Unit 1: 2nd Grade T&G

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 1: T&G Curriculum

Second 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.2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.Math.Content.2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
CCSS.Math.Content.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
CCSS.Math.Content.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
CCSS.Math.Content.2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
CCSS.ELA-Literacy.RF.2.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
CCSS.ELA-Literacy.SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.

Exit Skills

- The three digits in a three-digit number represent the amount of hundreds, tens and ones respectively.
- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, and nine hundreds.
- How to write numbers to 1000 using base ten numerals, number names, and expanded form.
- Summarize using main ideas.
- Use text, illustrations and prior knowledge to make predictions.

Enduring Understanding

- Our Base 10 number system determines a digits value.
- To compare two numbers, one must compare the digits in each place, starting with the largest place.
- Missing numbers in a math sentence can be found using addition and subtraction.
- A symbol can represent an unknown and can be located in any position in the equation.
- Objects, drawings, and equations can be used to solve problems.
- Estimation is a way to get an approximate answer.
- Proficiency with basic facts aids estimation and computation of larger and smaller numbers.

- People and animals have basic needs.

Essential Questions

- Why is place value so important and how can it be applied to the real world?
- How does a number's position affect its value?
- What strategies can be used to find sums and differences?
- How do mathematical operations relate to each other?
- What are strategies for making a reasonable estimation?
- Why do certain animals sleep during the day?

Learning Objectives

In this unit, students will be able to:

- Make multiple estimations with different sized containers.
- Locate place card values with Base Ten pictures up to 1000.
- Identify animals that are nocturnal.

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-2.5.3.2.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

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

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- 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
- highlighted text visual presentation
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Reduced/shortened written 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
- reducing or omitting lengthy outside reading assignments
- 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 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 the number of answer choices on a multiple choice test

- tutoring by peers
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Outline
- 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
- Recipe 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. **Estimation Station Activity**
   Fill three jars/containers, of varying size, with candy, marbles, or other items. Student will practice estimating candy in the jars. Students discuss their strategies on how to figure out how many are in the containers.

2. **Place Value Cards Game** (PDF)

3. **Nocturnal Animal Predictions** (PDF)