# Unit 5: Kindergarten T&G

Content Area: **T&G**
Course(s): **Sample Course**
Time Period: **MayJun**
Length: **6-8 weeks**
Status: **Published**

## Title Section

# Department of Curriculum and Instruction

**Belleville Public Schools**

Curriculum Guide

# Unit 5: T&G Curriculum

# Kindergarten

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Mrs. Diana Kucko

Dr. Richard Tomko, Superintendent of Schools

Mr. Thomas D'Elia, Director of Curriculum and Instruction

Ms. Diana Kelleher, District Supervisor of ELA/Social Studies

Mr. George Droste, District Supervisor of Math/Science

Board Approved: August 24, 2015

## Unit Overview

**PHILOSOPHY**

The philosophy of the Talented & Gifted Program for Belleville Public Schools is to recognize the unique talents and cababilities of all students. Students who demonstrate exceptional abilities require a challenging and a differentiated curriculum. We recognize that students learn in different ways and possess different experiences and levels of understanding. Students deserve an educational environment that is challenging, stimulating, individualized, and learner driven. The curriculum has been designed to maximize students' creative, culutural, and cognitive needs. The cornerstone belief of the Talented and Gifted Program is that children learn best when they are actively engaged in the quest for knowledge.

**PURPOSE**

The purpose of the Belleville School District Talented & Gifted Program:

- Provides students with experiences to increase their cognitive and affective abilities through frequent applications of creative thinking, problem solving, critical thinking, exploration, discovery, and experimentation.
- Provide a three-part model of learning activities:
  Tier 1: Whole Group Instruction in the classroom setting during a typical school day involving cross curricular involvement. (K-5)
  Tier 2: To further enhance the talents and abilities of students via the use of small group instruction in guided reading and math groupings.
- The three characteristics used for identifying students are above average ability, task commitment, and creativity.
- Discover, encourage, and provide educational opportunities and activities to every student in his/her personal learning style, to include visual-spatial, musical, naturalist, bodily kinesthetic, interpersonal, intrapersonal, linguistic, verb-linguistic, and logical-mathematical.
- To develop and encourage students to apply higher level thinking processes to become producers of information as well as consumers of information.
- The program will enhance student's level of understanding concepts, ideas, and issues in the areas of knowledge, comprehension, application, analysis, synthesis, and evaluation.
- Intellectual architecture fueled by teacher designed lessons that build upon identified students' strengths, interests, and talents.
- This program is designed to be student driven, in which the teacher acts as an facilitator, guide, or resource for personal or small group inquiries and investigations.
- The three characteristics used for identifying students are above average ability, task commitment, and creativity.
  Students are identified based on unique talents, abilities, and interests to form a talent pool.

At the K-2 levels, enrichment is intended for all students. It will be availible to encourage students and give them additional opportunities to achieve their highest potential.

The activities in this unit reflect ELA, math, science and technology endeavors which support differentiated instruction that addresses grade level needs as well as high capability needs.

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| CCSS.Math.Content.K.CC.A.1 | Count to 100 by ones and by tens. |
| CCSS.ELA-Literacy.RL.K.2 | With prompting and support, retell familiar stories, including key details. |

| | |
|---|---|
| CCSS.ELA-Literacy.RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |
| CCSS.ELA-Literacy.RL.K.10 | Actively engage in group reading activities with purpose and understanding. |
| CCSS.Math.Content.K.G.A.1 | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. |
| CCSS.Math.Content.K.G.A.2 | Correctly name shapes regardless of their orientations or overall size. |
| CCSS.Math.Content.K.G.A.3 | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). |
| CCSS.Math.Content.K.G.B.5 | Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. |
| CCSS.Math.Content.K.G.B.6 | Compose simple shapes to form larger shapes. |
| CCSS.ELA-Literacy.W.K.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). |
| CCSS.ELA-Literacy.W.K.3 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| CCSS.ELA-Literacy.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| CCSS.ELA-Literacy.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |

## Exit Skills

By the end of Unit 5, students should be able to:

- Identify main idea and details.
- Distinguish between fantasy and reality.
- Compose an informative/explanatory piece
- Describe objects in the environment using names of shapes
- Describe the relative positions of these objects using terms such as, *above, below, beside, in front of, behind* and *next to.*

## Enduring Understanding

- Weather dictates our dress and activities.
- There are different types of weather.
- Visualization creates a picture in your mind.
- Objects can be described, compared, and classified by geometric attributes.
- Patterns are a way to recognize order and to organize the world.
- Shapes in the world can be built with components such as sticks and clay.
- Shapes in the world can be drawn.
- Shapes can be formed by composing other shapes.

## Essential Questions

- Where in the real world would I find patterns and shapes?
- In what ways can I match geometric figures to real-world objects?
- How can I put shapes together and take them apart to form other shapes?
- How do different weather conditions affect our lives?
- What helps you create a picture in your mind?

## Learning Objectives

By the end of Unit 5, students will be able to:

- build and create designs using pattern blocks.
- build 2-D shapes using skinny pretzels and marshmallows.
- compare and contrast favorite ice cream flavors within the class and graph the results.
- work togehter with group to build a tall tower using index cards and tape.

## Interdisciplinary Connections

The T&G Curriculum areas of divergent thinking, convergent thinking, visual/spatial perceptions, interpretive thinking, and problem solving are integrated with Language Arts, Math, Science, and other content areas.

| | |
|---|---|
| SCI.K-2.5.4.2.F | Earth's weather and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere. |
| SCI.K-2.5.4.2.F.a | Current weather conditions include air movement, clouds, and precipitation. Weather conditions affect our daily lives. |

## Alignment to 21st Century Skills & Technology

**Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- Arts
- Mathematics
- Science

## 21st Century/Interdisciplinary Themes

- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

## 21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Media Literacy

## Technology Infusion

- SMARTboard
- Computers
- iPads/Tablets
- Powerpoint presentations
- Videos
- MS Office 365




## Differentiation

## Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- secure attention before giving instruction/directions
- student working with an assigned partner
- teacher initiated weekly assignment sheet

## ELL

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing students to correct errors (looking for understanding)
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- tutoring by peers
- using computer word processing spell check and grammar check features

## Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides

- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Evidence of Student Learning-CFU's

- Compare & Contrast
- Define
- Describe
- Evaluate
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Question Stems
- Red Light, Green Light
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share

## Primary Resources

- Envision Mathematics
- Scott Foresman Series
- Reading A-Z
- Decodable readers
- Being A Writer
- Leveled Readers
- Running Record (DRA)
- Sadlier Resources
- Recipes for Reading (Orton Gillingham)

## Ancillary Resources

www.discoveryeducation.com

www.readinga-z.com

www.watchknowlearn.com

www.mobymax.com

www.readtheory.org

www.starfall.com

www.brainpopjr.com

## Sample Lesson

**Creative Pattern blocks** http://raebear.net/goodies/patternblocks/
Pattern Blocks are a great way to teach kids about shapes, counting, sorting, reasoning, symmetry… even fractions! These simple, pattern block mats are an awesome math challenge for kids. Just print them out and start building.

**Marshmallow 2-D Shapes** https://www.pinterest.com/pin/AXEIkqfdEj4UCc5IJhBiBw3xfpaEnyXYCv0KBKh2b8CTBNqAcXERe44/

Using skinny pretzels and gum drops, students will build squares, triangles, rectangles, parallelograms, hexagons, and pentagons

**Ice Cream Compare & Contrast Activity (PDF)**

**Index Card Tower**https://www.pinterest.com/pin/3307399703559237/
How tall can you build a tower of index cards? Work together with your group to build a tall tower in the time allotted. Measure your towers at the end and graph your results.