

## FOSS Science

FOSS is a research-based science program for grades K-8 developed with support from the National Science Foundation. Development of the FOSS program is guided by advances in the understanding of how children think and learn.

Grades 5-8—Food and Nutrition, Environments, Levers and Pulleys, mixtures and Solutions, Solar Energy, Landforms, Models and Designs, Variables

Grades 3-4—Human Body, Structures of Life, Magnetism and Electricity, Physics of Sound, Water, Earth Materials, Ideas and Inventions, Measurement.

Grades 1-2— New Plants, Insects, Solids and Liquids, Balance and Motion, Air and Weather, Pebbles, Sand, and Silt.

Kindergarten—Trees, Animals Two by Two, Wood and Paper, Fabric.

Thinking processes—relating organizing, comparing, communicating, observing.



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WE SET THE  
STANDARDS FOR  
EXCELLENCE

## Programs

**Everyday  
Mathematics**

**FOSS Science**

**Balanced Literacy  
Rutgers Literacy  
Collaborative**



## Everyday Mathematics

Everyday Mathematics is a comprehensive Pre-K through Grade 6 mathematics curriculum developed by the University of Chicago School Mathematics Program. The program for grade 7 is Connected



Our students love the Everyday Math Program!

Mathematics an extension of Everyday Math. Underlying the curriculum are six strands of knowledge; Algebra, Data and Chance;

Geometry; Measurement; Numeration and Ordering; Patterns, functions and sequences; Operations; and Reference Frames. At each grade level, learning targets are identified for each of the six strands. There are a number of features that distinguish the Everyday Mathematics curriculum:

- \* Real Life Problem Solving
- \* Balanced Instruction
- \* Multiple Methods for Basic Skill Practice
- \* Emphasis on Communication
- \* Enhanced Home/School Partnerships
- \* Appropriate Use of Technology

Everyday Mathematics meets and exceeds the requirements of the New Jersey State Core Content Standards in mathematics.

## Balanced Literacy

Rutgers Literacy Collaborative

Our Lady of Mercy Academy is the only Catholic School in the State of New Jersey that is a member of the Rutgers Center for Effective School Practice. The CESP works with us in further developing and supporting our balanced literacy program in order that all our students read and write effectively and fluently. Our work has focused on Guided Reading, Shared Reading, read alouds, Literature Circles and independent reading as well as Writer's Workshop.

During daily reading and writing experiences, children are taught language mechanics. Balanced literacy includes work on oral language, phonological awareness, phonemic awareness, word study, composition, comprehension, vocabulary, and fluency. In the upper grades, Literature Circles are used as the children become more fluent readers.

Through our work with Rutgers and in the classroom, we define and enhance the professional skills and strategies that inform our classroom practice.



Dr Aili Pogust from the Rutgers Literacy Collaborative.

### *Components of a Balanced Literacy Program*

**Reading Aloud**-Provides a model of fluent reading, develops sense of story, develops vocabulary, develops active listening, builds a community of readers,

**Shared Reading**-Demonstrates awareness of text, develops sense of story or content, promotes reading strategies, develops fluency and phrasing, increases comprehension, encourages politeness and respect.

**Guided Reading**: Promotes reading strategies, increases comprehension, encourages independent reading, expands belief in own ability.

**Independent Reading**: Encourages strategic reading, increases comprehension, supports writing development, extends experiences with a variety of written texts, promotes reading for enjoyment and information, develops fluency, fosters self-confidence by reading familiar and new text, provides opportunities to use mistakes as learning opportunities.

**Modeled/Shared Writing**: Develops concepts of print, develops writing strategies, supports reading development, provides model for a variety of writing styles, models the connection among and between sounds, letters, and words, produces text that students can read independently, necessitates communicating in a clear and specific manner.

**Interactive Writing**: Provides opportunities to plan and construct texts, increases spelling knowledge, produces written language resources in the classroom, creates opportunities to apply what has been learned.

**Independent Writing**: Strengthens text sequence, develops understanding of multiple uses of writing, supports reading development, develops writing strategies, develops active independence.