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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 4: T&G Curriculum

Kindergarten

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.K.CC.A.1	Count to 100 by ones and by tens.

CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCSS.Math.Content.K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
CCSS.Math.Content.K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
CCSS.Math.Content.K.OA.A.5	Fluently add and subtract within 5.
CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCSS.Math.Content.K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Exit Skills

By the end of Unit 4, students should be able to:

- Retell a story.
- Record decompositions of numbers by drawing or equations.
- Solve addition and subtraction word problems
- Compose and decompose numbers from 11-19 into ten ones and some further ones, by using objects or drawings.
- Make predicitions.

Enduring Understanding

- Relationships between numbers can be expressed with words or symbols.
- There are a variety of ways to represent quantities.
- Composing and decomposing numbers into tens and ones will help solve problems.
- Unique components make up a neighborhood.
- Community workers contribute to the success of a neighborhood.
- Retelling the main idea and details creates a summary.

Essential Questions

- What makes up a neighborhood?
- How do community workers help us?
- How do the main idea and details used help readers summarize?
- What are some different ways to count?
- Why do we need to add and subtract?
- Why do we compose and decompose numbers?

Learning Objectives

By the end of Unit 4, students will be able to:

- make predictions if water can move by itself.
- organize straws from smallest to biggest.
- sort, graph, and tally and jelly beans.
- build their own community and discuss its components.
- hypothesize what will happen to skittles when submerged in water.

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-2.5.1.2.C	Scientific knowledge builds on itself over time.
SOC.6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

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
- Media Literacy

Technology Infusion

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



Differentiation

Special Education

- additional time for skill mastery
- 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 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
- providing study guides
- 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
- 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
- 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
- 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. Walking Water Predictions http://www.becauseimme.net/2013/10/walking-water.html

Question: Can water 'walk'?
To begin, fill a cup with purple colored water. Set it up on a box and put another cup on the table below. Dip a paper napkin/papertowel in the cup of colored water and then into the empty cup. Students will observe the cups and papertowel. Students will then draw their observations and then retell what had happened.

2.Shamrock Straw Match Up (PDF)

After cutting the straws, print a copy of the shamrock mat for each child. Then invite them to match the straws with the lines on the mat. This activity will help students to decide which straw sizes are bigger and smaller.

Other Ways to Play -
-Organize straws from smallest to biggest.
-Grab a straw and find something in the room that's the same size.

3. Jelly Bean Sort (PDF)

Students will use this activity to practice graphing, sorting, and tallying jelly beans.

4. Community Builders

Kids can build trains out of pattern blocks, create communities on a table with signs labeling what each area is, make railroad tracks out of dominoes, and/or solve traffic jam issues. As a whole group, you can discuss various types of engineers that work with transportation.

5. Skittle Science- http://thesciencepenguin.com/2013/05/skittles-and-the-scientific-method.html Question: Do Skittles dissolve faster in warm or cool water?