Unit 2: Kindergarten T&G

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 2: 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

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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.Math.Content.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
CCSS.Math.Content.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
CCSS.Math.Content.K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
CCSS.Math.Content.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
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.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.K.1.b	Continue a conversation through multiple exchanges.
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Exit Skills

By the end of Unit 2, students should be able to:

- Make and confirm predictions
- Classify and categorize details of a story.
- Identify character and plot.
- Represent addition and subtraction with objects, mental images, drawings, acting out situations, verbal explanations or equations.
- Solve addition and subtraction word problems.
- Add and subtract within 10.
- Find the number that makes 10 when added to a given number, for any number 1-9, by using objects or drawings and record the answer with a drawing or an equation.

Enduring Understanding

- Numbers can be decomposed.
- Operations create relationships between numbers.
- Transportation is important to our daily lives.
- Various elements are important in comprehending a selection.
- Text is categorized for easier comprehension

Essential Questions

- How can words and pictures help tell a story?
- How does organization influence a text?
- Why do we need mathematical operations?
- How do mathematical operations relate to each other?
- What happens when we add or take away from a group?
- How can the scientific method be useful in my own life?

Learning Objectives

By the end of Unit 2, students will be able to:

- sort and classify objects by color.
- solve addition problems up to 10.
- add and subtract legos.

- make predictions about which liquid will make the candy cane disappear the fastest.
- sequence zoo animal pieces together and then write about their favorite animal.

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.

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

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

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- 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
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- have student repeat directions to check for understanding
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- secure attention before giving instruction/directions
- student working with an assigned partner

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
- reducing or omitting lengthy outside reading assignments
- tutoring by peers
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

- Compare & Contrast
- Define
- Describe
- Evaluate
- Exit Tickets
- Fist- to-Five or Thumb-Ometer
- Illustration
- KWL Chart
- 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

1. **Color books (PDF)**
This is a fun, hands-on color book that students will sort and classify by color. Students will stamp, stick, and glue together their very own color book. Some items to use are: foam stickers, pipe cleaners, paper circles and squares, dot markers…

2. **Lego Addition (PDF)**

3. **Lego Mat (PDF)**
This lesson involves, sorting, classifying, adding, and subtracting.
By looking at the mat, there are numbers in different colors. Students can look at the color of each square and cover it up with the same colored lego block.
You can use this mat for number recognition and number concept. Students will build the towers of each number on the mat.
Finally, students can practice subtracting and taking away legos. Use a die and whichever you roll, students will then have to take away that number of legos. Students can use one, two or three dice for this subtraction activity to make it more challenging.

4. **Candy Cane Curiosity** http://www.giftofcuriosity.com/candy-cane-science-experiment/
Students make predictions about which liquid will make the candy cane disappear the fastest.

5. **Zoo Animal Sequence Puzzle.** Students will put together zoo animal pieces together and then write about their favorite animal.