Unit 5: 1st Grade T&G Copied from: TAG Grade 1 Resources, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 5: 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.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
CCSS.Math.Content.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
CCSS.Math.Content.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
CCSS.ELA-Literacy.RF.1.4.a	Read grade-level text with purpose and understanding.
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.
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 5, students should be able to:

- Make inferences to help them comprehend stories.
- Make predictions of an effect based on the cause.
- Classify and categorize items based on various categories.
- Fluently add and subtract within 30.

Enduring Understanding

- Good readers make inferences to help them understand what they read.
- When one event happens, another will occur.
- Categorizing information improves understand and leads to organization.
- In everyday life, we combine and separate quantities to solve problems.
- Fractions are comprised of equal sized pieces.
- Objects can be described, compared, and classified by geometric attributes.

Essential Questions

- How can we express ourselves clearly to others?

- What predictions can I make based on previous knowledge to determine an effect?
- 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?
- What are the steps in the scientific method process?

Learning Objectives

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

- hypothesize what will happen to gobstoppers submerged in water over a period of time.
- identify and create fractions while using dominos (1 and 6= 1/6)
- sort, classify, and categorize candy in multiple ways.

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 21stcentury.

Key subjects include:

- English, reading or language arts
- Arts
- Mathematics
- Science

21st Century/Interdisciplinary Themes

- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) 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
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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
- 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

- 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
- providing study guides
- 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

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

- Admit Tickets
- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- 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. Gobstopper Candy Science https://www.youtube.com/watch?v=QOjeK3twgfo

Question: What will happen if you gobstopper candies are submerged in water?
Place the gobstoppers onto the plate. Sort the gobstoppers by color. Add the water to the plate. Students will observe what happens for 5 minutes and draw the ending result.

T&G Question: 'What would happen if you used hot water instead of room temperature?'

2. Fraction Domino Activity (PDF)

3. Candy Math Sort http://ourjourneywestward.com/candy-math-and-science/