

## How to Use the Vizzle Curriculum

Vizzle helps educators expose students to grade-level standards with a tiered curriculum AND provides an interactive activity bank. The platform effectively supports a student's IEP (Individual Educational Plan) goals and objectives while tracking data and providing easy progress monitoring.

The content in Vizzle can be used as a Special Education curriculum or as an adaptive intervention solution that aligns with your district's scope and sequence. The content provides differentiated instruction for students that provides 3 tiers of intervention. Each grade-level course aims to provide 36 weeks of content. *Courses contain various units with topics typically meant to be taught over one week.* Each topic has pre & post-assessments, a vocabulary activity, an instructional text, and a series of practice and reinforcement activities to assess, instruct, and generalize student learning. Activities can be played interactively in small groups, large groups, or independently by students based on their individualized instructional needs. Lessons can easily be tagged to IEP goals or organized by topic/standard to meet state requirements for access and accountability.

### Activity Types

1. **Topic Pre/Post-assessments:** Quick topic assessment to gauge prior knowledge and post assessment to gauge skill mastery.
2. **Vocabulary:** Prepare students for new and unfamiliar vocabulary with definitions, real-world connections, and questions to check for comprehension. Use interactively and/or print for your word wall, flashcards, or memory game. Vocabulary should be practiced throughout the week to reinforce new concepts.
3. **Instructional Text:** Using the leveled text as a primary instructional resource, the instructional text is an easy-to-use script for the teacher to present information, ask discussion questions, and lead students through an introduction to practice and generalization of new skills. After the primary introduction, the instructional text should be assigned for the student to practice reading and reinforcing learning at their individualized level of instruction.
4. **Practice/Reinforcement:** Students need a variety of experiences and formats to show what they know through active expression and engagement in learning. Each activity is meant to reinforce different depths of knowledge and can be done in groups or as independent practice. Activities include:
  - a. **Multiple-choice:** Traditional (A, B, C, D answer format).
  - b. **True or False:** Traditional T/F format.
  - c. **Sequencing:** Timelines, steps, sequences, retells, and more.
  - d. **Sorting:** 2 categories with up to 8 cards for sorting.
  - e. **Categorization:** 2 or more categories with up to 8 cards for sorting.
  - f. **Matching:** Versatile question-answer format.
  - g. **Custom Student Responses:** Students respond to prompts by writing or drawing interactively on the screen.
  - h. **Games:** Popular in group settings as an academic and social skills reinforcement activity.
  - i. **Story:** ELA (English Language Arts) K-2 supplemental reading activity with comprehension and sequencing.
  - j. **Science Experiments:** Hands-on activities formatted as a laboratory experience to support the scientific method.
  - k. **Extension Activities:** Printable activities for students to generalize learning offline with multiple means of engagement and representation.

## Instructional Cadence

### 1. Pre-assessment

- a. Assign appropriate levels to each student prior to new topics.
- b. Students log in to complete assessment to develop a baseline and check for prior knowledge to easily monitor student progress.

### 2. Whole Group Instruction:

- a. Lesson plans provide adapted objectives for students at the three different levels of instruction to adjust learning for groups and individuals.
- b. When selecting the level of activities consider the primary instructional tier for your larger group for instruction.
  - Level 1:** Higher level text and comprehension activities without visual cues
  - Level 2:** Modified text, and visual cues
  - Level 3:** Minimal text, visual cues
- c. Vocabulary, instructional text, games, and experiments are used often for whole-group instruction.

### 3. Independent work

- a. Assign lessons for independent work to each student based on their level of independence for the subject.
  - i. [Create groups](#) of students for easy planning and assigning the correct levels/days.
  - ii. [Tag with instructional goals](#) or topic tracking.
- b. Provide daily practice time for students to log in and complete assigned content.
- c. Students can log in at home for homework as a home-school connection.

### 4. Post-assessment

- a. Assign appropriate levels to each student at the close of each topic. Students should have completed each activity within the topic at least once.
- b. Students log in to complete assessment to check for content mastery.
- c. If student has not made progress, teacher can look at alternative levels in the same topic OR prerequisite skills to target intervention.

**5. Unit Summative Assessment:** Completed on the last day of the last topic in the unit to gauge student application of learning. Unit Summative Assessments are unique in presenting questions at different depths of knowledge.

## Suggested Weekly Format

**Day 1:** Topic Pre-assessment, Vocabulary, Instructional Text

**Day 2:** Vocabulary, Instructional Text (optional), 1 practice activity

**Day 3:** Instructional Text, 1 practice activity

**Day 4:** Vocabulary, Instructional Text (optional), 1 practice

**Day 5:** Vocabulary and Instructional Text review (optional), Practice activity and Topic Post-Assessment