

# K - Gifted & Talented

Content Area: **Gifted and Talented**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## **UNIT RATIONALE**

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Higher-level thinking skills are good for all students to learn. By using the P.E.T.S. (Primary Education Thinking Skills), curriculum all Kindergarten students are

included in activities that help strengthen these critical thinking skills:

- convergent analysis
- divergent synthesis, and
- critical evaluation

The P.E.T.S. program also provides more in-depth lessons for students who are identified by the Gifted & Talented criteria set by the district.

Kindergarten students will receive whole class instruction for the first 20 minutes of the session.

Kindergarten students may be selected to receive the last 10 minutes of small group instruction using the [P.E.T.S.](#) Framework (Primary Elementary Thinking Skills)

## **ESSENTIAL QUESTIONS**

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- 1) How can using using higher-level thinking skills such as *Divergent/Creative thinking, convergent/analytical thinking, visual/spatial thinking, and evaluative/critical* help me to better understand story elements?
- 2) How can using *Divergent/Creative thinking, convergent/analytical thinking, visual/spatial thinking, and evaluative/critical* help me to build my problem-solving skills?
- 3) How can using *Divergent/Creative thinking, convergent/analytical thinking, visual/spatial thinking, and evaluative/critical* help me to find multiple solutions to a problem?

## **STANDARDS**

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These are the standards addressed in this unit:

Gifted & Talented Standards

SEL Competencies

New Jersey Learning Standards

New Jersey Career Readiness, Life Literacies and Key Skills

New Jersey Computer Science and Design thinking

## **NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA**

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GIFT.PK-12.1.1	Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
GIFT.PK-12.1.2	Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.
GIFT.PK-12.1.3	Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
GIFT.PK-12.1.4	Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
GIFT.PK-12.1.5	Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.
GIFT.PK-12.1.6	Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
GIFT.PK-12.1.7	Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
GIFT.PK-12.1.8	Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).
GIFT.PK-12.2.1	Identification. All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.
GIFT.PK-12.2.2	Identification. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.
GIFT.PK-12.2.3	Identification. Students with identified needs represent diverse backgrounds and reflect the total student population of the district.
GIFT.PK-12.2.4	Learning Progress and Outcomes. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.
GIFT.PK-12.2.5	Evaluation of Programming. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.

GIFT.PK-12.2.6	Evaluation of Programming. Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.
GIFT.PK-12.3.2	Talent Development. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.
GIFT.PK-12.3.3	Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
GIFT.PK-12.3.4	Instructional Strategies. Students with gifts and talents become independent investigators.
GIFT.PK-12.3.5	Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
GIFT.PK-12.3.6	Resources. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.
GIFT.PK-12.4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
GIFT.PK-12.4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
GIFT.PK-12.4.3	Leadership. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.
GIFT.PK-12.4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. <sup>1</sup> They use positive strategies to address social issues, including discrimination and stereotyping.
GIFT.PK-12.4.5.2	Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.
GIFT.PK-12.4.5.3	Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.
GIFT.PK-12.5.1	Variety of Programming. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.  Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.  Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

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## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.

CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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CS.K-2.NI	Networks and the Internet
CS.K-2.NT	Nature of Technology
CS.K-2.ITH	Interaction of Technology and Humans

### **PRE-ASSESSMENTS**

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- 1) Instructional Level D by the second interval March 2023 from the [Fountas & Pinnell Instructional Level Expectations for Reading](#) (Exceeds Expectations)
- 2) Exceeds Expectations on Into Math Growth Measure assessment

### **INSTRUCTIONAL PLAN**

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The PETS curriculum has a two-tier delivery system.

Tier 1 - Whole-class enrichment lessons that focus on activities to engage students in higher-level thinking skills:

- *divergent/creative*
- *convergent/analytical*
- *visual/spatial*
- *evaluative/critical*

Tier 2 - Small-group activities that focus on the same higher-level thinking skills at a more challenging level with greater depth to challenge students who have

met the criteria for G&T.

### **Convergent/Analytical Thinking**

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Qualities of a *Convergent/Analytical* Thinker:

- uses clues effectively
- recognizes attributes
- draws relationships
- recognizes flawed reasoning
- demonstrates perseverance
- intuitively sees answer

[<<click here for checklist - pg. 40>>](#)

## **Whole Class - Lesson 1**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT use convergent/analytical thinking to put clues together and deduce the one correct answer to a problem.

### **Student Success Criteria ...**

I can use clues to help me solve a problem

I can reflect on clues to determine the attributes, or important clues

I can put together many pieces of information in order to find the ONE right answer

### **Instructional Strategies and Activities**

#### **Whole Class**

1) Use the K-PETS manual (linked in *Instructional Materials and Resources* section to teach the lesson.

You will use pgs. 41-43

### **Formative Assessments**

*For the whole class lesson:*

- 1) There are class discussion questions throughout the lesson in the K-PETS manual.
- 2) You may choose to complete the *Observation Checklist - Convergent/Analytical Thinking* for each student. This provided in the K-PETS manual on pg. 40
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) You may choose to use *Tier 1 Questions* for class discussion. These are on pg. 58 of the K-PETS manual.

## **Instructional Materials and Resources**

K-PETS Manual ([Linked here](#))

K-PETS Drive([Linked here](#))

### Material & Resources For Whole Class Lesson

The book How Will We Get to the Beach, by Brigitte Luciani and Eve Tharlet (also linked [here](#) as a YouTube read-aloud)

*What Does Not Fit In*, found on pg. 43 in the K-PETS manual. (Also linked [here](#) as a digital copy)

You may choose to complete the *Observation Checklist - Convergent/Analytical Thinking* for each student. This provided in the K-PETS manual on pg. 40

## **Reflections and Suggested Modifications**

This is a whole class lesson. There is not a small group section.

K-PETS is a 1/2 hour class. The classroom teacher remains in the room and helps with the lesson. While the G&T teacher is meeting with the small-group for their lesson, the classroom teacher is available to the rest of the class for questions and help. Ideally the time is split 15 minutes for whole-class and 15 minutes for small-group.

## **Whole Class - Lesson 2 and Small Group Lesson**

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**Student Learning Intentions or We are learning to ... (WALT)**

WALT use convergent/analytical thinking to put clues together and deduce the one correct answer to a problem.

**Student Success Criteria ...**

I can use clues to help me solve a problem

I can reflect on clues to determine the attributes, or important clues

I can put together many pieces of information in order to find the ONE right answer

## **Instructional Strategies and Activities**

### **Whole Class (*Detective Thinking*)**

1) Use the K-PETS manual (linked in ***Instructional Materials and Resources*** section to teach the lesson.

You will use pgs. 45-47

### ***For the small group lesson: (Detective Thinking)***

1) Use the K-PETS manual (linked in ***Instructional Materials and Resources*** section to teach the lesson.

You will use pgs. 48-50.

## **Formative Assessments**

### ***For the whole class lesson:***

- 1) There are class discussion questions throughout the lesson in the K-PETS manual.
- 2) You may choose to complete the *Observation Checklist - Convergent/Analytical* Thinking for each student. This provided in the K-PETS manual on pg. 40
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) You may choose to use ***Tier 1 Questions*** for class discussion. These are on pg. 58 of the K-PETS manual.

### ***For the small-group lesson:***

- 1) There are class discussion questions throughout the lesson in the K-PETS manual.
- 2) You may choose to complete the *Observation Checklist - Divergent/Creative* Thinking for each student. This provided in the K-PETS manual on pg. 40
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) You may choose to use ***Tier 2 Questions*** for class discussion. These are on pg. 59 of the K-PETS manual.

## **Instructional Materials and Resources**

K-PETS Manual ([Linked here](#))

K-PETS Drive ([Linked here](#))

Material & Resources For Whole Class Lesson

The book *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin, Jr. (also linked [here](#) as a YouTube read-aloud)

You may choose to complete the *Observation Checklist - Convergent/Analytical Thinking* for each student. This provided in the K-PETS manual on pg. 40

Mystery Animal Card Set, found on pg. 51 in the K-PETS manual.

Mystery Person Card Set, found on pg. 52 in the K-PTS manual.

Clue Cards, found on pg. 53 in the K-PETS manual.

*Additional Resources & Extensions* , found on pgs. 54-56 in the K-PETS manual.

### **Reflections and Suggested Modifications**

This is a whole class lesson. There is not a small group section.

K-PETS is a 1/2 hour class. The classroom teacher remains in the room and helps with the lesson. While the G&T teacher is meeting with the small-group for their lesson, the classroom teacher is available to the rest of the class for questions and help. Ideally the time is split 15 minutes for whole-class and 15 minutes for small-group.

## **Visual/Spatial Thinking**

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Qualities of a *Visual/Spatial* Thinker:

- have a good memory for visual details
- enjoy activities involving hands-on building of 3D objects
- grasps concepts quickly
- sees interrelationship of clues
- manipulates shapes mentally
- defers judgement
- demonstrates perseverance
- intuitively sees answer

[<<click here for checklist - pg. 66>>](#)

## **Whole Class - Lesson 2 and Small Group Lesson**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT thinking skills do not occur in isolation

WALT combine previously learned thinking skills in analyzing spatial relationships and reconstructing the parts into new wholes

## **Student Success Criteria ...**

I can manipulate shapes mentally without concrete devices

I can predict visual patterns

I can use my eyes and brain together to "think" about given information

I can use my tolerance for ambiguity and perseverance as components for flexible, high-level visual thinking

## **Instructional Strategies and Activities**

### **Whole Class Lesson**

Use the K-PETS manual (linked in *Instructional Materials and Resources* section to teach the lesson.

You will use pgs. 69-70.

### **Small Group Lesson**

Use the K-PETS manual (linked in *Instructional Materials and Resources* section to teach the lesson.

You will use pgs. 72-75

## **Formative Assessments**

### ***For the whole class lesson:***

- 1) There are class discussion questions throughout the lesson in the K-PETS manual.
- 2) You may choose to complete the *Observation Checklist - Visual/Spatial Thinking* for each student. This provided in the K-PETS manual on pg. 66.
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) You may choose to use **Questions** for class discussion. These are on pg. 81 of the K-PETS manual.

### ***For the small group lesson:***

- 1) There are class discussion questions throughout the lesson in the K-PETS manual.
- 2) You may choose to complete the *Observation Checklist - Visual/Spatial Thinking* for each student. This provided in the K-PETS manual on pg. 66.
- 3) Class discussion. Students will reflect on the activity in the lesson.

4) You may choose to use *Questions* for class discussion. These are on pg. 81 of the K-PETS manual.

## **Instructional Materials and Resources**

K-PETS Manual ([Linked here](#))

K-PETS Drive([Linked here](#))

### Material & Resources For Whole Class Lesson

The book When a Line Bends...A Shape Begins, by Rhonda Gowler (also linked [here](#) as a YouTube read-aloud)

You may choose to complete the *Observation Checklist - Convergent/Analytical* Thinking for each student. This provided in the K-PETS manual on pg. 66

*Shaping Up!* - pgs. 71 in the K-PETS manual

### Material & Resources For Small Group Lesson

One set of Combination Cards for EACH student, PLUS an additional set for the teacher

You may choose to complete the *Observation Checklist - Convergent/Analytical* Thinking for each student. This provided in the K-PETS manual on pg. 66

*Combination Cards* - pg. 76 in the K-PETS manual

## **Reflections and Suggested Modifications**

K-PETS is a 1/2 hour class. The classroom teacher remains in the room and helps with the lesson. While the G&T teacher is meeting with the small-group for their lesson, the classroom teacher is available to the rest of the class for questions and help. Ideally the time is split 15 minutes for whole-class and 15 minutes for small-group.

## **Whole Class - Lesson 1**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT thinking skills do not occur in isolation

WALT combine previously learned thinking skills in analyzing spatial relationships and reconstructing the parts into new wholes

## Student Success Criteria ...

I can manipulate shapes mentally without concrete devices

I can predict visual patterns

I can use my eyes and brain together to "think" about given information

I can use my tolerance for ambiguity and perseverance as components for flexible, high-level visual thinking

## Instructional Strategies and Activities

### Whole Class

1) Use the K-PETS manual (linked in *Instructional Materials and Resources* section to teach the lesson.

You will use pgs. 67-68

### Formative Assessments

#### *For the whole class lesson:*

1) There are class discussion questions throughout the lesson in the K-PETS manual.

2) You may choose to complete the *Observation Checklist - Visual/Spatial Thinking* for each student. This provided in the K-PETS manual on pg. 66

3) Class discussion. Students will reflect on the activity in the lesson.

4) You may choose to use *Tier 1 Questions* for class discussion. These are on pg. 81 of the K-PETS manual.

## Instructional Materials and Resources

K-PETS Manual ([Linked here](#))

K-PETS Drive([Linked here](#))

### Material & Resources For Whole Class Lesson

The book Seven Blind Mice, by Ed Young (also linked [here](#) as a YouTube read-aloud)

You may choose to complete the *Observation Checklist - Convergent/Analytical Thinking* for each student.

This provided in the K-PETS manual on pg. 66

## **Reflections and Suggested Modifications**

This is a whole class lesson. There is not a small group section.

K-PETS is a 1/2 hour class. The classroom teacher remains in the room and helps with the lesson. While the G&T teacher is meeting with the small-group for their lesson, the classroom teacher is available to the rest of the class for questions and help. Ideally the time is split 15 minutes for whole-class and 15 minutes for small-group.

## **Divergent/Creative Thinking**

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Qualities of a *Divergent/Creative* Thinker:

- offers many ideas (fluency)
- changes category of ideas (flexibility)
- offers offbeat ideas (originality)
- adds details to other ideas (elaboration)
- uses advance vocabulary
- displays mature sense of humor

[<<click here for checklist - pg. 14>>](#)

## **Whole-Class Lesson 1**

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**Student Learning Intentions or We are learning to ... (WALT)**

WALT see extraordinary possibilities in ordinary everyday items or situations.

**Student Success Criteria ...**

I can find many correct responses/possibilities to a problem (fluency)

I can think in ways that branch out from a common starting point (flexibility)

I can share my thoughts and ideas how matter how unusual they may seem at the time (originality)

I can add onto (piggyback), the ideas of others (elaboration)

## **Instructional Strategies and Activities**

### **Whole Class**

1) Use the K-PETS manual (linked in *Instructional Materials and Resources* section to teach the lesson.

You will use pgs. 15-18

### **Formative Assessments**

#### ***For the whole class lesson:***

1) There are class discussion questions throughout the lesson in the K-PETS manual.

2) You may choose to complete the *Observation Checklist - Divergent/Creative Thinking* for each student. This provided in the K-PETS manual on pg.14

3) Class discussion. Students will reflect on the activity in the lesson.

4) You may choose to use *Tier 1 Questions* for class discussion. These are on pg. 32 of the K-PETS manual.

## **Instructional Materials and Resources**

K-PETS Manual ([Linked here](#))

K-PETS Drive([Linked here](#))

### Material & Resources For Whole Class Lesson

The book Ten Black Dots, by Donald Crews (also linked [here](#) as a YouTube read-aloud)

Roll of black stickers to use as black dots. (this is the easiest, least time-consuming option)

-alternative to stickers - This is a sheet of 12 black circles to cut out([Linked here](#))

(There is also a sheet of black circles to photocopy on pg. 18 in the K-PETS manual)

-another alternative to black circle stickers - Use a LARGE circular craft punch to make the circles from black construction paper.

Glue sticks (if not using stickers)

## Reflections and Suggested Modifications

This is a whole class lesson. There is not a small group section.

K-PETS is a 1/2 hour class. The classroom teacher remains in the room and helps with the lesson. While the G&T teacher is meeting with the small-group for their lesson, the classroom teacher is available to the rest of the class for questions and help. Ideally the time is split 15 minutes for whole-class and 15 minutes for small-group.

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## Whole Class Lesson 2 & Small Group Lesson for Divergent/Creative Thinking

### Student Learning Intentions or We are learning to ... (WALT)

WALT see extraordinary possibilities in ordinary everyday items or situations.

### Student Success Criteria ...

I can find many correct responses/possibilities to a problem (fluency)

I can think in ways that branch out from a common starting point (flexibility)

I can share my thoughts and ideas how matter how unusual they may seem at the time (originality)

I can add onto (piggyback), the ideas of others (elaboration)

I can use *Inventor Thinking* to solve problems

### Instructional Strategies and Activities

#### Whole Class

1) Use the K-PETS manual (linked in *Instructional Materials and Resources* section to teach the lesson.

You will use pgs. 19-21

#### Small Group

1) Use the K-PETS manual (linked in *Instructional Materials and Resources* section to teach the lesson.

You will use pgs. 25-26

## Formative Assessments

### ***For the whole class lesson: (Inventor Thinking)***

- 1) There are class discussion questions throughout the lesson in the K-PETS manual.
- 2) You may choose to complete the *Observation Checklist - Divergent/Creative Thinking* for each student. This provided in the K-PETS manual on pg.14
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) You may choose to use ***Tier 1 Questions*** for class discussion. These are on pg. 32 of the K-PETS manual.
- 5) Students will generate **one** product using a lot of letters and/or dots together to make a picture of something.

### ***For the small group lesson: (Inventor Thinking)***

- 1) There are class discussion questions throughout the lesson in the K-PETS manual.
- 2) You may choose to complete the *Observation Checklist - Divergent/Creative Thinking* for each student. This provided in the K-PETS manual on pg.14
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) You may choose to use ***Tier 2 Questions*** for class discussion. These are on pg. 32 of the K-PETS manual.
- 5) Students will generate a picture using **one** letter and a number of dots (they may use as many dots as they wish).  
  
Students must use at least one dot in their picture.
- 6) It is important that the student connect the two stories together when explaining their picture.
- 7) The teacher should label the picture "PETS - Divergent."

## Instructional Materials and Resources

K-PETS Manual ([Linked here](#))

K-PETS Drive([Linked here](#))

[Material & Resources For Whole Class Lesson](#)

The book Ten Black Dots, by Donald Crews (also linked [here](#) as a YouTube read-aloud)

Roll of black stickers to use as black dots. (this is the easiest, least time-consuming option)

-alternative to stickers - This is a sheet of 12 black circles to cut out([Linked here](#))

(There is also a sheet of black circles to photocopy on pg. 18 in the K-PETS manual)

-another alternative to black circle stickers - Use a LARGE circular craft punch to make the circles from black construction paper.

Glue sticks (if not using stickers)

### Material & Resources For Small Group Lesson

The book Curious George's ABCs, by H.A. Rey (also linked [here](#) as a YouTube read-aloud)

Large white construction paper or copy machine paper

Black dots

Alphabet letters to cut out (these should be cut out in advance and ready for student use) Letters are in the K-PETS manual on pgs. 22-24

You will need at least 2 of each letter

Glue sticks

*Additional Resources & Extensions can be found in the K-PETS manual on pgs. 28-37*

### **Reflections and Suggested Modifications**

K-PETS is a 1/2 hour class. The classroom teacher remains in the room and helps with the lesson. While the G&T teacher is meeting with the small-group for their lesson, the classroom teacher is available to the rest of the class for questions and help. Ideally the time is split 15 minutes for whole-class and 15 minutes for small-group.

### **Evaluative/Critical Thinking**

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Qualities of a *Evaluative/Critical* Thinker:

- recognize more than one viewpoint and understand how different considerations, ore criteria, can affect outcome
- can affect outcome

- they can support their decisions and opinions
- grasps concepts quickly
- logically supports responses/opinions
- offers unusual considerations
- draws valid conclusions based on considerations
- sees more than one viewpoint

[<<click here for checklist - pg. 86>>](#)

## **Whole Class - Lesson 2 and Small Group Lesson**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT use criterion-based evaluative/critical reasoning to make decisions

WALT there is no one right answer

WALT when there are many possible choices, considerations (or criteria), can help guide us to the best choices

### **Student Success Criteria ...**

I can base decisions on valid factual or observable considerations, not opinions

I can support and justify my choices using facts

### **Instructional Strategies and Activities**

#### **Whole Class**

Use the K-PETS manual (linked in *Instructional Materials and Resources* section to teach the lesson.

You will use pgs. 89-90.

#### **Small Group**

Use the K-PETS manual (linked in *Instructional Materials and Resources* section to teach the lesson.

You will use pgs. 91-93.

## Formative Assessments

### ***For the whole class lesson:***

- 1) There are class discussion questions throughout the lesson in the K-PETS manual.
- 2) You may choose to complete the *Observation Checklist - Evaluative/Critical Thinking* for each student. This provided in the K-PETS manual on pg. 86.
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) You may choose to use ***Tier 1 Questions*** for class discussion. These are on pg. 97 of the K-PETS manual.

### ***For the small group lesson:***

- 1) There are class discussion questions throughout the lesson in the K-PETS manual.
- 2) You may choose to complete the *Observation Checklist - Evaluative/Critical Thinking* for each student. This provided in the K-PETS manual on pg. 86
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) You may choose to use ***Tier 2 Questions*** for class discussion. These are on pg. 98 of the K-PETS manual.

## Instructional Materials and Resources

K-PETS Manual ([Linked here](#))

K-PETS Drive([Linked here](#))

### Material & Resources For Whole Class Lesson

The book The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear, by Don and Audrey Wood (also linked [here](#) as a YouTube read-aloud)

You may choose to complete the *Observation Checklist - Evaluative/Critical Thinking* for each student. This provided in the K-PETS manual on pg. 86

### For Small Group Lesson

-List of responses/considerations from Evaluative/Critical Thinking - Whole Group Lesson 2

-A piece of 11'x17' white paper, pre-labeled with title and sentence starter for each student

-crayons

-You may choose to complete the *Observation Checklist - Evaluative/Critical Thinking* for each student. This provided in the K-PETS manual on pg. 86

## **Reflections and Suggested Modifications**

K-PETS is a 1/2 hour class. The classroom teacher remains in the room and helps with the lesson. While the G&T teacher is meeting with the small-group for their lesson, the classroom teacher is available to the rest of the class for questions and help. Ideally the time is split 15 minutes for whole-class and 15 minutes for small-group.

## **Whole Class -Lesson 1**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT use criterion-based evaluative/critical reasoning to make decisions

WALT there is no one right answer

WALT when there are many possible choices, considerations (or criteria), can help guide us to the best choices

### **Student Success Criteria ...**

I can base decisions on valid factual or observable considerations, not opinions

I can support and justify my choices using facts

## **Instructional Strategies and Activities**

### **Whole Class**

Use the K-PETS manual (linked in *Instructional Materials and Resources* section to teach the lesson.

You will use pgs. 87-88.

## **Formative Assessments**

*For the whole class lesson:*

- 1) There are class discussion questions throughout the lesson in the K-PETS manual.
- 2) You may choose to complete the *Observation Checklist - Evaluative/Critical Thinking* for each student. This provided in the K-PETS manual on pg. 86.
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) You may choose to use *Tier 1 Questions* for class discussion. These are on pg. 97 of the K-PETS manual.

## **Instructional Materials and Resources**

K-PETS Manual ([Linked here](#))

K-PETS Drive([Linked here](#))

### Material & Resources For Whole Class Lesson

The book Can I Have a Stegosaurus, Mom? Can I? Please!?, by Louis G. Grambling (also linked [here](#) as a YouTube read-aloud)

Alternative books:

Can I Bring My Pterodactyl to School, Ms. Johnson?

I Wanna Iguana, by Karen Kaufman Orloff and David Catrow (also linked [here](#) as a YouTube read-aloud)

Can I Have a Tyrannosaurus Rex, Dad? Can I? Please!?, by Louis G. Grambling (also linked [here](#) as a YouTube read-aloud)

You may choose to complete the *Observation Checklist - Evaluative/Critical Thinking* for each student. This provided in the K-PETS manual on pg. 86

## **Reflections and Suggested Modifications**

K-PETS is a 1/2 hour class. The classroom teacher remains in the room and helps with the lesson. While the G&T teacher is meeting with the small-group for their lesson, the classroom teacher is available to the rest of the class for questions and help. Ideally the time is split 15 minutes for whole-class and 15 minutes for small-group.

## **REFLECTIONS**

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## **BENCHMARK ASSESSMENTS**

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Unit projects

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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ELA.L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
MATH.K-12.7	Look for and make use of structure
MATH.K-12.8	Look for and express regularity in repeated reasoning
	Phonics and Word Recognition
ELA.L.WF	Foundational Skills: Writing Language
ELA.R	Reading
ELA.SL	Speaking and Listening