



**Westchester**  
Education  
UK & International

YOUR  
TRUSTED  
CONTENT  
PARTNER



# About us

## Management Team

At Westchester Education UK and International, we understand content development. We develop print and digital programmes for national and international publishers and edtech providers across a wide range of subject areas and curricula. We offer the end-to-end services you need to create high-quality, market-ready education products. We have accessibility and inclusion at the heart of everything we do.



**Tim Davies**  
CEO

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### **Our Commitment to Diversity, Equity, and Inclusion**

*Building and fostering a culture committed to the principles of Diversity, Equity, and Inclusion (DEI) is integral to how we work. In addition to ensuring a workplace where everyone is heard and acknowledged, it also helps us to better connect with our clients' needs. We work with them to ensure these ideals are reflected in the educational materials we develop.*

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**Rebecca Durose-Croft**  
Managing Director



**Adam Wilkinson**  
Business Development Manager



**Emma Hudson**  
Content & Services Manager



**Tom Storr**  
Editorial Manager

# What We Do For You

Our product development team applies their professional experiences as former educators and content developers to each project. Our comprehensive range of services includes:

- **Content Development**
- **Development for Global Markets**
- **Audio and Video Creation**
- **Assessment Development**
- **Art & Design Services**
- **Project Management**
- **Editorial Services**
- **Digital Content Development**
- **Production**
- **Strategic Consulting**
- **Curriculum Mapping**
- **Accessibility**
- **Market Research**
- **Culturally Responsive Education**
- **Diversity, Equity, and Inclusion**

We have the capabilities you need to develop print or digital materials with accessibility in mind, ensuring learners are able to access education content in the format that meets their needs.

# Content Development

## Literacy and Humanities

### LITERACY

We believe **there is no greater mission than creating exceptional literacy content.** Our team is focused and passionate about creating high-quality literacy content for both students and teachers.

Whether you need high-interest readers, teacher lessons, online student lessons, workbooks, online programs, test prep, high-stakes assessment, games, video scripts, interactive content, or a core reading or literature programme, turn to our content development team for your next project.

Cc



Cora gets a can.

Cc



Cora gets a cat.

## H. G. WELLS AND SCIENCE FICTION

Science fiction is a genre, or type of story, that includes science details such as space, other worlds, and futuristic technology.

**THE FIRST SCIENCE FICTION**  
The *War of the Worlds* and *The Time Machine*, both by H. G. Wells, were among the first science-fiction novels when they were published in the 1890s. In *The War of the Worlds*, Martians invade England and are destroyed by common bacteria. In *The Time Machine*, a scientist travels about 800,000 years into the future.

Science Fiction = Sci-Fi

### SPACE TRAVEL

Settings in space or the future create unlimited possibilities for adventure.

### LIFE IN THE FUTURE

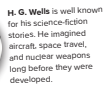
Time travel allows for plots with futuristic elements and for characters to be affected by those elements.

### NONHUMAN CHARACTERS

Aliens and robots become strange, fascinating, and unusual characters.

### FUN FACT

A radio play based on *The War of the Worlds* is blamed for causing a national panic in 1938. Some people thought Earth was under attack. We now know that reports of people's reactions were exaggerated.



H. G. Wells is well known for his science-fiction stories. He imagined airships, space travel, and nuclear weapons long before they were developed.



### ADVANCED SCIENCE

Advances in science and technology drive the action and make events exciting and mysterious.

### HUMANITIES

We are committed to **high-quality social studies content development** that helps students decipher the world around them and become civically engaged citizens. You can rely on our team to create an accurate, engaging, and informative curriculum.

Ruby's mother rolls up on roller skates. "I like the Jamie. Did Ruby tell you about her idea?"

"Yes, I think it sounds good," says Marcos in his p. Do they let kids make decisions about stuff like th

"I'm not a kid. I'm in fifth grade!" says Ruby, folding her chest. "I make decisions all the time."





## ENGLISH LANGUAGE LEARNERS

We understand that language acquisition is critical to student success. Our team applies ELL-specific strategies to developing materials that help students acquire fluency in the English language, regardless of the content areas. In addition, we recognize **the importance of national and regional interests and cultural values**, fully embracing measures to incorporate notions of self-identity into our clients' content.



Al día siguiente, Citlali pudo compartir lo que había aprendido. —Mi Mamá Elena hacía el mejor chocolate de todo Mérida. Éstos son semillas de cacao, y éste es el metlapilli y el metate que usaba para molerlas. Mi abuela le enseñó a mi mamá, y ahora mi mamá me lo está enseñando a mí. Hoy, honro a mi abuela y les agradezco a todas las mujeres de mi familia por el delicioso chocolate caliente que bebo todas las noches.

The next day, Citlali got to share what she had learned. "My Mamá Elena made the best hot chocolate in all of Mérida. These are cocoa beans, and this is the *metlapilli* and the *metate* that she used to grind them. My grandmother taught my mother, and now my mother is teaching me! Today, I honor my grandmother and thank all the women in my family for the delicious hot chocolate I drink every night."



Marcos and Jamie feel a little like laughing, but they hold it in. Ruby is only one year ahead of them at school, but she sometimes acts like she's grown up.

Jamie thinks about it. "Okay, I'll ask my dad if I can join." Marcos says he'll ask his parents, too, though he's not sure his mom will agree.

"Okay. We're meeting here to discuss strategy after school on Wednesday," says Ruby, riding off to tell more kids. "My mom will bring treats!"

## BILINGUAL EDUCATION & WORLD LANGUAGES

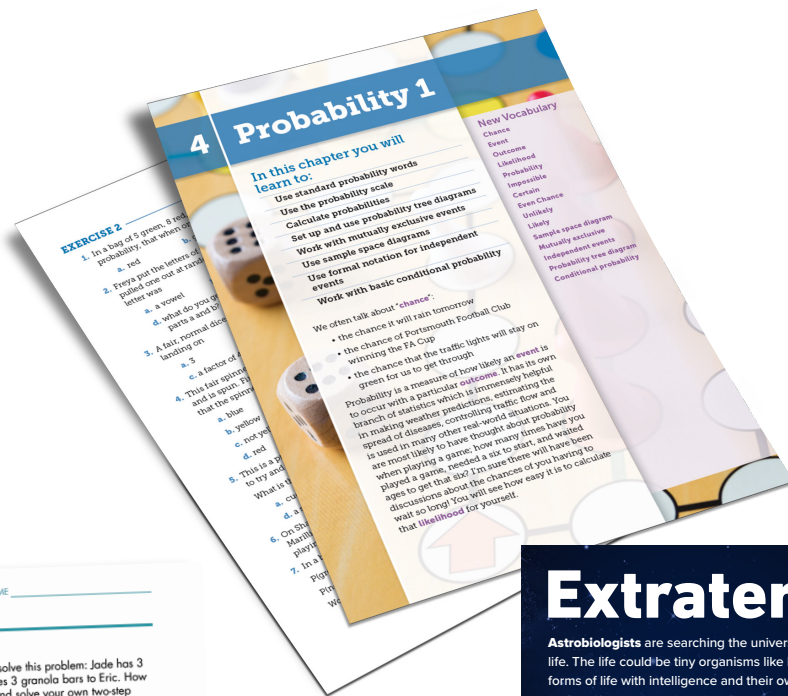
Whether a student needs **bilingual support in an English-speaking classroom or is learning a second language**, Westchester applies multilingual approaches to teaching and learning. We engage students through relevant, contemporary content.

# Content Development

## Maths and Science

### MATHEMATICS

Using data to inform decisions is a crucial skill in our society, and proficiency in mathematics is essential for effectively analyzing and synthesizing such data. **Having a strong understanding of numeracy is essential for students** to be prepared for the future. Our content development team has the expertise required to develop successful mathematics programmes across primary and secondary education. We bring an extensive knowledge of national and international curricula, maths mastery and have a vast network of maths experts to provide high-quality content that meets your requirements and reflects your voice.



NAME \_\_\_\_\_

### Two-Step Word Problems

Sometimes, real-life problems require you to use two steps to find the answer. You might have to add and subtract, add and add again, or subtract and subtract again.

You go to the store with \$15.00. If you buy a notebook for \$3.00 and a pack of crayons for \$5.00, can you also buy a glue stick for \$2.00?

Add to find out how much you have spent:  $\$3.00 + \$5.00 = \$8.00$

Subtract to find out how much you have left:  $\$15.00 - \$8.00 = \$7.00$

$\$7.00 > \$2.00$ , so you have enough to buy the glue stick.

#### Hands-On How To

You will need: 20 apple counters  
Use the apple counters to solve the two-step problem. Then, make up your own two-step problems.

You are picking apples at the orchard. You see 13 apples you want to pick, but 5 are rotten and fall off the tree. You spot 8 more you are going to pick. How many apples will you pick?



### Two-Step Word Problems

#### Dry-Erase

Use the two-step problem frame to show and solve this problem: Jade has 3 bags of pretzels and 4 granola bars. She gives 3 granola bars to Eric. How many snacks does she have now? Make up and solve your own two-step word problems.

#### Practice Mode

Solve these two-step real-world problems.

- Miss Angela's class was painting pictures for the classroom. Josie painted 4 pictures, Kai painted 8 pictures, and Isaac painted 5 pictures. How many pictures did they paint all together?



\_\_\_\_\_ pictures

- Herbert reads for 20 minutes every day. First, he reads a picture book for 5 minutes, and then he reads a comic book for 11 minutes. How much more time will he spend reading?

\_\_\_\_\_ minutes

- Lee took 9 chocolate cupcakes and 9 vanilla cupcakes to share with her friends. She brought 3 cupcakes home. How many cupcakes did her friends eat?

## Extraterrestrial

**Astrobiologists** are searching the universe for life. The life could be tiny organisms like bacteria, or it could be intelligent life with intelligence and their own civilization. To find life, the astrobiologists first use tools to find places that could support life.

### Space Probes

A space probe searches planets and other objects in the solar system to collect data and see if there are any signs of life. A rover is a kind of space probe that can travel on the surface of a planet or moon. Space probes have landed on Mars and have flown close to every other planet in our solar system.

The Cassini and Huygens space probes discovered possible giant ice dunes and an ocean beneath the surface of Titan, one of Saturn's many moons.

**DID YOU KNOW?**



# Getting to Know NEPTUNE

Neptune's atmosphere of hydrogen, helium, and methane is not nearly as thick as Jupiter's and Saturn's, but like those planets, Neptune's atmosphere is extremely windy, with winds up to 1,200 miles per hour (1,900 kilometers per hour).

The mantle is a slushy material made up of mostly ammonia, water, and methane. This thick layer of semi-solid matter is the reason astronomers call Neptune and Uranus "ice giants."

The core is made of rock and ice and is about the size of Earth (a radius of about 3,900 miles or 6,270 km).

The methane in Neptune's atmosphere is the main reason for its blue color.

## Planetary Characteristics

Diameter: 31,000 miles (50,000 kilometers)  
Average Distance from Sun: 2.8 billion miles (4.5 billion kilometers)  
Number of Moons: 14 known. The largest is Triton, which is the only major moon in our solar system that orbits backward.

## Notable Missions

1915: Astronomer Galileo Galilei observes Neptune through a telescope and thinks it is a star.  
1846: Astronomer Johann Gottfried Galle observes Neptune through a telescope and determines it is planet. It's largest moon, Triton, is observed a few days later. Another moon, Nereid, is discovered in 1949.  
1989: Voyager 2 mission flies by the planet and discovers its rings and 6 of its moons.  
2006: A team of astronomers on Earth discovers 5 more moons using a telescope.  
2013: Images taken by the Hubble telescope show the 14th moon of Neptune.

## Did You Know?

Neptune has the fastest winds ever measured in our solar system. Because of the tilt in its axis, it experiences seasonal changes, just like Earth does.

## Neptune

Because Neptune is the farthest planet from the sun, its year is longer than any other planet's. It takes Neptune about 165 Earth years to complete its orbit.



Asteroid Belt

Mercury

Venus

Earth

Mars

Jupiter

Saturn

Uranus

Neptune

Pluto

# Extraterrestrial Life Is Anyone Out There?

extraterrestrial  
ria or advanced  
civilizations.  
locate

## Radio Telescopes

Scientists use radio telescopes to listen for signals sent from space. These large dish-shaped antennas collect radio waves that enter Earth's atmosphere. Scientists hope to one day pick up signals from alien civilizations.

## Space Telescopes

Space telescopes have helped scientists discover new planets. The Kepler Space Telescope searched for exoplanets, which are planets outside our solar system, and found more than 4,000 of them!

# ROVER MISSION IMPOSSIBLE

Could people live on Mars? What's the weather and climate like? Does life exist there? Scientists seek answers to these questions by sending robotic vehicles called rovers that explore the surface of the planet. Four robotic rovers have investigated the planet so far.

## 1996 SOJOURNER

- Size of a microwave oven
- Took 550 photos of the Martian landscape
- Found that the climate on Mars was wetter and warmer



## 2004 SPIRIT + OPPORTUNITY

- Size of a golf cart
- Looked for clues to water
- Concluded that water on Mars was like water on Earth

### What They Found

- Spirit found evidence of volcanoes and water
- Opportunity found evidence of a salty body of water



## 2011 CURIOSITY

- Size of a small SUV
- Found that Mars once had conditions that could support life
- Studied harmful rays from the sun and how they could affect humans



**Voice and Ears**  
Antennae used to communicate with Earth

**Eyes**  
Group of cameras to see and send images to its environment

## MARS 2020 ROVER

- Also the size of a small SUV
- Will directly look for signs of past life
- Will investigate if humans could explore Mars
- Will test a method to get oxygen from the air for humans

### Brains

Contains computer that monitors health and processes information

### FUN FACT

If Martians did exist on Mars, they would have had a wet, green, grassy area. These habitats would have been similar to an oasis on Earth today.

**Robotic Arm**  
Can reach, drill, and collect rocks to study

**Hand**  
Can pick up and analyze rocks

**Wheels and Legs**  
To move around on surface

### Did You Know?

Suspects on Mars are blue because floating Martian dust reflects blue light that gets through the atmosphere better than other colors of light.

**Power**  
Provides electricity to operate rover



# Curriculum Development

## Curriculum Mapping and Gap Analysis

Curriculum mapping and gap analysis help publishers to identify any potential curriculum areas their existing content could be developed into. It also gives them confidence that they have full coverage of a curriculum and that their content is 100% aligned.

Depending on the results of the curriculum mapping process, a gap analysis may be necessary to ensure full curriculum coverage. This method identifies the missing learning points within existing content, to ensure that there is full curriculum coverage.

Once those gaps have been identified, Westchester's **content development teams and wide network of Subject Matter Experts** can author the content required to fill the gaps, ensuring both full alignment with a given curriculum, as well as the associated commercial opportunities.

The process is managed by our in-house curriculum specialists and editorial managers, who will ensure the quality and integrity of content at every milestone. Our translation service gives content providers the opportunity to adapt content in any language, across any curriculum.





# Curriculum Development

## Culturally Responsive Education (CRE)

Westchester's CRE rubric draws from the best practices of anti-bias and culturally responsible education. **Our diverse and experienced review team uses this rubric to provide thorough feedback** for any given program, highlighting the strengths, weaknesses, and omissions that exist within the content. They identify solutions for the material that will maximize inclusivity, while also resolving language, coverage, viewpoints, or representations that are problematic.

Our CRE review service was shortlisted for the 2021 Stationers' Company Innovation Excellence Award, and we were honoured to receive a Stationers' Company Warrant in 2022.



# Curriculum Development Translation

Translation demands **precision of terminology and the capacity to accommodate specific target audiences globally**. It also requires an understanding of the education market, with experience developing programmes in multiple languages. Westchester offers the reliability, precision, and experience required for a multitude of education-related translations, including student materials, teacher materials, academic translations, journals, fiction and non-fiction pieces, poetry, course books, and ancillaries.

Westchester can provide translation in more than two dozen languages for a variety of markets, including:

- Arabic
- German
- Japanese
- Polish
- Thai
- Cantonese
- Greek
- Korean
- Russian
- Turkish
- Dutch
- Hindi
- Mandarin
- Spanish
- Ukranian
- French
- Italian
- Norwegian
- Swedish
- Vietnamese



# Audio and Video Creation

Educational resources benefit from incorporating audio and video components to bring your content alive. Whether you need live action or animation, native or foreign language speakers, we work closely with your teams to find the best media solutions to meet your needs.



## Strategic Consulting

Whether you want to develop a scope and sequence based on existing frameworks, create prototypes for your sales and marketing teams, conduct upstream market research, or map an existing curriculum to a new set of requirements, Westchester's content team can provide expert guidance. The team applies decades of teaching, publishing, and product development experience to your project ideas to make sure your materials will be pedagogically sound and ideally positioned to address the evolving needs of the education marketplace.



# Development Services

## Assessment

Assessing student progress is a vital tool for delivering high-quality, targeted instruction. Whether you require diagnostic, formative, or summative assessments, our content development team has **expertise with a variety of platforms, formats, and client-specific content management systems.** We work with you to develop the correct programme to successfully measure and analyze student achievement, while providing students with positive and effective teaching and learning experiences.

### Women Spymasters

- 1 Women as spies? Sure! In today's world, women spies in fact and fiction don't surprise us. But in 1861, at the time of the Civil War? Well, that's a different story.
- 2 Many women in both the North and the South wanted to contribute to the war effort. But how? Women were often seen as weak, fragile, and in need of protection from the horrors of war. Actually, these perceptions were a perfect cover for the work of a spy! And hundreds of women served as spies for whichever cause they believed in—the Union or the Confederacy.

### Belle Edmondson, Confederate Spy

- 3 Belle Edmondson lived near Memphis, Tennessee. The people of Tennessee were divided in their loyalties. Many in the eastern part of the state were anti-slavery and supported the Union. In the rest of Tennessee, however, support was strong for the Confederacy. Belle Edmondson was firmly on the side of the Rebels. Edmondson smuggled supplies to Southern soldiers, even when it meant crossing through Union pickets, or groups of soldiers. Counting on the fact that Yankee soldiers did not usually search women, she hid medicines, uniform cloth, money, and messages in her clothing. Her diary reveals the risky role she played.
- 4 *March 16, 1864*  
*At one o'clock . . . I began to fix my articles for smuggling. . . made a balmoral [woolen petticoat worn under a skirt] of the grey cloth for uniform, pinned the hats to the inside of my hoops, tied the boots with a strong list in front. . . All my letters, brass buttons, money etc. in my [blouse]. Started to walk, impossible. Hailed a hack . . . arrived at pickets, no trouble at all, although I suffered horribly in anticipation of trouble. Arrived home at dusk. Worn out.*
- 5 Eventually, Belle's many trips aroused suspicion. A warrant was issued for her arrest. She fled to Mississippi, where she lived for the rest of the war.

### Elizabeth Van Lew, Union Spymaster

- 6 One of the most daring and successful spies for the Union was Elizabeth Van Lew. This was despite the fact that she lived in the Confederate capital of Richmond, Virginia, and her wealthy family owned slaves.
- 7 Van Lew adamantly opposed slavery. After her father died, she convinced her brother to free their slaves. Those who wished to remain stayed on as paid servants.
- 8 To help the Union cause, Van Lew became a super-spymaster. She organized a network of spies throughout Richmond. It even included clerks in the Confederate War and Navy Departments. How did she get away with it?

The graph shows the relationship between the number of cans of tennis balls and their cost.



What is the constant of proportionality of the line in the graph?

- ☐  $\frac{1}{8}$
- ☐  $\frac{1}{4}$
- ☐ 4
- ☐ 8

This question has two parts. First answer Part A. Then, answer Part B.

#### Part A

Compare Belle Edmondson and Elizabeth Van Lew. What did they have in common?

- ☐ Born in the south, both supported the Confederacy during the war.
- ☐ Both actively took great risks to contribute to the Union war effort.
- ☐ Both exposed themselves to many dangers for the cause they believed in.
- ☐ Both followed their beliefs despite their family's strong disapproval.

Check Answer

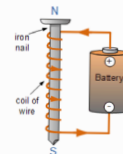
#### Part B

Which two details best support your answer?

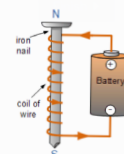
- ☐ "Eventually, Belle's many trips aroused suspicion." (paragraph 5)
- ☐ "Edmondson smuggled supplies to Southern soldiers, even when it meant crossing through Union pickets, or groups of soldiers." (paragraph 3)
- ☐ "Women were often seen as weak, fragile, and in need of protection from the horrors of war." (paragraph 2)
- ☐ "Hidden in a shoe, a hollowed-out egg, and even rolled into a woman's hair, Van Lew's messages got through to the Union high command right under the noses of the Confederate troops." (paragraph 10)
- ☐ "In the rest of Tennessee, however, support was strong for the Confederacy. Belle Edmondson was firmly on the side of the Rebels." (paragraph 3)
- ☐ "The people of Richmond thought Van Lew was mentally ill. They called her "Crazy Bet." Van Lew skillfully acted the part." (paragraph 9)

A student runs an experiment to test a property of electromagnets. They set up two electromagnets with the same materials, as shown in the diagram:

#### Electromagnet A



#### Electromagnet B



The student then attached a different strength battery to each electromagnet. Electromagnet A receives a 9V battery and electromagnet B receives a 12V battery. The strength of each electromagnet was recorded by counting the number of paperclips they could pick up.

Use the drop down menus to complete the sentence.

The number of coils is a/an  factor, and the voltage of the battery is a/an  factor.

Next



# Development Services

## Editorial Services

You can count on Westchester to deliver educationally appropriate materials of the highest quality through the expertise of our editorial services team. Our copyeditors are well-versed in developing style sheets for individual client house styles. Our fact-checkers have been trained in best practices and are accustomed to adapting their processes to client fact-checking requirements and workflows.

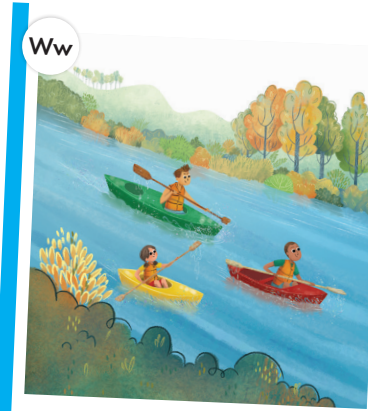
**Our editorial services team also ensures post-manuscript content is accurate and highly polished.** From checking page proofs during production edits and proofreads or through alpha, beta, and gold reviews of online interactives, games, animations, or videos, our editorial services team makes sure that your materials are accurate and polished.



# Art, Design, & Media Management

## Illustration Services

The illustration team at Westchester create imaginative, attention-grabbing, and engaging illustrations for any subject and grade level content, from simple line art to complex, multi-colour graphics. **We are adept at expanding your existing illustration approach,** matching the look and feel of previously created imagery, and identifying comprehensive graphic approaches for new or updated products.



Go, Wes!



Watch out, Wes!



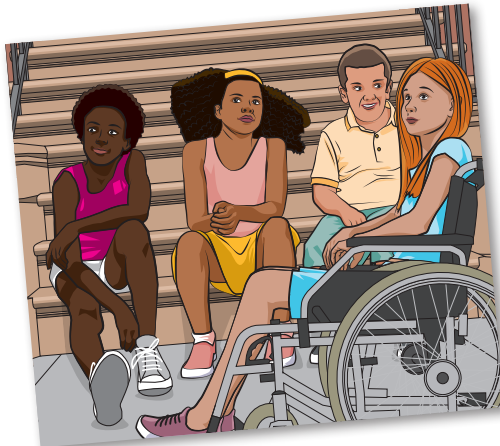




# Art, Design, & Media Management

## Design Services

Well-designed pages enhance student comprehension, and engaging imagery helps students grasp difficult concepts more easily. Our design teams consistently create effective **visual content to support all subject areas across all grade levels**, working seamlessly with our development and production teams to ensure our clients' visuals complement the text and the text augments the visuals.



### 3. MAX STIRNER

#### GET INTO STIRNER'S WORLD

**Quick Overview** Max Stirner (1806–1856) shocked his contemporaries with the view that individuals should fight for their own interests against any philosophical system or social group. He insisted that self-interest should not be seen as negative; rather it is social groups with their controlling ideas that prevent individuals from true progress.

Max Stirner was the pen name of Johann Caspar Schmidt. He was an aspiring scholar who taught at a girls' boarding school in Berlin. In his free time, he associated with a group of thinkers who could often be found at Hippel's wine bar discussing competing visions of how to best organise society. This was quite an impressive group which included, at times, Ludwig Feuerbach, Friedrich Engels, Karl Marx (though Marx and Stirner attended these gatherings at different times) and many leading thinkers of the era.

Thinkers can never be separated from their times. Note some societal changes to which Stirner was responding.

Berlin was a melting pot of ideas. The increasing value placed on 'reason' in education meant that religion and religious dogma were beginning to lose their appeal. Additionally, there were competing visions on how to best organise society. These included many versions of capitalism, a nationalist movement to unite the German states and socialist movements dedicated to the working class (Stirner's book on Egoism was published just a few years prior to *The Communist Manifesto*). The group that met at Hippel's wine bar debated all of these ideas. Stirner listened to these conversations, whilst he quietly wrote a book that would refuted every single idea proposed at these gatherings.

Soon after the publication of *The Ego and Its Own*, Stirner quit his teaching post. In subsequent years he struggled to find work, his second wife left him (the first had died in childbirth), he spent time in a debtor's prison and died penniless at the age of forty-nine. These facts were used by Stirner's critics as evidence of the depravity of his ideas. However, one can imagine Stirner looking upon this judgement with a wry smile. It seems, from the style of his writing, that he was robust in the face of criticism. He may have been proud to have lived life on his own terms – right to the end.



## Random sampling

In a **random sample**, each member of the population has an equal chance of being in the sample. A random sample can be selected using the random number generator on a calculator or computer, dice, cards, and random number lists.

The statistician will firstly number each member of the population. Members are then selected by any of the methods above to generate the sample.

### EXAMPLE

There are 40 players in a 5-a-side football tournament. Josh wants to take a 10% sample to ask questions about energy drinks.

- How many players will Josh need in his sample?
- Use this player list and random number table (reading across from left to right) to determine which players are in the sample.

Tal	Lee	Tawara	Rick	Tom
Lila	Ben	Jay	Kel	Sorja
Max	James	Jimmy	Oshra	Mike
Jim	Lila	Raffy	Jashen	Ravir
Tamir	Milo	Ilay	Zuke	Jack
Zenia	Jerwin	Oris	Dot	Nat
Bri	Helan	Elmar	Daniel	Canor
Morgan	Lydia	John	Jaime	Tully

04	57	92	78	56	76	62	54	17	52
21	51	35	87	02	57	19	14	44	84
75	56	66	31	21	57	55	04	29	52



### ADVICE

Don't forget to number your population before you begin and then match those numbers to members of the population at the end.

## Inspire

## Objectives

## Basic Addition

### Adding 1- and 2-Digit Numbers with Regrouping

- Math Standards for Numbers and Operations in Base Ten
- Add two 1-digit numbers or a 2-digit number and a 1-digit number based on place value with regrouping.
  - Model and identify the number of tens and ones in a two-digit number.
  - Add two 1-digit numbers or a 2-digit number and a 1-digit number based on place value when regrouping is not needed.

### Lesson Plan

#### PRE-ASSESSMENT

- The pre-assessment consists of 8 items that assess students' readiness for addition with regrouping using two 1-digit numbers or a 2-digit number and a 1-digit number, their understanding of key prerequisite skills including representational and conceptual understanding of place value with 2-digit numbers, and adding without regrouping. Each item of the pre-assessment has three differentiated levels. All levels provide an organizational support indicating areas for the tens and ones place for each addend, an answer space, and draggible ten sticks and one cubes. Level 5 has added supports of color-coded ten sticks and one cubes for each addend, an unlabeled ten-frame, modeling and visual cues. Level 4 has the added support of color-coded ten sticks and one cubes for each addend, a ten-frame, modeling, visual cues and an answer tray with limited answer choices from which to choose.
- The pre-assessment will afford students the opportunity to complete tasks at Level 6 as long as they are successful. It will provide other items at Level 5 and Level 4 needed throughout the assessment to determine which support level is most beneficial for the student on these skills.
- The results of this pre-assessment will offer another indicator of a suggested level for the student to work within this module. The pre-assessment will also offer the teacher an idea of prerequisite skills that may need reteaching before moving forward with this lesson.

Assign students the pre-assessment. Tell students that they will complete items on a pre-assessment. Explain that each item may have different directions and that they should complete each item on the pre-assessment.

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Unique Learning System, B, Inspire Courses

Inspire Courses, Basic Addition  
Adding 1- and 2-Digit Numbers with Regrouping

# NOMADS OF THE SEA

Imagine spending most of your life at sea instead of on land. This is how the Sama-Bajau people of Southeast Asia live. As sea nomads. A nomad is a person who moves from place to place instead of living in a permanent home.

## ART & MEDIA MANAGEMENT

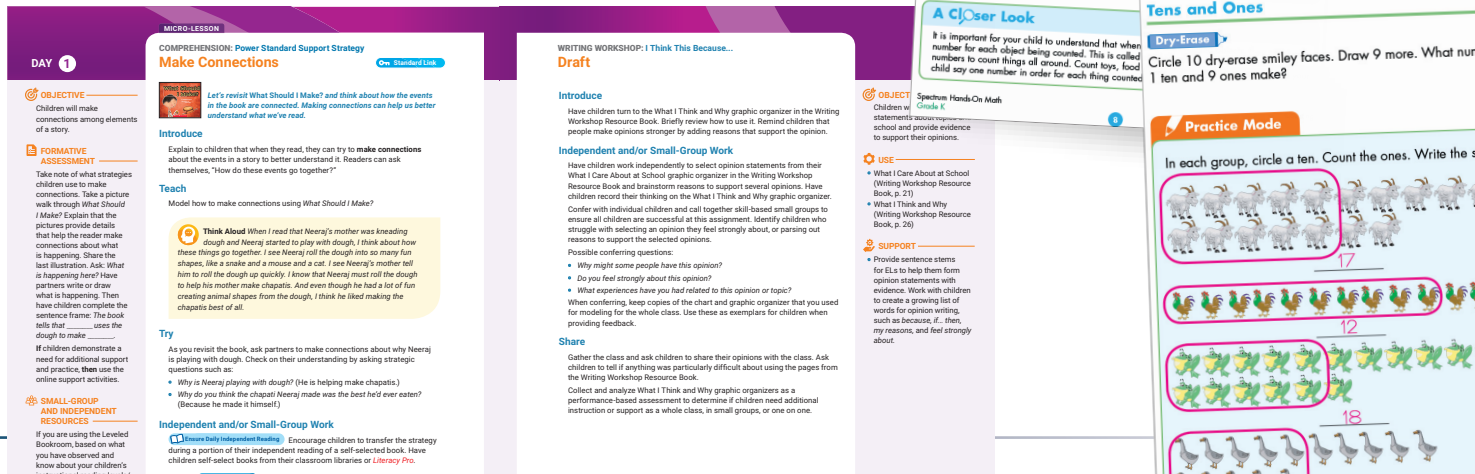
Managing art and media assets for a project can be time-consuming. Free your team up to focus on other important design initiatives by letting us **expertly handle photo research, database management, permissions reviews, and other repetitive tasks** that are taking up your staff's valuable creative time.

# Production & Project Management

When your projects require a full-service solution, Westchester has everything you need. Our experienced project management and production staff work with your internal teams and our project leads to make sure your projects remain in scope, on schedule, and within budget.

## PRODUCTION SERVICES

Our UK-based in-house team, supplemented with freelance resources, as well as our wholly-owned production facilities in India, are **experienced with page layout, integrated InDesign/InCopy workflows, XML tagging, and digital conversion.** This exclusive combination of production resources and capabilities provides your projects with a high level of flexibility, quality, affordability, and customer service that vendors with production teams based solely offshore simply cannot match.



## PROJECT MANAGEMENT

Under the Westchester model, the project manager **ensures that your project moves smoothly and effectively through the workflows.** Consider our project management team as an extension of your in-house staff, providing you with a high level of communication, transparency, and attention to detail. Working together with our editorial, art, design, and production staff, the PM team ensures project schedules are maintained using customized workflow steps with your scope and budget considerations in mind.

NAME \_\_\_\_\_

### Non-Standard Units

**Practice Mode**

A paper clip can be a unit. Count the paper clips to measure the length of each object. Write the number.

Key: 4  
Seashell: 2  
Belt: 3  
Pea pod: 8

**A cJooser Look**

A **non-standard unit** is a unit of measurement that is not a standard unit (such as an inch or a centimeter) and that is not typically used for measuring. A non-standard unit could be a penny, a finger, or something else. Measuring with non-standard units helps your child understand the concept of measurement before they are introduced to standard units.

Spectrum Hands-On Math  
Grade K

Unit 4 What I Can Do  
**Week 20**

Unit Focus  
Link to Everyday Literacy

	DAY 1	DAY 2	DAY 3
<b>Reading</b> Interactive Read-Aloud, Interactive Reading, Shared/Close Reading, Connect the Learning	<b>Shared/Close Reading "Getting Fit"</b> Power Standard 1.6 Informational Text Graphic Organizer	<b>Shared/Close Reading "Getting Fit"</b> Power Standard 1.6 Informational Text Graphic Organizer	<b>Shared/Close Reading "Get Up and Go!"</b> Chart
<b>Micro-Lessons</b> Focus on Comprehension, Metacognition, Vocabulary	<b>Interactive Read-Aloud Option:</b> Use a favorite read-aloud text to model for children how to use the Vocabulary Strategy with a longer text. <b>Vocabulary Building Word Knowledge: Action Words</b>	<b>Interactive Read-Aloud Option:</b> Use a favorite read-aloud text to model for children how to use the Metacognition Strategy with a longer text. <b>Metacognition Summarize</b>	<b>Interactive Read-Aloud Option:</b> Use a favorite read-aloud text to model for children how to use the Comprehension Strategy with a longer text. <b>Comprehension Use Picture Clues: Power Standard 1.6 Support Strategy</b>
<b>Writing Workshop</b>	<b>I Think This Because... Review</b>	<b>I Think This Because... Edit</b>	<b>I Think This Because... Publish/Share</b>
<b>Phonics</b> (Link to the Phonics lessons in the small-group instruction)	<b>Contractions Build and Sort Words</b> Scholastic F.I.R.S.T.	<b>Contractions Build and Sort Words</b> Scholastic F.I.R.S.T.	<b>Contractions Build and Sort Words</b> Scholastic F.I.R.S.T.
<b>Small-Group Guided Reading Instruction</b>	<b>Levelled Bookroom 4.0 or Theme-Related Titles</b> • Scholastic F.I.R.S.T. • W.O.R.L.D. • Literacy Pro • Classroom Libraries	<b>Levelled Bookroom 4.0 or Theme-Related Titles</b> • Scholastic F.I.R.S.T. • W.O.R.L.D. • Literacy Pro • Classroom Libraries	<b>Levelled Bookroom 4.0 or Theme-Related Titles</b> • Scholastic F.I.R.S.T. • W.O.R.L.D. • Literacy Pro • Classroom Libraries
<b>Structured Independent Reading and Personalized Learning</b>	<b>Levelled Bookroom 4.0 or Theme-Related Titles</b> • Scholastic F.I.R.S.T. • W.O.R.L.D. • Literacy Pro • Classroom Libraries	<b>Levelled Bookroom 4.0 or Theme-Related Titles</b> • Scholastic F.I.R.S.T. • W.O.R.L.D. • Literacy Pro • Classroom Libraries	<b>Levelled Bookroom 4.0 or Theme-Related Titles</b> • Scholastic F.I.R.S.T. • W.O.R.L.D. • Literacy Pro • Classroom Libraries

**Combine Shapes**

NAME \_\_\_\_\_

**Dry-Erase**

Look at the shapes on the dry-erase board. Draw lines inside each shape to divide it into more shapes.

**Practice Mode**

Draw lines inside the rectangle to show how it can be made from different shapes. *Answers may vary.*

Draw lines inside the hexagon to show how it can be made from different shapes.

Draw lines inside the square to show how it can be made from different shapes.

Draw lines inside the triangle to show how it can be made from different shapes.

Spectrum Hands-On Math  
Grade K

**Objectives**

will locate examples that support a point the author's text.

**Introduction to the question, "What was the purpose to inform the reader or explain something?"** (Informative/explanatory) Was the purpose to entertain the reader? (Narrative) Was the purpose to give his or her own opinion to persuade the reader to think in a certain way? (Opinion/argument)

It is important to note key details, illustrations, and opinions, perspectives, and positions that support a point of view or author's purpose.

**Comprehension Strategies** that support Power Standard 1.6

1. Use Picture Clues
2. Identify Author's Purpose

**WRITING**

Children will create images for opinion speeches, and revise, edit, share, and celebrate their work.

**SPEAKING AND LISTENING**

Children will discuss key details or visuals and ask and answer questions about the author's purpose in an informational text.

**SOCIAL-EMOTIONAL LEARNING**

Planning

**Structured Independent Reading and Personalized Learning**

**Classroom Libraries**  
15-20 minutes of self-selected reading

**Scholastic Literacy Digital Suite**

• **Literacy Pro**  
Children continue to browse and select eBooks for their personal bookshelf, and read eBooks, or any book and text.

# Accessibility

Making sure content is accessible is more important than ever, especially as all content providers will be required to comply with the European Accessibility Act by 2025.

At Westchester, creating content that is both accessible and equitable is top of our agenda.

Our expert editorial teams can make content **discoverable, usable, and accessible** using a number of methods **including metadata and alt-text** creation.

Westchester is also a Benetech Global Certified Accessible™ vendor, which means we have demonstrated success in consistently producing files that are in accordance with Benetech's GCA certification standard, meeting the EPUB Accessibility 1.0 Conformance and Discovery specification, and exceeding a publishing standard level of WCAG 2.0 A.





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