

Curriculum Week: Reading & Math Grades 3-5

Presenter: Mrs. Chavarria- Marin
Wednesday, January 15, 2025




Agenda

1. Overview of Into Reading Curriculum
2. Overview of Phonics Curriculum
3. Overview of the Math Curriculum
4. Questions/Answers

Agenda

1. Descripción general del currículo de Into Reading
2. Visión general de la enseñanza de la fonética
3. Resumen del currículo de matemáticas
4. Preguntas/Respuestas



Into Reading Curriculum/ Descripción general del currículo de Into Reading

District 32 Shared Curriculum-

A shared curriculum means having a shared experience across Bushwick

- We can engage in the same:
 - language about teaching and learning
 - stories, skills and resources
 - activities, projects
 - discussions about planning , teaching etc..
- In our students we can build the same:
 - vocabulary, skills, habits
 - content knowledge
 - process to think deeply about texts and the world around us

Plan de estudios compartido del Distrito 32

Un plan de estudios compartido significa tener una experiencia compartida en todo Bushwick

Podemos participar en lo mismo:

- Lenguaje sobre la enseñanza y el aprendizaje
- Historias, habilidades y recursos
- Actividades, proyectos
- Discusiones sobre planificación, enseñanza, etc.

En nuestros alumnos podemos construir lo mismo:

- vocabulario, habilidades, hábitos
- Conocimiento del contenido
- Proceso para pensar profundamente sobre los textos y el mundo que nos rodea

Into Reading & Arriba la Lectura Modules



Modules



Into Reading

¡Arriba la Lectura!



Módulos



Opening Page

- Thematic based
- Related to Social Studies, Science, wordly topics
- Essential Question drives the module





Nice to Meet You!





Essential Question
How can making new friends and learning new things help us?

The start of a new school year is an exciting time for children. They will meet new people. They will try and learn new things. For children, though, this time of year can also be challenging.

In this module, children will read about how the people they meet and the experiences they have can help them. Children will also read about the different activities they can do at school. They will read about what makes a good friend, the many different kinds of friends they can have, and what makes each friend special.

SOCIAL STUDIES CONNECTION:
New Friends and Experiences

Opening Page

- Basado en temas
- Relacionado con Estudios Sociales, Ciencia temas mundanos
- La pregunta esencial impulsa el módulo

¡Gusto en conocerte!

MÓDULO 1



Pregunta esencial
¿Por qué es importante hacer nuevos amigos y aprender cosas nuevas?

Conexión con los estudios sociales: Amigos nuevos, experiencias nuevas

El comienzo de un nuevo año escolar es un momento emocionante para los niños. Conocerán a nuevas personas. Intentarán y aprenderán cosas nuevas. Sin embargo, este momento del año también puede resultar desafiante para algunos niños.

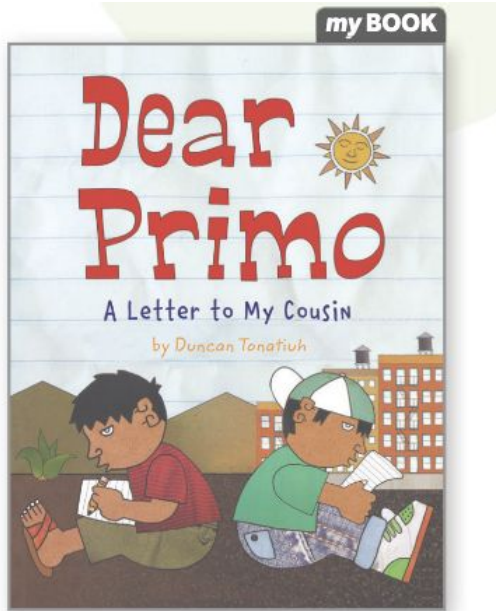
En este módulo, los niños leerán sobre cómo las personas que conocen y las experiencias que viven pueden ayudarlos. También leerán sobre las diferentes actividades que pueden realizar en la escuela, las cualidades que hacen a un buen amigo, los diferentes tipos de amigos que pueden tener y qué hace que cada persona sea especial.

Grades/Grados	Number of Modules/Numero de unidades	Number of Weeks Per Module /Semanas por unidad
Grades 3-5/Grados 3-5	9	3

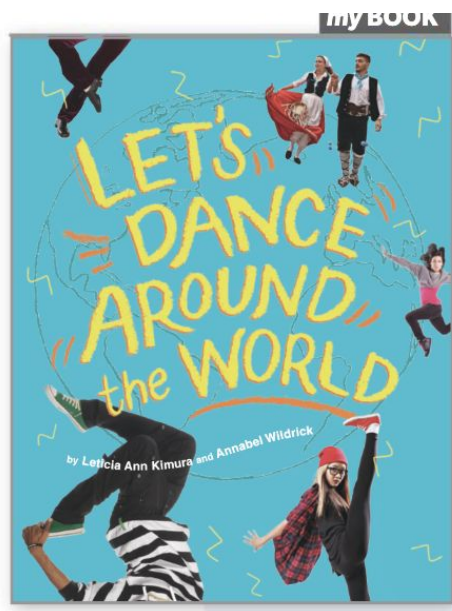
How many modules will students complete in the school year?/ Cuantos unidades los estudiantes completaran en año escolar?

Examples of Culturally Responsive Texts

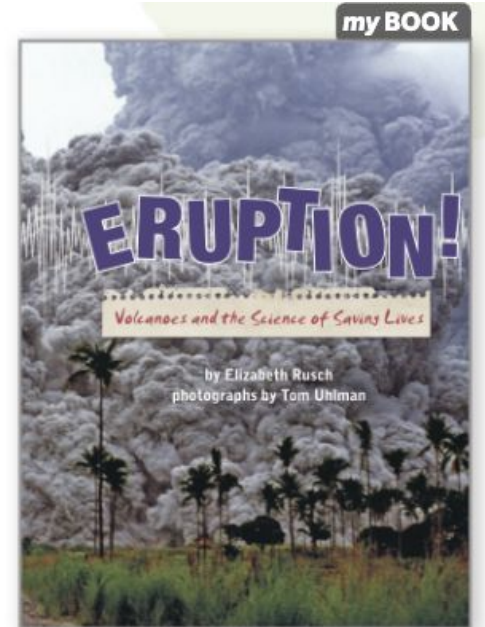
3rd Grade



4th Grade



5th Grade





Social & Emotional Learning

Students are **multidimensional**, and their social and emotional behaviors have an impact on their **academic success**.

Use books to infuse **social and emotional competencies** into your literacy instruction.



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



Reinforce, extend, and intervene!



Assessment Data & Differentiated Support for All Learners

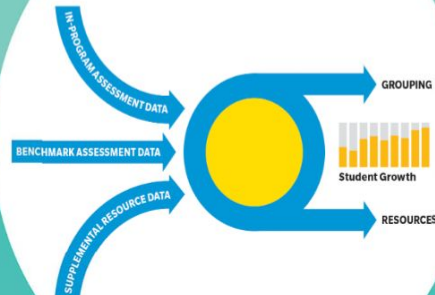
Connect **assessment insights** with relevant instructional content, tools, and resources to **drive student growth** and narrow the achievement gap.

Select from a variety of program resources in order to meet the needs of all learners.

Continually return to the data and **adjust dynamically** in response to students who make **learning gains** at a different pace.



Data Informs Instructional Decisions



Connect with Families

10 Languages

- Arabic
- Chinese
- Filipino
- French
- Haitian
- Portuguese
- Russian
- Spanish
- Vietnamese

Module 7 Make a Difference

HELLO, FAMILY!

Over the next three weeks, our class will build their knowledge about people who make their communities better and stronger, with a focus on the narrative nonfiction genre. We will read texts about individuals and groups that make a difference in their local or global communities. Children will also write an expository essay that explains how one person can have an impact and make a meaningful difference in a community.

BRING IT HOME! Learning fun for the whole family!

Discuss the Topic

Set aside time daily for your child to share with you what he or she is learning. Use these ideas to help build your child's knowledge about the topic:

- Talk about the ideas your child has added to the Knowledge Map each week.
- Ask about the texts your child is reading, and what he or she has learned from them.
- Share with your child your own questions about the topic, and work together to find the answers.

Explore the Genre

The genre focus in this module is narrative nonfiction. Discuss with your child the characteristics of this genre.

Ask your child to read to you each day and make time to read together.

Look for texts that:

- Spark your child's curiosity.
- Tie to the module topic.
- Tell the story of a real person who has made a difference in his or her community.
- Describe a clear sequence of events that explain the person's contribution.

Build Vocabulary

Use these ideas to help your child build a rich vocabulary.

The Big Idea Reinforce the topic words outreach, fellowship, communal, and resident in conversations with your child. Use prompts like these: Name the places where you are a **resident**. Describe a **communal** event.

What Does It Mean? Have your child keep a growing list of the Critical Vocabulary words. Quiz each other on their meanings.

Word Hunt Look for compound words and words with the suffixes -ion, -ness, and -able in books, magazines, online texts, and environmental print.

Module 2 Usa tus palabras

¡HOLA, FAMILIA!

Durante las próximas tres semanas, nuestra clase desarrollará conocimientos sobre cómo las personas utilizan las palabras para expresarse, con un enfoque en los géneros de la poesía y las cartas. Leeremos textos en los que las personas expresan sus pensamientos, ideas y sentimientos. Los niños también escribirán una carta persuasiva sobre la necesidad de añadir al diccionario una palabra nueva "inventada".

DESARROLLO DE LA MENTALIDAD

En este módulo, los niños aprenderán a buscar desafíos e intentar nuevas cosas en parte del aprendizaje. Motive a su hijo a buscar desafíos en casa preguntándole: ¿Cómo puedes aprender a...? ¿o qué pasaría si intentaras...?

EN CASA ¡Nos divertimos aprendiendo en familia!

Comentar el tema

Separe tiempo todos los días para que su hijo comparta con usted lo que está aprendiendo. Use estas ideas para desarrollar el conocimiento de su hijo sobre el tema:

- Hable sobre las ideas que su hijo ha añadido al Mapa de conocimientos cada semana.
- Pregúntele sobre los textos que está leyendo y lo que ha aprendido de ellos.
- Comparta con su hijo sus propias preguntas sobre el tema y trabajen juntos para encontrar las respuestas.

Explorar el género

El enfoque del género de este módulo es poesía y cartas. Comente con su hijo las características de estos géneros.

- Pídale que lea los textos los días y reserve un tiempo para leer juntos. Busque textos que:
 - despierten la curiosidad.
 - se relacionen con el tema del módulo.
 - usen el lenguaje de forma literaria y única.
 - transmitan sentimientos e ideas.

Desarrollar el vocabulario

La idea esencial Reflexione las palabras del tema: expresar, transmitir, creativo y creativo en todas las conversaciones con su hijo. Haga preguntas como esta: ¿Qué palabra puedes usar para **expresar** cómo te sientes? Describe un **lugar creativo** que te guste.

¿Qué significa? Pídale que mantenga una lista de las palabras del Vocabulario crítico. Hagánselas preguntas sobre sus significados.

Búsqueda de palabras Busque palabras con los prefijos re-, pre-, de- y los sufijos -ese, -oso y -mente en libros, revistas, textos en línea, rótulos y letreros.

Conectar Con Familias

10 idiomas

- Árabe
- Chino
- Filipino
- Francés
- Haitiano
- Portugués
- Ruso
- Español
- Vietnamita

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Make a Difference

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Busque textos que:

- desafíen la curiosidad.
- se relacionen con el tema del módulo.
- usen el lenguaje de forma interesante y única.
- transmitan sentimientos e ideas.

Desarrollar el vocabulario
La idea esencial refuerza las palabras del tema: expresar, transmitir, creativo y creativo en todas las conversaciones con su hijo. Haga preguntas como estas: ¿Qué palabra puedes usar para expresar cómo te sientes? Describe un juego creativo que te guste.

¿Qué significa? Piense que mantiene una lista de las palabras del Vocabulario crítico. Háganse preguntas sobre sus significados.

Búsqueda de palabras Encuentre palabras con los prefijos re-, pre-, de- y los sufijos -ous, -ize y -mente en libros, revistas, textos en línea, videos y Internet.

Grade 3
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Página Imprimible: Carta para la familia 2



Writing Curriculum/ Plan de estudios de escritura

WRITING WORKSHOP • MODULES

MODULE 1

NARRATIVE

ORAL STORY W1

Focal Text: *Ralph Tells a Story*, by Abby Hanlon

Focus Statement: Everyone has a story to tell.



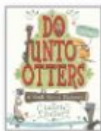
MODULE 4

INFORMATIONAL TEXT

PROCEDURAL TEXT W49

Focal Text: *Do Unto Otters: A Book About Manners*, by Laurie Keller

Focus Statement: To make a friend, be a friend.



MODULE 7

POETRY

POEM W97

Focal Text: *Ask Me*, by Bernard Waber; Illustrated by Suzy Lee

Focus Statement: Take a walk in nature!



MODULE 10

INFORMATIONAL TEXT

BIOGRAPHICAL ESSAY ... W145

Focal Text: *The Girl Who Could Dance in Outer Space: An Inspirational Tale About Mae Jemison*, by Maya Cointreau

Focus Statement: People who follow their dreams can inspire us.



MODULE 2

INFORMATIONAL TEXT

DESCRIPTIVE ESSAY W17

Focal Text: *Nana in the City*, by Lauren Castillo

Focus Statement: Our world is a special place.



MODULE 5

NARRATIVE

IMAGINATIVE STORY W65

Focal Text: *Why the Sun and Moon Live in the Sky: An African Folktale*, by Elphinstone Dayrell

Focus Statement: We've got the sun in the morning and the moon at night!



MODULE 8

NARRATIVE

PERSONAL NARRATIVE ... W113

Focal Text: *The Kissing Hand*, by Audrey Penn; Illustrated by Ruth E. Harper and Nancy M. Leak

Focus Statement: Special people can help us solve our problems.



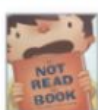
MODULE 11

OPINION

OPINION LETTER W161

Focal Text: *I Will Not Read This Book*, by Cece Meng; Illustrated by Joy Ang

Focus Statement: Reading is fun!



MODULE 3

INFORMATIONAL TEXT

RESEARCH ESSAY W33

Focal Text: *Giraffes*, by Kate Riggs

Focus Statement: Animals are amazing!



MODULE 6

NARRATIVE

PERSONAL NARRATIVE ... W81

Focal Text: *The Thanksgiving Door*, by Debby Atwell

Focus Statement: Holidays bring people together.



MODULE 9

INFORMATIONAL TEXT

DESCRIPTIVE ESSAY W129

Focal Text: *One Bean*, by Anne Rockwell; Illustrated by Megan Halsey

Focus Statement: One can learn a lot just by watching things happen.



MODULE 12

OPINION

OPINION ESSAY W177

Focal Text: *Big Bad Bubble*, by Adam Rubin; Illustrated by Daniel Salmieri

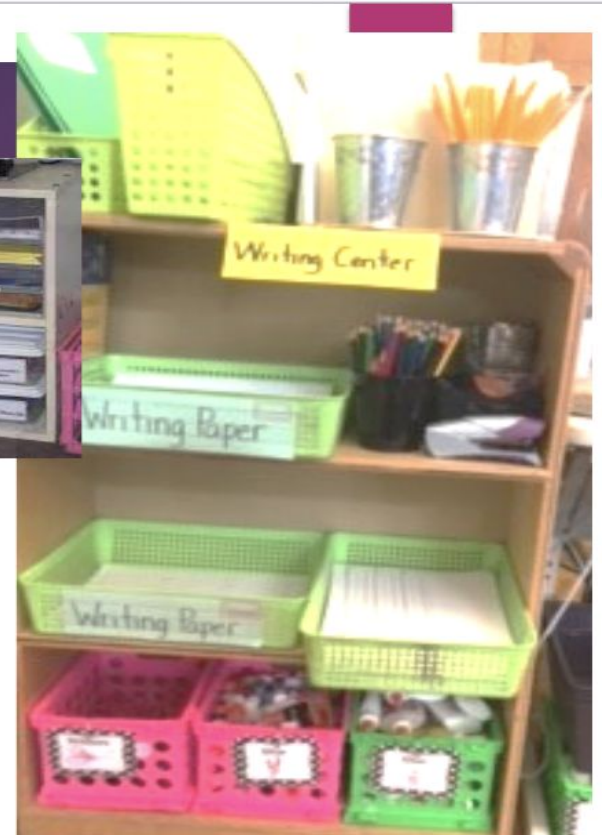
Focus Statement: We should use the skills we've learned.



Writing Center/Centro de escritura

Writing Center

- Paper Choice
 - Paper differentiated by lines
 - Paper differentiated by color (for draft and published piece)
- Graphic Organizers/Planning tools
- Revision tools
- Pencils/Pens
- Sharpies
- Stapler
- Crayons/colored/pencils/watercolors



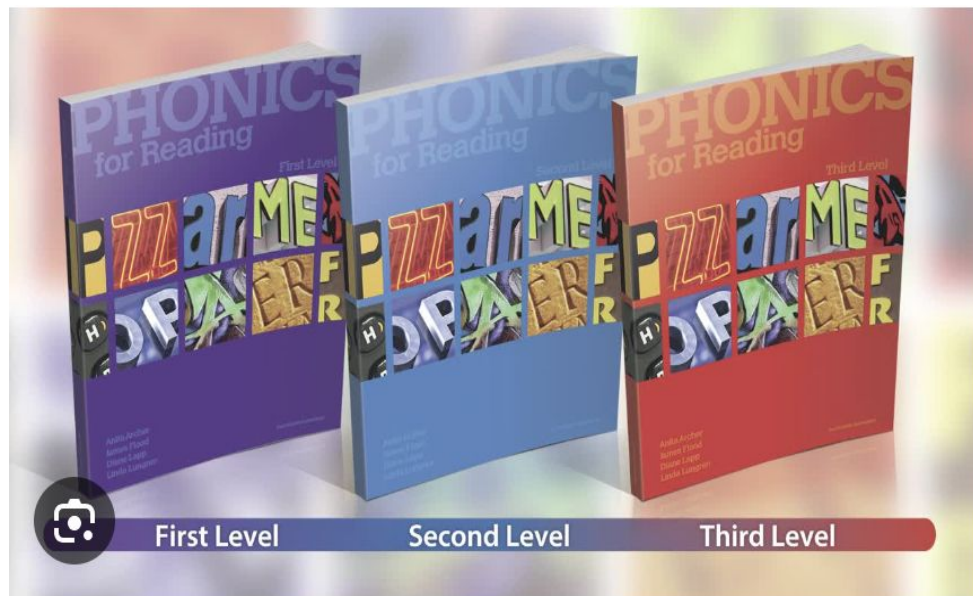


Phonics Instruction/ Instrucción Fonética

**What phonics program are the teachers using?/
¿Qué programa de fonética están usando los profesores?**

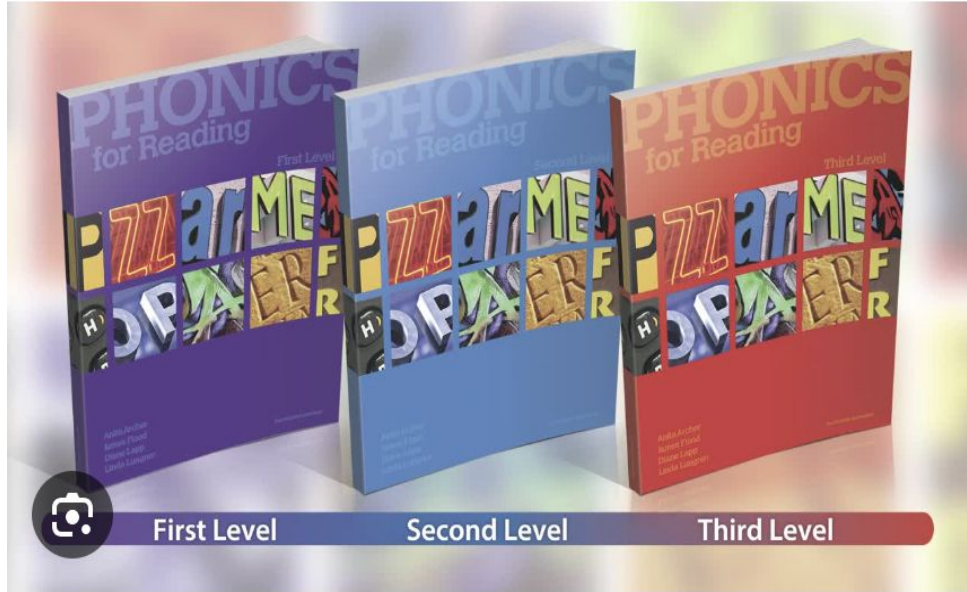
Grade /Grado	Curriculum/Fónica Plan de estudios
Grades 3-5	<ul style="list-style-type: none">● Phonics for Reading<ul style="list-style-type: none">● Rewards ● Fonética para lectura<ul style="list-style-type: none">● Recompensas

Phonics for Reading



- Explicit instruction for decoding, including phonemic awareness, phonics and word recognition, high-frequency words, and encoding (i.e., spelling).
- Support for meaning making, including vocabulary and comprehension.
- Practice for fluency, including accuracy, rate, and expression.

Fonética para lectura



- Instrucción explícita para decodificar, incluida la conciencia fonémica, la fonética y el reconocimiento de palabras, palabras de alta frecuencia y codificación.
- Apoyo para la creación de significado, incluido el vocabulario y la comprensión.
- Practique la fluidez, incluida la precisión, el ritmo y la expresión.

SAMPLE LESSON: LEVEL A

Level A: Unit 1, Lesson 1

Say Sounds

- 1 The **Phonemic Awareness routine** teaches students to identify the individual sounds in words and prepares them to connect these sounds to letters for decoding (i.e., blending and segmenting).
- 2 **Monitor and Adjust** provides guidance for offering clear and immediate feedback and adjusting the lesson based on student performance.

Click the image at right, then use the magnifying glass at top left to zoom in.

UNIT 1

LESSON 1

OBJECTIVES:

- to read and spell words containing **a** and **i**

TEACHER'S GUIDE

Say Sounds

1 A. PHONEMIC AWARENESS

Blending Sounds in Short Words

Note: When presenting a word, say continuous sounds for 1–2 seconds and stop sounds for an instant. Don't stop between sounds.

1. Open your book to Lesson 1, page 2.
2. Being able to hear and manipulate sounds and parts in words is an important skill needed for reading and spelling. We will practice this skill at the beginning of each lesson.
3. Let's blend sounds into words. I will say a word slowly. Then you will say the word.
4. Listen. Say **sat** slowly. /sss/āāā/t/ What word? **sat**
5. Repeat Step 4 with the following words.

/fff/īīī/t/	fit
/mmm/āāā/nnn/	man
/sss/āāā/mmm/	Sam
/rrr/āāā/nnn/	ran

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it. Then repeat the item.
- **Firm up** Call on individuals to blend the following sounds into words.

/lll/āāā/p/	lap
/rrr/īīī/p/	rip
/fff/āāā/t/	fat
/nnn/āāā/nnn/	Nan

Blending Parts in Long Words

Note: Say each part slowly. Pause between the parts.

6. Now, let's say long words. I will say the parts in a word slowly. Then you will say the word. Say **admit** slowly. **ad mit** What word? **admit**
7. When I say I did something wrong, I **admit** it. What word? **admit**
8. Repeat Steps 6 and 7 with the following words.
fab ric A shirt's material is **fabric**.
at tic A room at the top of a house is an **attic**.
rap id If something is very fast, it is **rapid**.
rab bit One kind of animal is a **rabbit**.

2 MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it.

ENGLISH LEARNER SUPPORT

- There are sounds in Spanish that are similar to the sounds /āāā/ and /īīī/. Say words with the sounds /āāā/ and /īīī/ and have students repeat after you.

Key: Text in Activity Routines

- Black text indicates exact words to say to students.
- *Black italic text* indicates actions the teacher takes.
- **Black text** indicates words said by the teacher that students can see in their book.
- **Magenta text** indicates correct student responses.

PHONICS for Reading Levels

First Level

- Short vowels
- Consonants
- Blends
- Digraphs

Second Level

- Vowel combinations
- *r*-controlled vowel sounds
- Compound endings
- CVCe words

Third Level

- Vowel/letter combinations
- Prefixes and suffixes
- Minor consonant and vowel sounds

Rewards



REWARDS_Book

REWARDS provide strategies for reading long, multisyllabic words to improve comprehension and fluency, giving students the tools to access grade-level content.

Rewards/Recompensas



REWARDS_Book

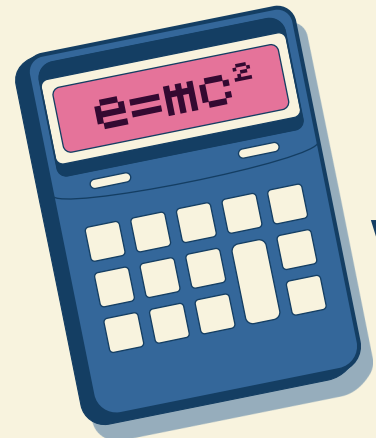
RECOMPENSAS
Proporcionar estrategias para leer palabras largas y multisilábicas para mejorar la comprensión y la fluidez, brindando a los estudiantes las herramientas para acceder al contenido de su nivel de grado.

Questions /Answers

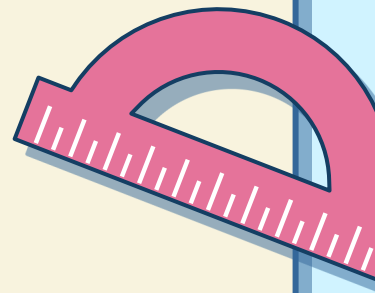




Illustrative Math Program 3-5

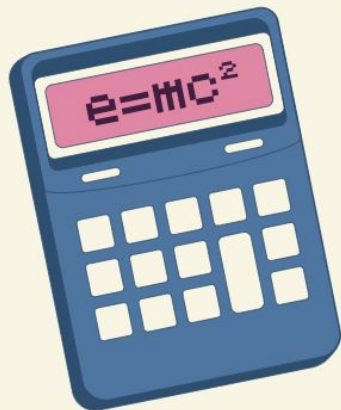


Wednesday, January 15, 2025

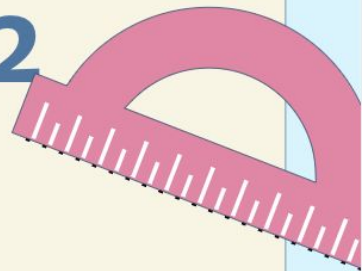




Programa ilustrativo de matemáticas para K-2

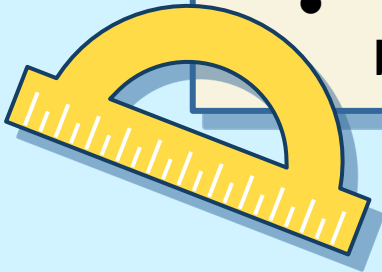


Lunes 13 de enero de 2025



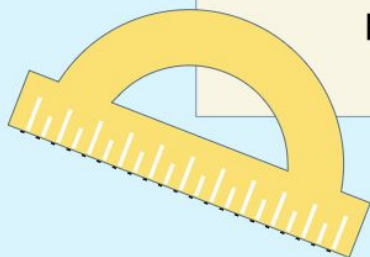
Why Illustrative Math?

- **Problem-Based Standards Aligned Curriculum**
- **Students learn the math by doing the math**
- **Students are given daily opportunities to explore the concepts through hands-on activities that build conceptual understanding of the big ideas of the lesson**
- **There are multiple opportunities for assessment built into the program**



¿Por qué utilizar matemáticas ilustrativas?

- Plan de estudios conforme a los estándares centrados en problemas
- Los estudiantes adquieren conocimientos en matemáticas a través de la práctica matemática.
- Los estudiantes disponen de oportunidades diarias para explorar los conceptos mediante actividades prácticas que fomentan la comprensión conceptual de las ideas centrales de la lección.
- Existen diversas oportunidades de evaluación integradas en el programa.

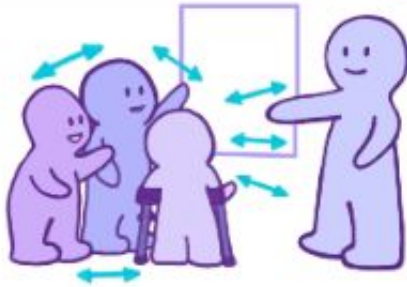


IM: Problem Based Teaching and Learning Cycle

1. Teacher ensures students understand the question.



2. Students work individually. Teacher monitors, listens, questions.



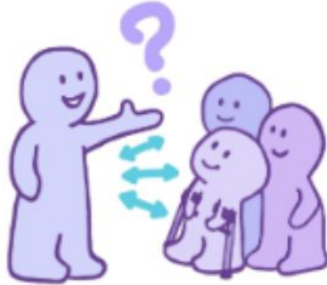
4. Teacher helps students synthesize their learning.

3. Students work in groups. Teacher monitors, listens, and asks questions to understand students' thinking.

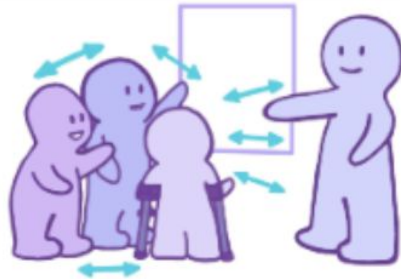
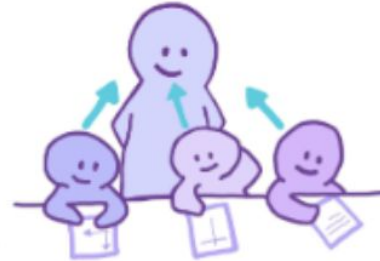


IM: Ciclo de enseñanza y aprendizaje fundamentado en problemas

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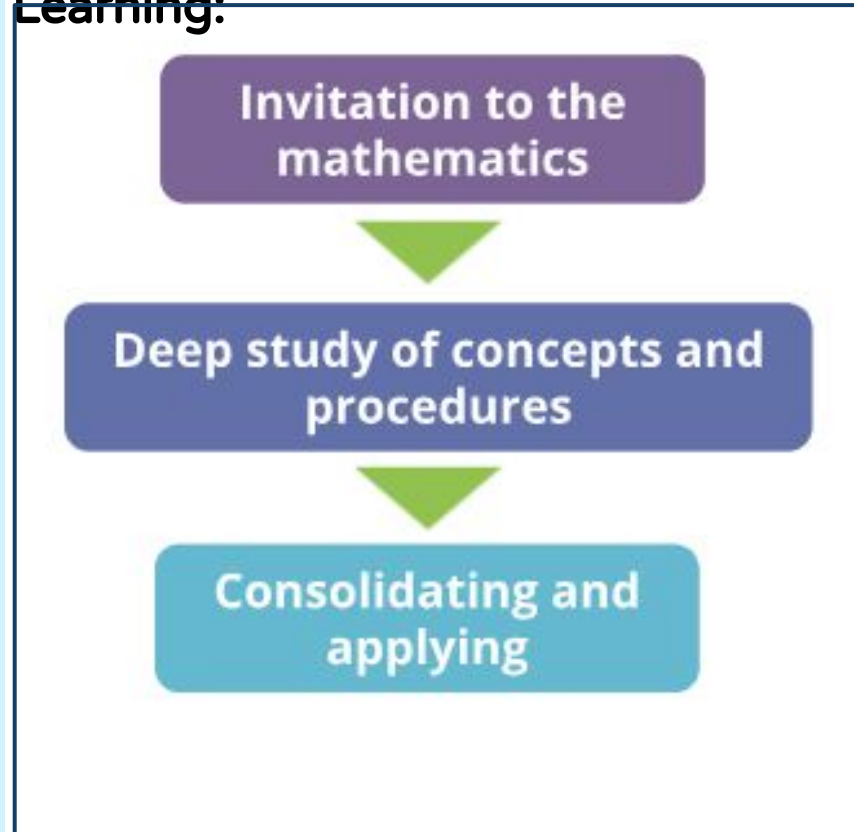
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3. Students work in groups. Teacher monitors, listens, and asks questions to understand students' thinking.



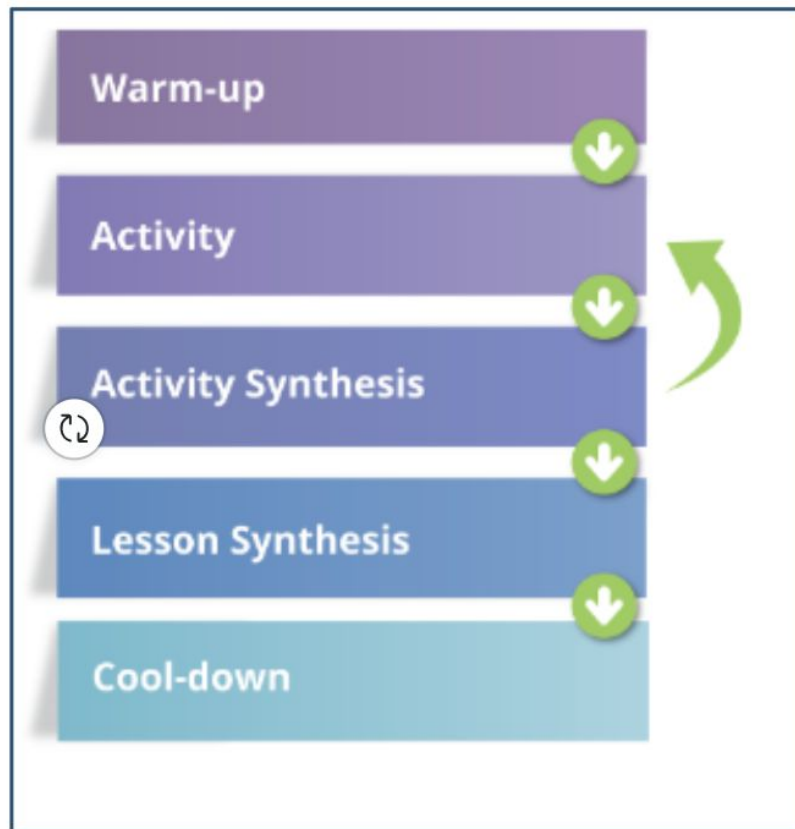
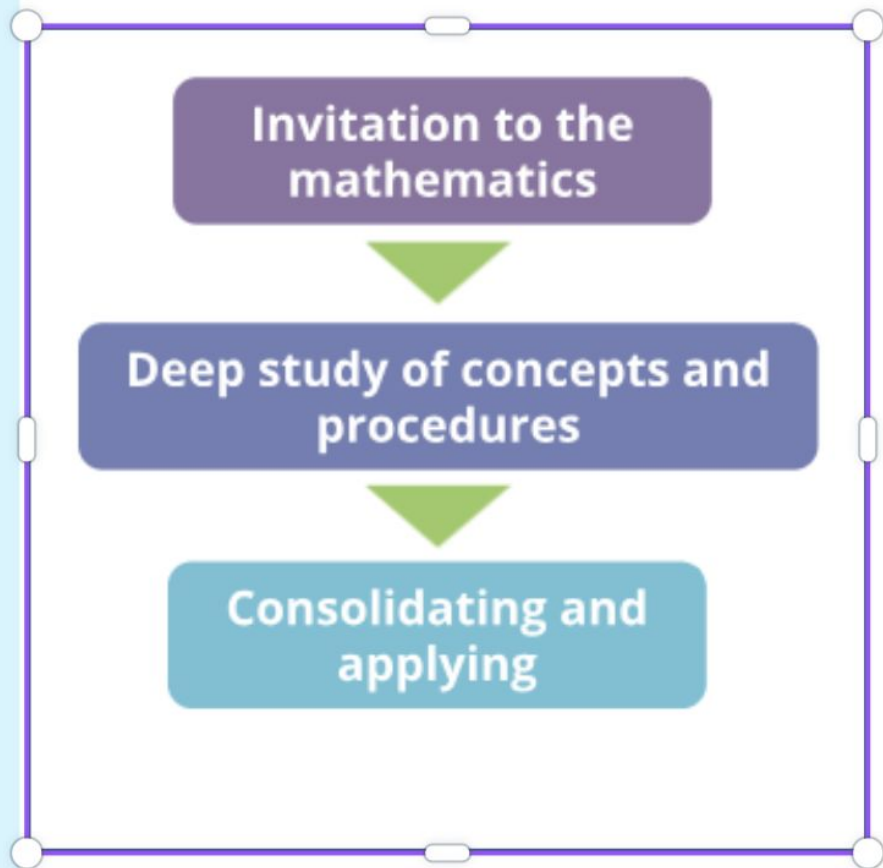
Illustrative Math Theory of Learning:



Illustrative Math Lesson Structure:

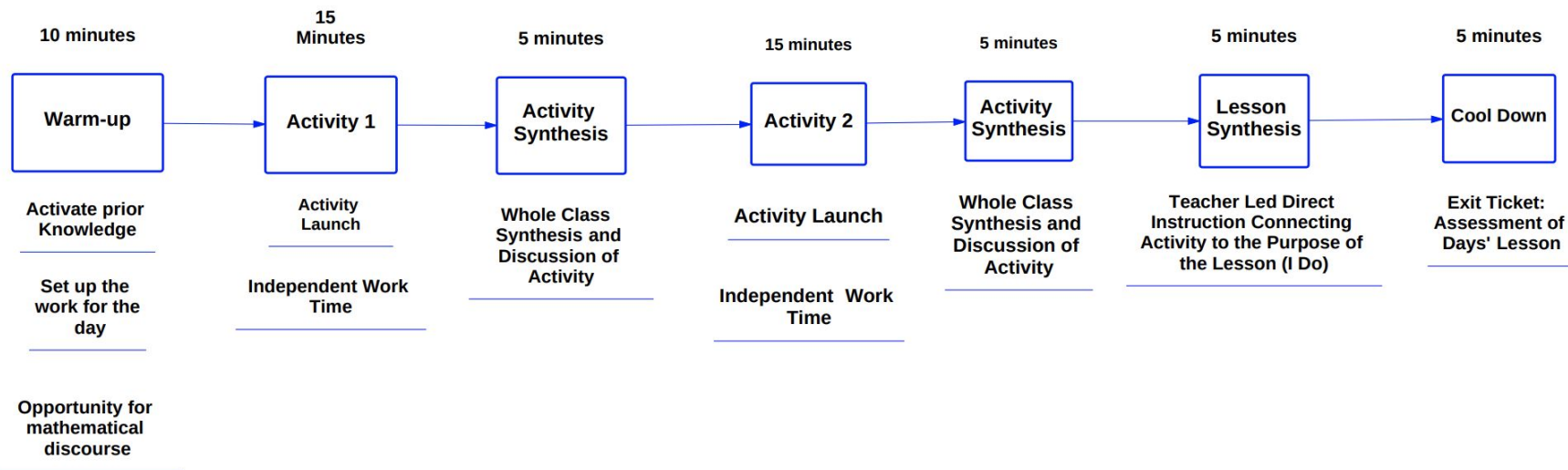


Teoría matemática ejemplar del aprendizaje: Estructura ejemplar de una lección de matemáticas:



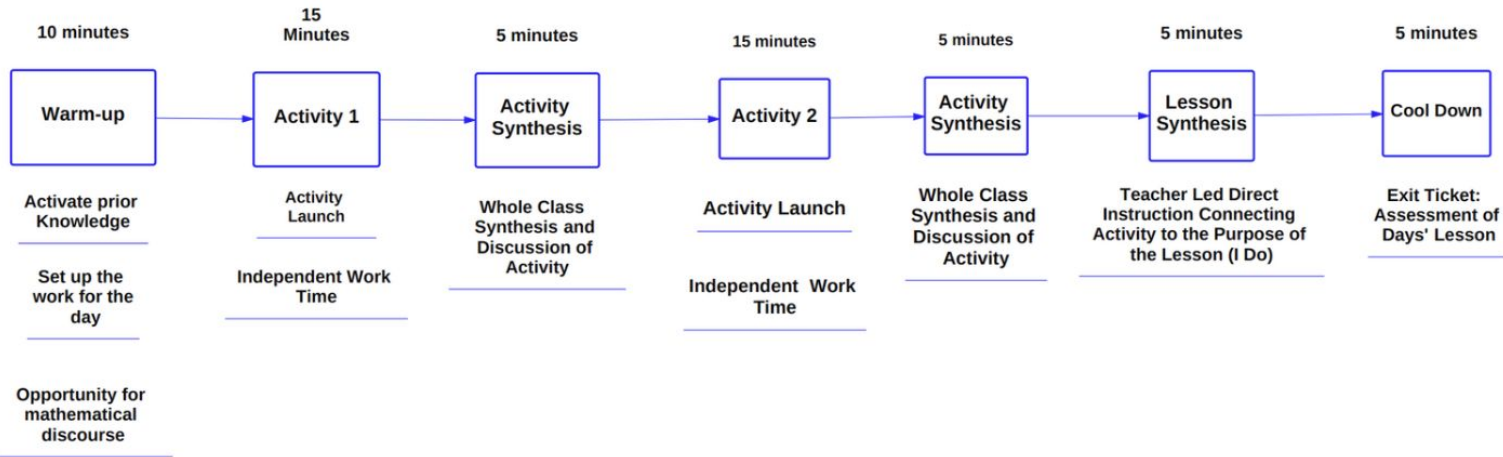
Lesson Flow 3-5

GQ: What does the 60 minute Illustrative Learning math block look like in Grades 2-5?



Flujo de la lección 2-5

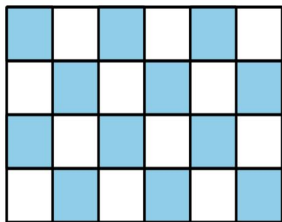
GQ: What does the 60 minute Illustrative Learning math block look like in Grades 2-5?



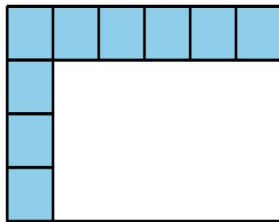
Warm-Up

Which one doesn't belong?

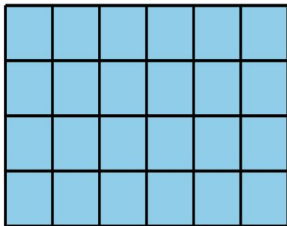
A



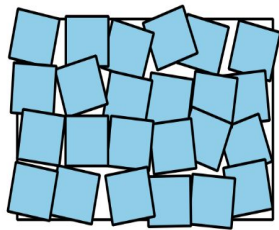
B



C



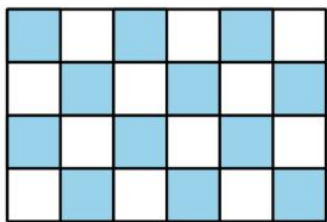
D



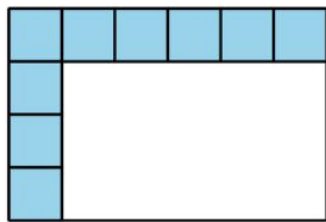
How could you use the squares in each of these rectangles to find the area of each rectangle?

Calentamiento

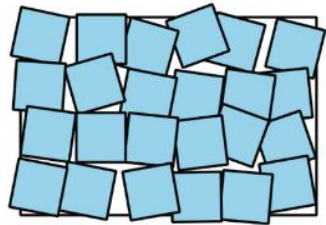
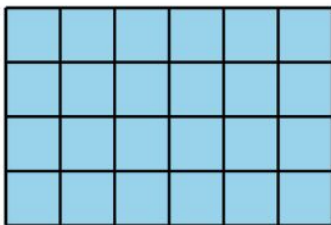
Which one doesn't belong?



B



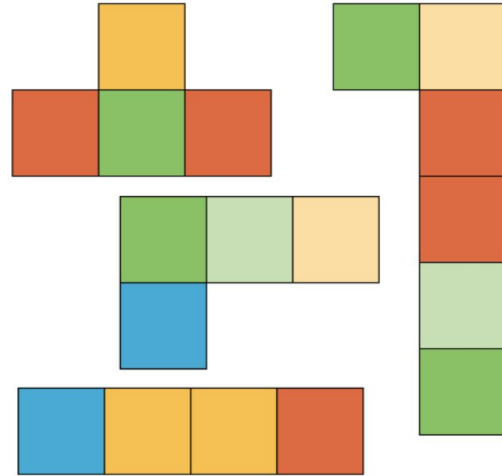
D



¿Cómo podrías emplear los cuadrados de cada uno de estos rectángulos para determinar el área de cada rectángulo?

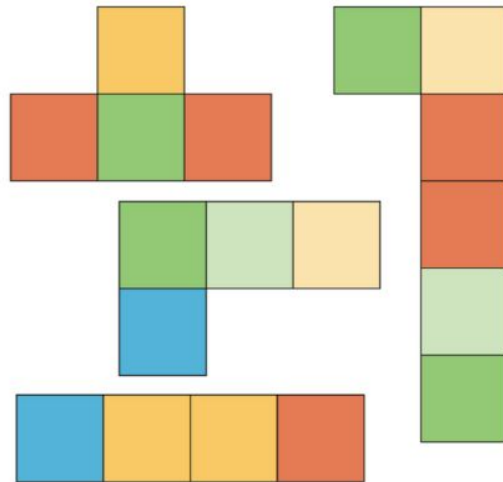
Activity

- 1) Take a handful of square tiles.
- 2) Create a shape from the tiles.
- 3) As a group, order the shapes from smallest to largest.



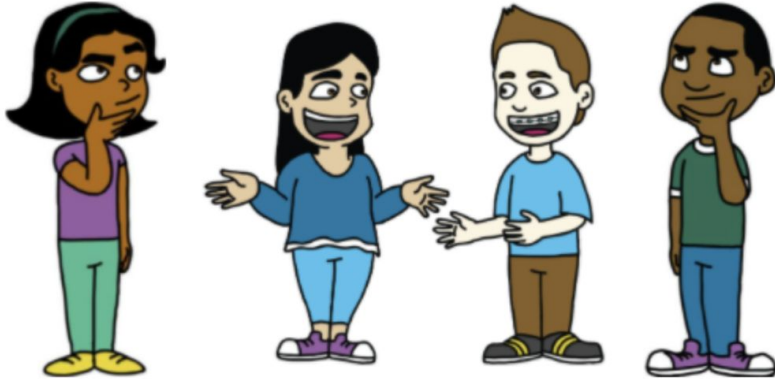
Actividad

- 1) Take a handful of square tiles.
- 2) Create a shape from the tiles.
- 3) As a group, order the shapes from smallest to largest.



Activity Synthesis

How did you order the shapes from smallest to largest?



Teacher builds on their understanding by connecting this activity to area. Each square tile has one square unit of area. If we count the number of square tiles in each shape, we can find the area.

Síntesis de la actividad

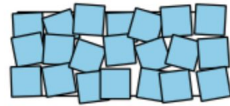
How did you order the shapes from smallest to largest?



El maestro profundiza en la comprensión de los niños al vincular esta actividad con el área. Cada pieza cuadrada representa una unidad cuadrada de área. Al contar la cantidad de piezas cuadradas en cada figura, podemos determinar el área.

Cool Down

Andre says this rectangle has an area of 23 square units because he covered it with 23 square tiles.

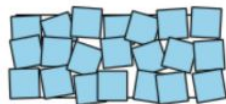


Do you agree with Andre? Explain your reasoning.

Daily assessment to determine student understanding

Enfriarse/AI Final

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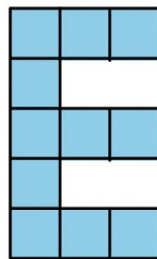
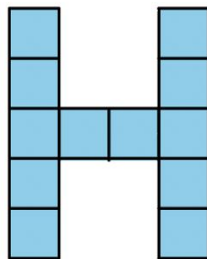
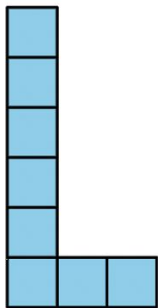


Do you agree with Andre? Explain your reasoning.

Evaluación diaria para evaluar la comprensión del estudiante.

Practice problems

6. Lin, Han, and Elena made letters from squares. Put the letters in order from least area to greatest area. Explain your reasoning.



Family Support Materials



Family Support Materials

Addition and Subtraction Story Problems

In this unit, students solve new types of story problems within 10. They develop an understanding of the meaning of the equal sign and connect story problems to equations.

Section A: Add To/Take From Story Problems

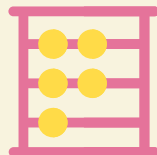
In this section, students revisit familiar story problem types. Students work formally with equations for the first time. They write equations such as $2 + 7 = \boxed{9}$ and learn to draw a box around the answer to the question in the story problem. Students work with problems where they have to figure out how much is being added:

*Diego had 7 pencils.
His sister gave him some pencils.
Now, Diego has 9 pencils.
How many pencils did Diego's sister give him?*

Students see that these problems can be solved by either addition or subtraction. They can solve this problem by counting on from 7 to 9 and write the equation $7 + \boxed{2} = 9$. Students can also solve this problem by taking away 7 from 9, and write the equation $9 - 7 = \boxed{2}$.

Section B: Put Together/Take Apart Problems

In this section, students solve problems where two groups are put together. In some problems they find the total, and in other problems the total is given and they find the missing group. Students solve problems in the context of Shake and Spill, a game that uses two-color counters.



Materiales para la familia

Problemas-historia de sumar y restar

En esta unidad, los estudiantes resuelven nuevos tipos de problemas-historia hasta 10 (es decir, sin que los números ni el resultado se pasen de 10). Desarrollan una comprensión del significado del signo "igual" y conectan problemas-historia con ecuaciones.

Sección A: Problemas-historia de agregar/quitar

En esta sección, los estudiantes repasan tipos conocidos de problemas-historia. Trabajan por primera vez con ecuaciones de manera formal. Escriben ecuaciones como $2 + 7 = \boxed{9}$ y aprenden a dibujar una caja alrededor de la respuesta a la pregunta del problema-historia. Trabajan con problemas en los que tienen que descifrar cuánto se está sumando:

*Diego tenía 7 lápices.
Su hermana le dio algunos lápices.
Ahora, Diego tiene 9 lápices.
¿Cuántos lápices le dio su hermana a Diego?*

Los estudiantes se dan cuenta de que estos problemas se pueden resolver sumando o restando. Pueden resolver el problema contando hacia adelante de 7 a 9 y escribir la ecuación $7 + \boxed{2} = 9$. También pueden resolver el problema quitando 7 de 9 y escribir la ecuación $9 - 7 = \boxed{2}$.

Sección B: Problemas-historia de juntar y separar

En esta sección, los estudiantes resuelven problemas en los que se juntan dos grupos. En algunos problemas, encuentran el total y en otros



Materiales de apoyo para la familia



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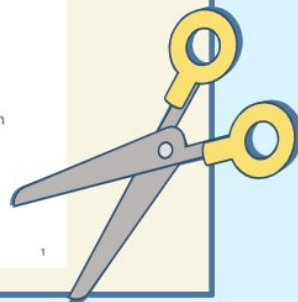
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Family Support Video: Unit Launch

https://doe1nyc.ilclassroom.com/lesson_plans/464764?card=11134766

Student A

Student B

$$3 + \square = 10$$
$$10 - 3 = \square$$

5:09

Vídeo de apoyo familiar: Presentación de la unidad

https://doe1nyc.ilclassroom.com/lesson_plans/464764?card=11134766

Student A



Student B



$$3 + \square = 10$$

$$10 - 3 = \square$$

5:09



Questions /Answers

