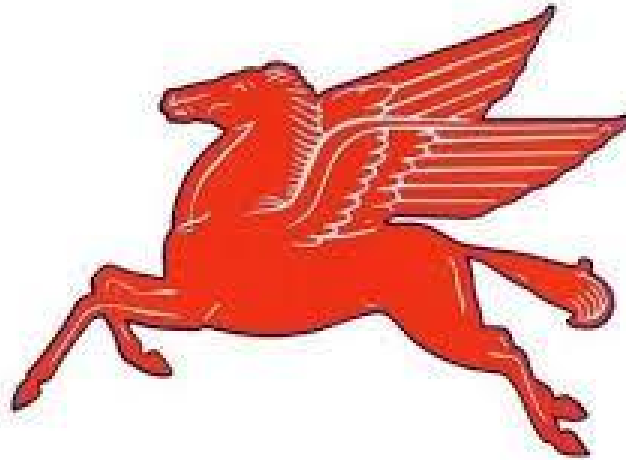


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Science Grade 2

UPDATED 2022

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: 2022

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

2nd GRADE PACING CHART (2020-2021)

TOPIC	# OF DAYS	DATES	COMMENTS
1-Matter and It's Interactions	28 @30-45 minutes	September-November	Properties of Materials (Unit 2)
2-Ecosystems: Interactions, Energy and Dynamics	31 @30-45 minutes	November-January	Living Things and Habitats (Unit 4)
3-Earth's Place in the Universe	25@ 30-45 minutes	February-March	Earth's Changing Landscape (Unit 3)
4-Earth's Systems	31@30-45 minutes	March-June	Land and Water (Unit 1)

Unit 1 Properties of Materials

Big Idea: How do the properties of materials determine how people use them?

NJSLS - Science:

2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

PS1.A: Structure and Properties of Matter

Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.

- Matter can be described and classified by its observable properties. (2-PS1-1)
- Different properties are suited to different purposes. (2-PS1-2),(2-PS1-3)
- A great variety of objects can be built up from a small set of pieces. (2-PS1-3)

Critical Knowledge and Skills

Concept(s):

- Matter is the substance that all things are made of.
- All matter has mass, takes up space, and cannot share the same space with other matter.
- The three common states of matter are solid, liquid, and gas.
- The state of matter can change depending on its temperature.
- Matter is described in terms of properties such as size, mass, shape, color, and specific details of structure.
- Matter that has a shape of its own is called a solid.
- A liquid is a substance that flows to fill the shape of its container.
- The particles that make up a liquid are less tightly packed than the particles that make up a solid, which gives a liquid its fluid property.
- A gas is a substance that does not have any shape.
- Its particles are even farther apart than that of a liquid.
- Volume is simply a measure of space, such as the capacity of a container.
- Properties of materials include strength, elasticity, and durability.

Students are able to:

- Students will plan and conduct investigations to observe patterns in how materials can be described and classified by their observable properties.
- Students will test, analyze, and retest materials to determine which materials are best for their intended purpose.

Learning Goal(s):

How do the properties of materials determine how people use them?
What are the different ways we can sort and classify materials?
How do people use materials?
What changes can happen to material?
How can pieces be arranged in different ways?
How can heating and cooling change materials?

PS1.B: Chemical Reactions

Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.

SEP: Science & Engineering Practices Constructing Explanations & Designing Solutions

Engaging in Argument from Evidence

- Engaging in argument from evidence in K-2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s)
- Construct an argument with evidence to support a claim.

Connections to Nature of Science Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Science searches for cause and effect relationships to explain natural events

Analyzing and Interpreting Data

- Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)

- Students will use what they have learned throughout the module about materials to analyze and interpret data and compare different solutions to design and make a model of a cliff house.
- Students will use what they have learned throughout the module to explain materials and how they are chosen for use according to their properties.
- Students will develop a model to show how matter can be arranged in different ways.
- Students will observe and explain whether mixtures can be taken apart.
- Students will gather information to determine if heating and cooling affect matter.

Formative/Summative Assessments

FORMATIVE:
Three-Dimensional Thinking questions
Talk About It
Inquiry Activities

Primary & Supplementary Resources

Inspire Science, McGraw Hill, 2020 (Unit 2)
Changes to Matter: Vocabulary
Chef George Slides
Making Cookies

DCI: Disciplinary Core Ideas

PS1.A: Structure and properties of matter

- Different properties are suited to different purposes. (2-PS1-3)
- A great variety of objects can be built up from a small set pieces. (2-PS1-3)

PS1.B Chemical Reactions

- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4)

ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)

CCC Cross Cutting Concepts

Energy and Matter

- Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-3)

Cause and Effect

Quick Check

Page Keeley Probes

SUMMATIVE:

Lesson Reviews

McGraw Hill Lesson Checks

Module Test

Vocabulary Check

STEM Module Project

Mixtures

Mixtures slides

Making Stone

Glass Blowing

Change It

Changes in matter by heating and cooling.

Science Songs K-2

Discovery Education

Physical Change

Mixtures

Mixture song

Chemical Changes

Mystery Science

Material Magic

Can you really fry an egg on a hot sidewalk?

Why are so many toys made out of plastic?

Could you build a house out of paper

- Events have causes that generate observable patterns. (2-PS!-4)

Related Interdisciplinary Standards:

ELA

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide concluding statement or section.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Math

MP.2 Reason abstractly and quantitatively.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

2. MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph

21st Century Standards

9.4.2. CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2. CI.2: Demonstrate originality and inventiveness in work.

9.4.2. CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.4.2. CT.2: Identify possible approaches and resources to execute a plan.

9.4.2. CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

MODIFICATIONS:

Advanced Learner:

Students can present what they have learned to the entire group.

Independent projects can be assigned on the basis of ability level.

Encourage creativity and original thinking.

Provide opportunities to make claims.

Claim Evidence Reasoning (Evidence Based Writing)

Plan for tiered learning

Inquiry-based instruction

Independent study

Higher order thinking skills

Adjusting the pace of lessons

Interest based content

Real world scenarios

Student Driven Instruction

Students with Disabilities:

Use highlighter to guide students answering questions

Reduce the number of questions a student answers (i.e., if there are 10 questions, some students may only answer 7 questions)

Students can provide their answers verbally and the answers can be scribed.

Students can copy their scribed answers to their questions.

Provide students with a picture, word and/or sentence bank. Students can use the answer bank options to draw and write or they can cut and paste their answers into the answer box.

Provide students with images they can cut and paste into their notebook.

English Language Learners:

Speak and display terminology
Teacher modeling
Peer modeling
Provide ELL students with multiple literacy strategies.
Word walls
Use peer readers
Give page numbers to help the students find answers
Provide a computer for written work
Provide two sets of textbooks, one for home and one for school

UNIT 2 Living Things & Habitats

Big Idea: What do plants need from their habitats?

NJSLS - Science:

2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.

[Assessment Boundary: Assessment is limited to testing one variable at a time.]

2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Critical Knowledge and Skills

Concept(s):

- All organisms use energy to carry out the functions of life. Almost all of this energy comes, directly or indirectly, from the Sun.
- Plants use light energy from the Sun to make sugar through the process of photosynthesis.
- Other organisms eat plants for food.

2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitat.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

SEP Science and Engineering Practices

- Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)
- Make observations (firsthand or from media) to collect data, which can be used to make comparisons. (2-LS4-1)

K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

DCI Disciplinary Core Ideas

LS2. A.1: Interdependent Relationships in Ecosystems

- Most living things on Earth—including humans—depend on plant interactions with light for life.
- Roots anchor a plant in the soil, absorb water, oxygen, and minerals, and store organic materials.
- There are two types of root systems. A taproot system has a main large root, with smaller roots branching off from it (like a carrot). A diffuse root system has numerous slender roots with even smaller roots branching off from them (like a common house plant).
- Roots are covered with many tiny growths called root hairs, which increase the surface area, helping the roots to absorb water and minerals.
- Plants have different ways to reproduce. Flowering plants reproduce sexually by producing flowers and seed-containing fruits. Plants with cones, such as pine trees, also have seeds but lack flowers. Mosses and ferns do not have flowers, fruits, or seeds; instead, they make new plants by producing spores.
- Plants can also reproduce asexually when plant fragments break off and form new individuals or when a plant produces offshoots, or runners, which are clones of the parent plant.
- An ecosystem, whether small or large, is a complex system of living and nonliving things that interact.
- A habitat is a place where plants and animals live - forests, grassland, rainforest, etc.
- Particular types of plants and animals distinguish each kind of habitat.
- There are two main types of water habitats: saltwater and freshwater.
- Freshwater habitats include rivers, lakes, and ponds.
- Saltwater habitats include oceans, which cover nearly three-quarters of Earth's surface.

- Plants depend on water and light to grow.

LS2. A.2: Interdependent Relationships in Ecosystems

- Plants depend on animals for pollination or to move their seeds around.

ETS1.B Developing Possible Solutions

- Designs can be conveyed through sketches, drawings or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to 2-LS2-2)

ETS1.A: Defining and Delimiting Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1)
- Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)
- Before beginning to design a solution, it is important to clearly

Students are able to:

- Make observations to learn about the needs of plants and how plants help to make more plants.
- Plan and conduct investigations to determine if plants need sunlight and water to grow.
- Develop and use models to show that the structure of plant and animal parts aid in pollination and seed dispersal.
- Use what they have learned throughout the modules to design and make a model of a pollinator.
- Use what they have learned throughout the module to explain how animals help plants make new plants.
- Learn about the diversity of life in local, land and water habitats.
- Plan and carry out investigations to make observations of plants and animals to compare the diversity of life in and habitat.

Learning Goal(s):

What do plants need from their habitats?
 What do plants need to grow?
 What do animals do to help pollinate plants and disperse seeds?
 What do living things need to survive in their habitat?
 What kinds of living things can be found in a land habitat?
 What plants and animals live in a water habitat?

understand the problem.
(K-2-ETS1-1)

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

CCC Crosscutting Concepts

Cause and effect

- Events have causes that generate observable patterns. (2-LS2-1)

Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)

**Related Interdisciplinary Standards:
ELA**

RI.1.1 Ask and answer questions about key details in a text.

RI.2.1 Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and

- Plan and carry out investigations to make observations of plants and animals to compare the diversity of life in water habitats.
- Research and use what they have learned throughout the module to make a model of a habitat.
- Use what they have learned throughout the module to explain the diversity of life in the phenomenon photo.

Formative/Summative Assessments

FORMATIVE:

Claim-evidence-reasoning
Three-dimensional thinking questions
Talk about it
Inquiry activities
Quick check
Page Keely Science Probes

SUMMATIVE:

Lesson reviews
Lesson checks

Primary & Supplementary Resources

Inspire Science, McGraw Hill, 2020
(Unit 4)
STEM Career Landscape Architect
STEM Career Entomologist
Plants and their needs vocabulary
Roots take in water
Parts of a Plant Digital Interactive.
Owen: Entomologist
Science Paired Read Aloud: Which way to sprout?

use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Mathematics

MP.2 Reason abstractly and quantitatively.

MP.4 Model with mathematics.

2. MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems.

21st Century Standards

9.4.2. CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2. CI.2: Demonstrate originality and inventiveness in work.

Module test

Vocabulary check

STEM module project

Plants and their needs

vocabulary

How do plants make food?

Phenomenon-dandelion

blowing

Traveling seeds simulation

Paired read aloud: Little Seed's

Journey

Plants and their needs

vocabulary

Seeds move from place to place

Life cycle of a plant

Second Grade Songs

Living things in habitats

vocabulary

Read Aloud: Plants and animal habitats

Habitats

Living things in habitats

Types of habitats

Living things in habitats

vocabulary

Oceans and Ponds

Coral Reefs

Living things in habitats

vocabulary

Read aloud: Extreme habitats

Cosmic pet pods game

Desert habitats simulation

Extreme habitats

Discovery Education

Introduction to habitats

Forest habitats

Desert and grassland habitats

9.4.2. CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.4.2. CT.2: Identify possible approaches and resources to execute a plan.

9.4.2. CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

MODIFICATIONS:

Advanced Learner:

Students can present what they have learned to the entire group.

Independent projects can be assigned on the basis of ability level

Encourage creativity and original thinking.

Provide opportunities to make claims.

Claim Evidence Reasoning (Evidence Based Writing)

Plan for tiered learning

Curriculum compacting

Inquiry-based instruction

Independent study

Higher order thinking skills

Adjusting the pace of lessons

Interest based content

Real world scenarios

Student Driven Instruction

Students with Disabilities:

Adaptations & Habitat: Should you water a cactus?

Mystery Science:

Seed Dispersal How did a tree travel halfway around the world?

Water, Sunlight, & Plant Growth
Could a plant survive without light?

Light, Leaves, & Competition
Why do trees grow so tall?

Adaptations & Habitat Should you water a cactus?

Adaptations & Habitat Where do plants grow best?

Adaptations & Habitat: Should you water a cactus?

Use highlighter to guide students answering questions

Reduce the number of questions a student answers (i.e., if there are 10 questions, some students may only answer 7 questions)

Students can provide their answers verbally and the answers can be scribed. Students can copy their scribed answers to their questions.

Provide students with a picture, word and/or sentence bank. Students can use the answer bank options to draw and write or they can cut and paste their answers into the answer box.

Provide students with images they can cut and paste into their notebook.

English Language Learners:

Speak and display terminology

Teacher modeling

Peer modeling

Provide ELL students with multiple literacy strategies.

Word walls

Use peer readers

Give page numbers to help the students find answers

Provide a computer for written work

Provide two sets of textbooks, one for home and one for school

UNIT 3 Earth's Changing Landscape

Big Idea: How does Earth's landscape change?

NJSLS - Science:

2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

SEP Science and Engineering Practices

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

Critical Knowledge and Skills

Concept(s):

- Weather plays a major role in the changes of Earth's surface.
- Weathering is a natural process on Earth in which rock and other materials are broken down.
- Mechanical weathering occurs when water, wind, and other physical forces wear away rock.
- Chemical weathering occurs when chemicals, such as acid rain, transform rock into new compounds.
- Mechanical weathering accelerates chemical weathering because it increases the surface area of exposed rock.
- Erosion is the movement of weathered material—sediments—from one place to another.
- Agents of erosion include gravity, moving water, waves, wind, and glacier movement.
- Where sediments are ultimately laid down, deposition occurs. Deposition builds up and changes the surface of the land.
- The processes of weathering, erosion, and deposition are continually shaping Earth's surface.

Students are able to:

Learning Goal(s):

- Compare multiple solutions to a problem. (2-ESS2-1)
- Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2)

DCI Disciplinary Core Ideas

ESS1.C: The History of Planet Earth

- Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)

ESS2.A: Earth Materials and Systems

- Wind and water can change the shape of the land.

ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary)

ETS1-B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K-2-ETS1-2)

- Learn about changes to Earth’s landscape and design and compare ways to reduce wind and water erosion.
- Make observations and construct explanations for changes to Earth’s landscape that can happen slowly.
- Make observations and construct explanations for changes to Earth’s landscape that can happen quickly.
- Use models to compare multiple solutions to slow or prevent changes to Earth’s landscape.
- Use what they have learned throughout the module to design and compare beach erosion models.
- Use what they have learned throughout the module to construct explanations and design a solution for beach erosion using the Engineering Design Process.

How does Earth’s landscape change?
 How can wind and water change Earth’s landscape?
 How can Earth’s landscape change quickly?
 How can people help to slow or prevent changes to Earth’s landscape?

Formative/Summative Assessments

FORMATIVE:

Primary & Supplementary Resources

Inspire Science, McGraw Hill, 2020

**CCC Crosscutting Concepts
 Stability and Change**

- Things may change slowly or rapidly. (2-ESS2-1)

Connections to Nature of Science
Science Addresses Questions About the Natural and Material World

- Scientists study the natural and material world. (2-ESS2-1)

Connections to Engineering, Technology, and Applications of Science
Influence of Engineering, Technology, and Science on Society and the Natural World

- Developing and using technology has impacts on the natural world. (2-ESS2-1)

Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)

Related Interdisciplinary Standards:
ELA

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Claim-evidence-reasoning
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SUMMATIVE:
 Lesson reviews
 Lesson checks
 Module test
 Vocabulary check
 STEM module project

(Unit 3)
 Earth's Surface Changes
 Vocabulary
 Looking carefully at Land-forms
 The Parts of a Volcano
 Landslides
 Wind Erosion
Discovery Education
 Weathering and Erosion:
 Making Models
 Weathering and Erosion: Paul and his Science Pals
 Music Video: Weathering and Erosion
 Landslide
 Science Kids: All about Volcanoes
Mystery Science
 If you floated down a river, where would you end up?
 Why is there sand at the beach?
 What's strong enough to make a canyon?
 How can you stop a landslide?

R1.2.3 Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Mathematics

MP.2 Reason abstractly and quantitatively.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

2. NBT.A Understand place value.

21st Century Standards

9.4.2. CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2. CI.2: Demonstrate originality and inventiveness in work.

9.4.2. CT.1: Gather information about an issue, such as climate change, and

collaboratively brainstorm ways to solve the problem.

9.4.2. CT.2: Identify possible approaches and resources to execute a plan.

9.4.2. CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

MODIFICATIONS:

Advanced Learner:

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Inquiry-based instruction

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Higher order thinking skills

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Provide students with images they can cut and paste into their notebook.

English Language Learners:

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Peer modeling

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Word walls

Use peer readers

Give page numbers to help the students find answers

Provide a computer for written work

Provide two sets of textbooks, one for home and one for school