# Unit 3: 1st Grade T&G Copied from: TAG Grade 1 Resources, Copied on: 02/21/22

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

Curriculum Guide

# Unit 3: 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.NBT.B.2 | Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: |
| CCSS.Math.Content.1.NBT.B.2.a | 10 can be thought of as a bundle of ten ones — called a “ten.” |
| CCSS.Math.Content.1.NBT.B.2.b | The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. |
| CCSS.Math.Content.1.NBT.B.2.c | The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). |
| CCSS.Math.Content.1.NBT.C.6 | Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |
| CCSS.ELA-Literacy.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CCSS.ELA-Literacy.SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |

## Exit Skills

By the end of Unit 3, students should be able to:

- Compare and contrast elements of a story.
- Visualize to create a picture in their mind.
- Identify ten as ten ones bundled.
- Identify tens and ones in a two-digit number
- Compare two digit numbers using <,=,>
- Add two digit numbers and a one digit number with a sum of ten and twenty.
- Add a two digit number and a multiple of ten, with a sum of 100.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.

## Enduring Understanding

- Numbers have relative value.
- There are many ways to represent a number.
- Quantities can be counted and compared.
- The location of digits in a number determines the value of the number.
- By asking questions they will further their understanding and knowledge.

## Essential Questions

- How can we express ourselves clearly to others?
- How can asking questions lead to new ideas and understandings?
- What are ways that I can help those around me?
- How do numbers represent and define value?

- Why is place value important?
- How does place value help one find the answers to addition and subtraction problems?
- 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:

- use coffee filters to create symmetrical snowflakes.
- solve hundred chart puzzles.
- identify base ten and place values.
- use the Engineer Design Process to create snowflake replicas.
- identify and solve decimal problems.

## 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 21st century.

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
- Health Literacy

## 21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- 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
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- secure attention before giving instruction/directions
- shortened assignments
- 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 products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- 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

- 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
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- 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
- providing study guides
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

## Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Compare & Contrast
- Define
- Describe
- Evaluate
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- KWL Chart
- Outline
- Question Stems
- Red Light, Green Light
- Think, Pair, Share
- Think, Write, Pair, Share

## Primary Resources

- Sadlier Resources
- Envision Mathematics
- Scott Foresman Series
- Reading A-Z
- Decodable readers
- Being A Writer
- Leveled Readers
- Running Record (DRA)
- 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. Coffee Filter Snowflakes** http://www.makeandtakes.com/coffee-filter-snowflakes-on-a-string

Using coffee filters, students will cut shapes in order to make snowflakes. Symmetry and geometry can be further discussed into this activity.

**2. Hundred Chart- (PDF)**

This is a hands-on way to help kids build number sense. Children can easily count on (22, 23, 24…), identify patterns (10, 20, 30…) and understand more and less (10 is more than 4…) There are so many simple ways to work on important math skills. Cut apart each hundred chart differently to help my kids practice matching numbers in a variety of ways. You can cut them into vertical columns, another horizontally, and the rest separated into funky chunks for T&G learners.
Questions: “What comes next?” and “What number is below that one?”

**3. I Have, Who Has Place Value Game (PDF)**

Students play this well-known game as a whole class. Each student gets a card. Students then have to look around to see who has their matching card. Students can practice base ten number identification.

**4. Snowflake Engineering (PDF)**

This craftivity allows students to be engineers. Students will build snowflakes by using cotton swabs. This can take place during a math center. The students will receive a 'blueprint' of a snowflake and will then use cotton swabs to make a replica of that snowflake.

**5. Decimal Match Activity (PDF)**

This activity can be performed in a math center and helps students with place value.