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | |
|--|--|
| Refocusing techniques <input type="checkbox"/> | Home contact <input type="checkbox"/> |
| Seat assignment <input type="checkbox"/> | Previous Math Support Inst. <input type="checkbox"/> |
| Additional 1 to 1 <input type="checkbox"/> | Tutoring <input type="checkbox"/> |
| Student pairing <input type="checkbox"/> | Other (specify) <input type="checkbox"/> |

Copies of the student's current report card and other above mentioned assessments
MUST be attached in order to complete the identification process.

Recommended for Enrollment:
Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE FOUR - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

LANGUAGE ARTS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
NJ ASK 4		215 or below	
DRA Score		Level 50: Total Score of 80 or less	
District Writing Sample Score		Combined score of 8 or less	
Report Card Language Arts Final Grade		"C" or below	

Specific areas of teacher concern:

Reading:

- Phonemic Awareness
- Phonics
- Word-solving strategies:
using the cueing systems &
self-monitoring
- Fluency
- Comprehension

Writing:

- Content
- Fluency
- Organization
- Word-solving strategies
- Mechanics

Behavior:

- Focus/Attention
- Organization
- Time management
- Independence
- Motivation

What instructional strategies or interventions have you implemented to address concerns? Please note duration. (See appendix A and/or B)

Reading:

Writing:

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Refocusing techniques | <input type="checkbox"/> Additional 1 to 1 | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Seat assignment | <input type="checkbox"/> Student pairing | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Collaboration with Guidance | <input type="checkbox"/> Discussion with Building Administrator | |
| <input type="checkbox"/> Behavior Plan / Contract | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Consequences |

Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process for any NEW I.S. recommendation.

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
 Instructional Support Program
 GRADE FIVE
 TEACHER RECOMMENDATION FORM
 (To be used for possible entrance into the program during the year.)

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

LANGUAGE ARTS

Grade 4 NJASK Language Arts Score _____

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
DRA Score		DRA Text Level of 50. Total Score of 81 or less in Nov, 84 or less in Feb, 87 or less in Apr.	
District Writing Sample Score		Combined score of 7 or less	
Report Card Language Arts Grade		"C" or below	

Specific areas of teacher concern:

- | | | |
|--|--|---|
| Reading:
<input type="checkbox"/> Phonemic Awareness
<input type="checkbox"/> Phonics
<input type="checkbox"/> Word-solving strategies:
using the cueing systems &
self-monitoring
<input type="checkbox"/> Fluency
<input type="checkbox"/> Comprehension | Writing:
<input type="checkbox"/> Content
<input type="checkbox"/> Fluency
<input type="checkbox"/> Organization
<input type="checkbox"/> Word-solving strategies
<input type="checkbox"/> Mechanics | Behavior:
<input type="checkbox"/> Focus/Attention
<input type="checkbox"/> Organization
<input type="checkbox"/> Time management
<input type="checkbox"/> Independence
<input type="checkbox"/> Motivation |
|--|--|---|

What instructional strategies or interventions have you implemented to address concerns? Please note duration. (See appendix A and/or B)

Reading:

Writing:

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Refocusing techniques | <input type="checkbox"/> Additional 1 to 1 | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Seat assignment | <input type="checkbox"/> Student pairing | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Collaboration with Guidance | <input type="checkbox"/> Discussion with Building Administrator | |
| <input type="checkbox"/> Behavior Plan / Contract | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Consequences |

- **Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process for any NEW I.S. recommendation.**

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
 Instructional Support Program
 GRADE FIVE
 TEACHER RECOMMENDATION FORM

(To be used for possible entrance into the program during the year.)

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

Grade 4 NJASK Math Score _____

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
Grade 4 NJASK Score		215 or below	
Report Card Mathematics Marking Period(s) Final Grade(s)		"C" or below	
End of Unit Assessments		Must be attached	XXXXXXXXXXXXXXXX

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | |
|--|--|
| Refocusing techniques <input type="checkbox"/> | Home contact <input type="checkbox"/> |
| Seat assignment <input type="checkbox"/> | Previous Math Support Inst. <input type="checkbox"/> |
| Additional 1 to 1 <input type="checkbox"/> | Tutoring <input type="checkbox"/> |
| Student pairing <input type="checkbox"/> | Other (specify) <input type="checkbox"/> |

▪ Copies of the student's current report card and other above mentioned assessments **MUST** be attached in order to complete the identification process.

Recommended for Enrollment:
 Yes or No (Circle One)

 Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE FIVE - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

LANGUAGE ARTS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
NJ ASK 5		215 or below	
DRA Score		Level 60: Total score of 90 or less	
District Writing Sample Score		Combined score of 8 or less	
Report Card Language Arts Final Grade		"C" or below	

Specific areas of teacher concern:

Reading:

- Phonemic Awareness
- Phonics
- Word-solving strategies:
using the cueing systems &
self-monitoring
- Fluency
- Comprehension

Writing:

- Content
- Fluency
- Organization
- Word-solving strategies
- Mechanics

Behavior:

- Focus/Attention
- Organization
- Time management
- Independence
- Motivation

What instructional strategies or interventions have you implemented to address concerns? Please note duration. (See appendix A and/or B)

Reading:

Writing:

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Refocusing techniques | <input type="checkbox"/> Additional 1 to 1 | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Seat assignment | <input type="checkbox"/> Student pairing | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Collaboration with Guidance | <input type="checkbox"/> Discussion with Building Administrator | |
| <input type="checkbox"/> Behavior Plan / Contract | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Consequences |

Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process for any NEW I.S. recommendation.

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE FIVE - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
NJASK Grade 5		215 or below	
Report Card Mathematics Marking Periods Final Grades		"C" or below	
End of Unit Assessments		Must be attached	XXXXXXXXXXXXXXXX

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | |
|--|--|
| Refocusing techniques <input type="checkbox"/> | Home contact <input type="checkbox"/> |
| Seat assignment <input type="checkbox"/> | Previous Math Support Inst. <input type="checkbox"/> |
| Additional 1 to 1 <input type="checkbox"/> | Tutoring <input type="checkbox"/> |
| Student pairing <input type="checkbox"/> | Other (specify) <input type="checkbox"/> |

Copies of the student's current report card and other above mentioned assessments
MUST be attached in order to complete the identification process.

Recommended for Enrollment:
Yes or No (Circle One)

Building Principal

Instructional Support Appendix A

Reading Interventions	Fluency Interventions	Writing Interventions	Behavior Interventions
<ul style="list-style-type: none"> • Controlled Readers • Functional Readers • Preread at Home • Reread Nightly • Books on Tape • Increase frequency of guided reading groups • Phonemics Awareness Instruction Chart (Appendix B) • Student Review and Reinforcement Journal • Sight Word Instruction Through Multiple Modalities • Create a calm and reassuring environment for anxious readers • Direct Instruction and Review of letter-sound and sound to symbol • Making Connections (Text to Self, Text to Text, and Text To World) • Make predictions about the text • Construct mental images / visualize • Encourage self monitoring 	<ul style="list-style-type: none"> • Color overlays • Highlighters • Repeated Oral Readings and then Repeated Timed Readings • Repeated Timed Readings • Color Coded Repeated Reading and Miscues • Direct Phrasing & Chunking Instruction • Reader’s Theater • Poetry, Rhyme & Rhythm • Read Arouds • Whisper Phone (K-2) • Choral Reading • Tape / CD Assisted Reading • Partner Reading • Teacher Modeling of Fluent Reading (Read Alouds) 	<ul style="list-style-type: none"> • OT consult / work sample • Elkonin Boxes • Lines per letter in word • Sentence Starters • Dictation • Assess to Computer for Penmanship Issues • Touch each word as a proofread • Increase conference time / frequency • Graphic organizer • Verbalize ideas prior to writing (peer, teacher, parent, whisper phone) and prior to final draft • Editing and Conference Sticky Notes • Create a calm and reassuring environment for anxious writers • Spacing with Clothespin • Word Walls 	<ul style="list-style-type: none"> • Reward Chart • Incentives based upon Interest Survey • Target one behavior at a time • Ticket System / Consequence •

Phonemic Awareness Instruction Appendix B

Term and Definition	Example	Reading	Writing	Student Activities
<p>Phoneme Isolation</p> <p>Recognition of individual sounds in a word</p>	<p>What is the first sound in van?</p> <p>The first sound in van is (v)</p>	X	X	<p>What's in a Name Sort It Can you Hear It Rhyme Time Simon Says I Spy Count the Sounds</p> <p>YES READ binder K-3</p> <p><u>Teaching Phonics</u> by Dorothy Strickland</p>
<p>Phoneme Identity</p> <p>Recognition of the same sounds in different words</p>	<p>What sound is the same in fix, fall, and fun?</p> <p>The initial sound (f) is the same</p>	X		<p>Thumbs Up Thumbs Down Sound Categorization by Initial Sound Sound Categorization by Rhyme What Does It</p> <p>YES READ binder K-3</p> <p><u>Teaching Phonics</u> by Dorothy Strickland</p>
<p>Phoneme Categorization</p> <p>Recognition of a word in a set of three or four words that has the "odd" sound</p>	<p>Which word does not belong? bus, bun, rug</p> <p>The word rug does not belong. It doesn't begin with a (b)</p>	X		<p>Name a Rhyme Rhyme in a Minute Rhyming Riddles Sound Cards</p> <p>YES READ binder K-3</p> <p><u>Teaching Phonics</u> by Dorothy Strickland</p>
<p>Phoneme Blending</p> <p>Listening to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. Then write and read the word.</p> <p>Blending can also be applied to onsets and rimes and syllable to make words</p>	<p>What word is (b)(i)(g)?</p> <p>(b)(i)(g) is big</p> <p>Now let's write the sounds in big on the board (b) write b, (i) write i, (g) write g.</p> <p>Let's read the word</p>	X	X	<p>Adams Family Song Secret Code Robot Voice Puppet Sound Boards Spelling Cards Change that Vowel Change that Consonant Word Line</p> <p>YES READ binder K-3</p> <p><u>Teaching Phonics</u> by Dorothy Strickland</p>

Term and Definition	Example	Reading	Writing	
<p>Phoneme Segmentation</p> <p>Breaking a word into its separate sounds, saying each sound as they tap out or count it. Then writing and reading the word</p> <p>Segmentation can also be applied to breaking words into syllable and syllables into onsets and rimes</p>	<p>How many sounds are in slam?</p> <p>(s)(l)(a)(m) Four sounds</p> <p>Now let's write the sounds in slam: (s) write s, (l) write l, (a) write a, (m) write m</p> <p>Now let's read the word</p>	X	X	<p>Say It Move It Elkonin Boxes Count on Fingers Block it Out Sound Boards Spelling Cards Word Line</p> <p>YES READ binder K-3 <u>Teaching Phonics</u> by Dorothy Strickland</p>
<p>Phoneme Deletion</p> <p>Recognition that a word remains when a phoneme is removed from another word.</p>	<p>What is smile without the (s)?</p> <p>Smile without the (s) is mile</p>	X	X	<p>Take It Apart Put it Together Drop Add Rime Time, Word Chains, Time to Rhyme Worksheets</p> <p>YES READ binder K-3 <u>Teaching Phonics</u> by Dorothy Strickland</p>
<p>Phoneme Addition</p> <p>Creation of a new word by adding a phoneme to an existing word</p>	<p>What word do you have if you add (s) to the beginning of park?</p> <p>Spark</p>	X	X	<p>Sound Boards Rime Time, Word Chains, Time to Rhyme Worksheets</p> <p>YES READ binder K-3 <u>Teaching Phonics</u> by Dorothy Strickland</p>
<p>Phoneme Substitution</p> <p>Substitution of a phoneme for another to make a new word</p>	<p>The word is bug. Change (g) to (n). What is the new word?</p> <p>Bun</p>		X	<p>Sound Boards Rime Time, Word Chains, Time to Rhyme Worksheets Change that Vowel Change that Consonant Word Sorts</p> <p>YES READ binder K-3 <u>Teaching Phonics</u> by Dorothy Strickland</p>