# Unit 1: 1st Grade T&G

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

Curriculum Guide

# Unit 1: T&G Curriculum

# First Grade

**Belleville Board of Education**

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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.1.OA.B.3 | Apply properties of operations as strategies to add and subtract. |
| CCSS.Math.Content.1.OA.B.4 | Understand subtraction as an unknown-addend problem. |
| CCSS.Math.Content.1.OA.C.5 | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). |
| CCSS.Math.Content.1.OA.C.6 | Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). |
| CCSS.ELA-Literacy.W.1.3 | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| CCSS.ELA-Literacy.RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| CCSS.ELA-Literacy.RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| CCSS.ELA-Literacy.RL.1.1 | Ask and answer questions about key details in a text. |
| CCSS.ELA-Literacy.SL.1.1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |

## Exit Skills

By the end of Unit 1, students should be able to:

- Draw conclusions.
- Write or draw a picture about what makes someone they know special.
- Add and subtract numbers within 1-20.
- Combine and seperate quantities to solve problems.

## Enduring Understanding

- A story's structure helps a reader understand better.
- People should be valued for their talents and differences.
- Mathematical expressions represent relationships.
- In everyday life, we combine and separate quantities to solve problems.
- More efficient computation occurs when using combinations of 10.

## Essential Questions

- How do addition and subtraction relate to each other?
- How do I know which operation to use to solve a problem?
- How do I determine which computational strategy to use?
- How do readers make sense of what they read?
- What makes a person special?
- What are the different steps of the scientific method and how do they work together?

## Learning Objectives

By the end of this unit, students will be able to:

- create play-doh models of themselves and write about what makes them special.
- invent and create a new animal and design its new habitat.
- use the scienftic method to determine which parts of an apple will sink or float.
- sort and categorize which items are living and nonliving.
- correctly subtract within 20.

## 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-2.5.2.2.A.a | Living and nonliving things are made of parts and can be described in terms of the materials of which they are made and their physical properties. |
| SCI.K-2.5.3.2.B.a | A source of energy is needed for all organisms to stay alive and grow. Both plants and animals need to take in water, and animals need to take in food. Plants need light. |
| SCI.K-2.5.3.2.C | All animals and most plants depend on both other organisms and their environment to meet their basic needs. |

## 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

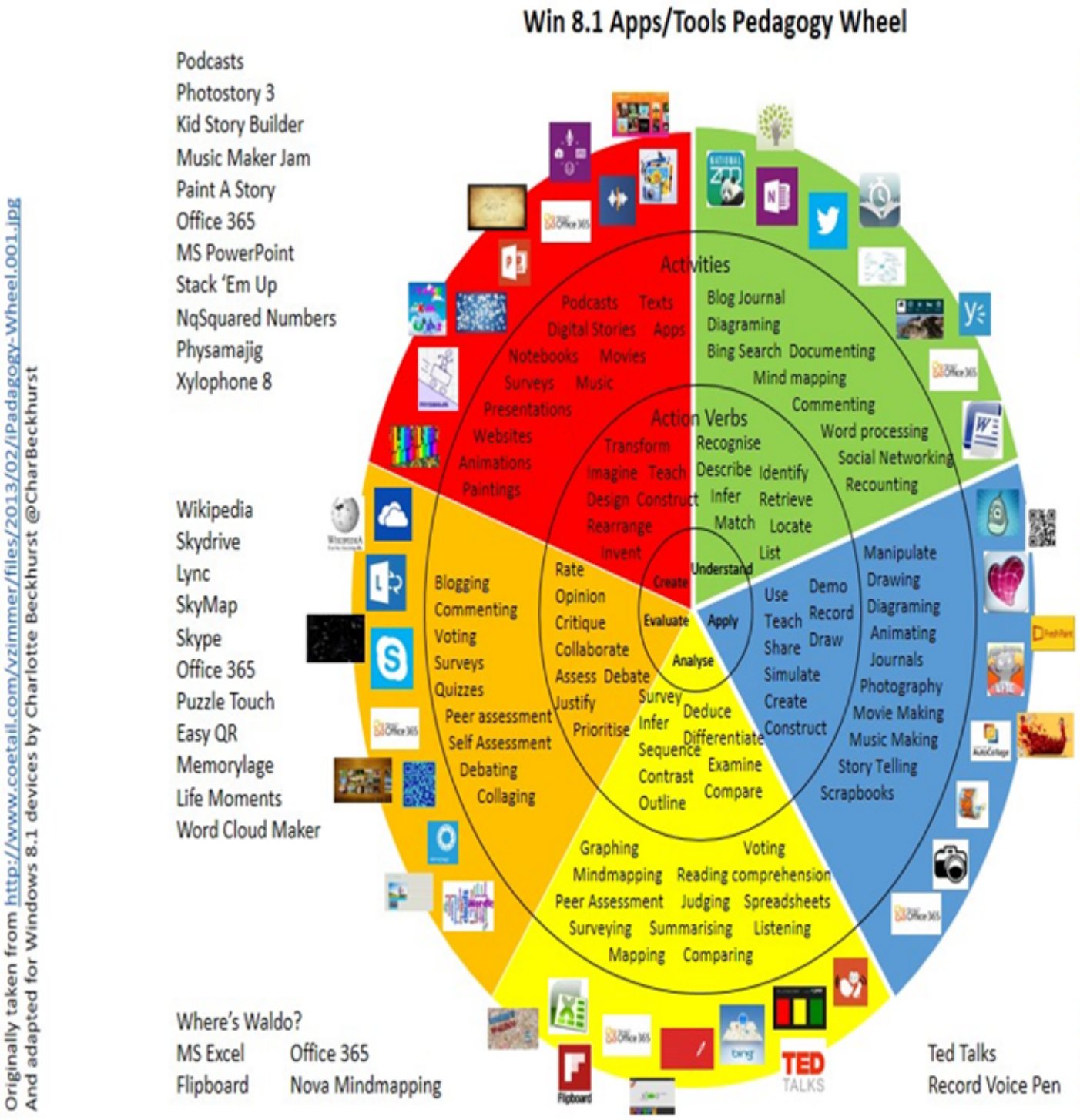
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## 21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Life and Career Skills
- Media Literacy

## Technology Infusion

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



## Differentiation

## Special Education

- additional time for skill mastery
- assistive technology
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- highlighted text visual presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- 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
- 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

- 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
- Describe
- Evaluate
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- 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. Play-Doh People (PDF)**

Use with written component: ‘What makes me special?’

**2. New Animal Creation (PDF)**

**3. Apple Science: Sink or Float Activity (PDF)**

4. **Living/NonLiving Sort Activity for Centers(PDF)**

5. **Ghost Subtraction (PPT Game)**