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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 4: 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.ELA-Literacy.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCSS.ELA-Literacy.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCSS.Math.Content.1.MD.A	Measure lengths indirectly and by iterating length units.
CCSS.Math.Content.1.MD.B	Tell and write time.
CCSS.Math.Content.1.MD.C	Represent and interpret data.
CCSS.Math.Content.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
CCSS.ELA-Literacy.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Exit Skills

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

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- Order three or more objects by length.
- Compare the lengths of two objects indirectly by using a third object.
- Express the length of an object as a whole number of length units.
- Partition multiple shapes into two, three, and four equal parts.
- Distinguish between defining and non-defining attributes.

Enduring Understanding

- Our environment is affected by many things.
- Everyday objects have variety of attributes that can be measured in many ways.
- Data can be organized in meaningful ways so it can be interpreted and analyzed.
- Measurement can be used to compare lengths.
- Objects can be described, compared, and classified by geometric attributes.
- Many geometric shapes can be divided into equal parts.

Essential Questions

- How are geometric properties used to solve problems in everyday life?
- Why do we use measurement?
- How & why do we organize information?
- How can we express ourselves clearly to others?
- How is my environment like those of others around me?
- How does the weather affect our daily lives?
- 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 plants out of Play-Doh to learn about the parts of a plant.
- design and build a trap to catch a leprechaun using the scientific method.
- create a commercial and write skits detailing why we need to protect our trees and ways that kids can help.
- create ways to make rockets out of straws and wrappers.

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.A.a	Living organisms: Exchange nutrients and water with the environment. Reproduce. Grow and develop in a predictable manner.
SCI.K-2.5.4.2.F	Earth's weather and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere.

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

- 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
- highlighted text visual presentation
- modified assignment format
- modified test length
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading 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
- 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

- modifying tests to reflect selected objectives
- tutoring by peers
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Define
- Describe
- Evaluate
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- KWL Chart
- Question Stems
- Quickwrite
- Red Light, Green Light
- Self- assessments
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share

Primary Resources

- Salider 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. **What's Growing? (PDF)**
   Students will use 3 different mats to use Play-Doh and creatively build what would be growing in the ground, trees, or in pots. This is a great and creative addition to teaching about plants.

2. **Catching a Leprechaun (PDF)**
   Students will create a trap using an empty shoe box and other classroom materials.

3. **Lorax PSA (PPT)**
   This project was based on Dr. Seuss's The Lorax. After reading the story, students were challenged to create a commercial or public service announcement to "speak for the trees." In groups, they wrote skits detailing why we need to protect our trees and ways that kids can help.

4. **Straw Rockets** http://www.pleasantestthing.com/2014/05/make-straw-rockets.html
   There lots of ways to play with the rocket straws – race them, aim them at targets, see how far you can

blow them, blow multiple rockets at once.