

First Grade - Gifted & Talented

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Higher-level thinking skills are good for all students to learn. By using the P.E.T.S. (Primary Education Thinking Skills), curriculum all 1st-grade students are

included in activities that help strengthen these higher order 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.

1st-grade students will receive whole class instruction for the first 20 minutes of the session. This gives all of the students the opportunity to experience the challenge of the new thinking skill.

1st-grade 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). These students will explore the thinking skill in greater depth.

ESSENTIAL QUESTIONS

- 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

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

GIFT.PK-12.1	Learning and Development
GIFT.PK-12.2	Assessment
GIFT.PK-12.3	Curriculum Planning and Instruction
GIFT.PK-12.4	Learning Environments
GIFT.PK-12.5	Programming

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

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

1) Instructional Level G by the 1st interval November-December 2022 from [Fountas & Pinnell Instructional](#)

[Level Expectations for Reading](#) (Exceeds Expectations)

2) Into Math Growth Measure score of 181 or higher (Exceeds Expectations)

INSTRUCTIONAL PLAN

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.

There are 6 modules in the 1-PETS program. For each module a character from 1-PETS introduces a high level thinking skill used in his or her job to solve problems.

Each character serves as a guide through a story that introduces the type of thinking and whole class activities to reinforce the type of thinking.

The characters and type of thinking, along with a prop to serve as a memory trigger for each character are listed below.

Higher Level Thinking Skill	Character	Prop for Thinking Skill Memory Trigger
Deductive Logic	Dudley the Detective	Detective badge
Inventive Thinking	Isabel the Inventor	Brainfocals
Analysis	Sybil the Scientist	Magnifying glass
Creative Thinking	Yolanda the Yarnspinner	Bookmark

Mental Manipulation of Shapes	Max the Magician	Pencil holder
Judging	Jordan the Judge	Gavel

Deductive Logic - Dudley the Detective

Dudley the Detective is a character who teaches the students about deductive reasoning. There is a story that features Dudley the Detective, who must use deductive reasoning to solve a mystery. Students will color their own Dudley the Detective badge to use as a memory trigger for deductive reasoning while completing the lessons in this module.

Dudley the Detective uses *clues* to find one **and only one** right answer.

Detective Thinking - Whole Class Lesson 1

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

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

Student Success Criteria ...

I can use clues to help me find the **one and only one** right answer to a problem.

I can read all the clues to a problem making sure I don't *jump to conclusions*.

I can reflect on the clues if I do not see the answer right away.

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

I can be patient and not *jump to conclusions*.

Instructional Strategies and Activities

Whole Class

- 1) Use the 1-PETS manual (linked in *Instructional Materials and Resources* section), to teach the lesson.
You will use pgs. 20-21, Steps 1-6.
- 2) Dudley the Detective badges - each student colors one

Small group Challenge:

- 1) *Who is Mary* challenge
- 2) *Which Dog Belongs to Mary?* challenge

Formative Assessments

For the whole class lesson:

- 1) There are class discussion questions throughout the lesson in the 1-PETS manual.
- 2) You may choose to complete the *Behavioral Checklist - Detective Thinking* for each student. This provided in the 1-PETS manual on pg. 18-19.
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) Students complete *Mystery Creatures Worksheet*.

For the Small group Challenge:

- 1) Go over the answer to *Who is Mary* challenge
- 2) Go over the answer to *Which Dog Belongs to Mary?* challenge

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

Dudley the Detective picture handout

Dudley the Detective badges handout

Mystery Creatures handout

Dudley the Detective story to read aloud

Mystery Creatures story to read aloud

PETS Behavior Checklist - *Detective Thinking*

Who is Mary? handout

Which Dog Belongs to Mary? handout

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Detective Thinking - Lesson 2

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

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

Student Success Criteria ...

I can use clues to help me find the **one and only one** right answer to a problem.

I can read all the clues to a problem making sure I don't *jump to conclusions*.

I can reflect on the clues if I do not see the answer right away.

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

I can be patient and not *jump to conclusions*.

Instructional Strategies and Activities

Whole Class

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

You will use pgs. 32-35, Steps 1-4.

Small group Challenge:

1) *Ladybug Leap* challenge

2) *Color the Flowers* challenge

Formative Assessments

For the whole class lesson:

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

2) You may choose to complete the *Behavioral Checklist - Detective Thinking* for each student. This provided in the 1-PETS manual on pg. 18-19.

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

4) Students complete *Lost Toys* Worksheet.

5) Students complete *Who Gets Which Gift* Worksheet.

5) Class discussion. These are on pg. 33 of the 1-PETS manual.

For the Small group Challenge:

1) Go over the answer to *Ladybug Leap* challenge

2) Go over the answer to *Color the Flowers* challenge

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

Lost Toys handout

Who Gets Which Gift? handout

Ladybug Leap handout

Color the Flowers handout

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Detective Thinking - Small Group Lesson 2

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

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

Student Success Criteria ...

I can use clues to help me find the **one and only one** right answer to a problem.

I can read all the clues to a problem making sure I don't *jump to conclusions*.

I can reflect on the clues if I do not see the answer right away.

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

I can be patient and not *jump to conclusions*.

Instructional Strategies and Activities

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

You will use pgs. 47-61.

Formative Assessments

- 1) There are class discussion questions throughout the lesson in the 1-PETS manual.
- 2) Class discussion. Students will reflect on the activity in the lesson.
- 3) you may choose to fill out the *PETS Small Group Checklist* on pg 13 for each student.

Instructional Materials and Resources

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

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

PETS Small Group Checklist for each student - pg. 13

The Birthday Present story to read aloud

Class display of the dots that accompany *The Birthday Present*

One *Friendly Clues* game board and clue cards for each group

One *Dudley's Dog Bones* game board and clue cards for each group

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Detective Thinking - Small Group Lesson 1

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

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

Student Success Criteria ...

I can use clues to help me find the **one and only one** right answer to a problem.

I can read all the clues to a problem making sure I don't *jump to conclusions*.

I can reflect on the clues if I do not see the answer right away.

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

I can be patient and not *jump to conclusions*.

Instructional Strategies and Activities

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

You will use pgs. 41-46.

Formative Assessments

- 1) There are class discussion questions throughout the lesson in the 1-PETS manual.
- 2) Class discussion. Students will reflect on the activity in the lesson.
- 3) you may choose to fill out the *PETS Small Group Checklist* on pg.13 for each student.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

PETS Small Group Checklist for each student - pg. 13

Can you find your way through Crystal Pond Woods? for each student

A set of attribute blocks for each student

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Inventor Thinking - Isabel the Inventor

Isabel the Inventor is a character who teaches the students about **Inventive Thinking**. There is a story that features Isabel the Inventor, who must use inventive thinking to help a friend with a problem. Students will color their own Isabel the Inventor Brainfoclas to use as a memory trigger for inventive thinking while completing the lessons in this module.

Isabel the Inventor **brainstorms** to find **lots and lots** of answers.

Inventor Thinking - Whole Class - Lesson 1

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

WALT create **divergent production** through using *inventive thinking* to see extraordinary possibilities in ordinary, everyday items.

Student Success Criteria ...

I can use brainstorming to think of many possible acceptable responses to a problem

I can see things creatively

I can piggyback off the ideas of others, and others can piggyback off my ideas

I can refrain from giving opinions and ideas during brainstorming so that I don't discourage brainstorming. No judgement. All ideas are welcome.

Instructional Strategies and Activities

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

You will use pgs. 66-74.

2) Challenge Page - *Yolanda's Cycle*

Formative Assessments

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

2) You may choose to complete the *Behavioral Checklist - Inventor Thinking* for each student. This provided in the 1-PETS manual on pg. 64-65.

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

4) Students complete *Bubble Bonanza* Worksheet.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

Isabel the Inventor Story

Isabel the Inventor Handout

Brainfocals handout

Bubble Bonanza handout

Yolanda's Cycle handout

a class set of whisks

The PETS *Behavioral Checklist - Inventor Thinking* for each student. This provided in the 1-PETS manual on pg. 64-65.

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Inventor Thinking - Whole Class - Lesson 2

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

WALT create **divergent production** through using *inventive thinking* to see extraordinary possibilities in ordinary, everyday items.

Student Success Criteria ...

I can use brainstorming to think of many possible acceptable responses to a problem

I can see things creatively

I can piggyback off the ideas of others, and others can piggyback off my ideas

I can refrain from giving opinions and ideas during brainstorming so that I don't discourage brainstorming. No judgement. All ideas are welcome.

Instructional Strategies and Activities

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

You will use pgs. 75-77.

2) Challenge Pages - *The Great Acorn Collection and Storage Machine*

- *Some Spare Parts*

Formative Assessments

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

- 2) You may choose to complete the *Behavioral Checklist - Inventor Thinking* for each student. This provided in the 1-PETS manual on pg. 64-65.
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) Students explain how their invention works - *The Great Acorn Collection and Storage Machine*.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The PETS *Behavioral Checklist - Inventor Thinking* for each student. This provided in the 1-PETS manual on pg. 64-65.

Class set of *Some Spare Parts* - pg. 78

Class set of *The Great Acorn Collection and Storage Machine* - pgs. 79-80.

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Inventor Thinking - Small Group - Lesson 2

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

WALT create **divergent production** through using *inventive thinking* to see extraordinary possibilities in ordinary, everyday items.

Student Success Criteria ...

I can use brainstorming to think of many possible acceptable responses to a problem

I can see things creatively

I can piggyback off the ideas of others, and others can piggyback off my ideas

I can refrain from giving opinions and ideas during brainstorming so that I don't discourage brainstorming. No judgement. All ideas are welcome.

Instructional Strategies and Activities

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

You will use pgs. 84-86.

Formative Assessments

- 1) There are class discussion questions throughout the lesson in the 1-PETS manual.
- 2) You may choose to complete the *Small Group Checklist* on pg. 13 for each student.
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) Students create and play *What Might This Be?* board game.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

- The PETS *Small Group Checklist* - pg. 13
- game board *What Might This Be?* (4 worksheets that must be cut out and put together)
- colored game pieces/markers to move around the game board
- beans or counters for keeping score
- a die
- one-minute timer

- a spinner for *What Might This Be?*

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Inventor Thinking - Small Group - Lesson 1

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

WALT create **divergent production** through using *inventive thinking* to see extraordinary possibilities in ordinary, everyday items.

Student Success Criteria ...

I can use brainstorming to think of many possible acceptable responses to a problem

I can see things creatively

I can piggyback off the ideas of others, and others can piggyback off my ideas

I can refrain from giving opinions and ideas during brainstorming so that I don't discourage brainstorming. No judgement. All ideas are welcome.

Instructional Strategies and Activities

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

You will use pgs. 81-82.

Formative Assessments

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

- 2) You may choose to complete the *Small Group Checklist* on pg. 13 for each student.
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) Students complete *Unique Ideas* handout.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The PETS *Small Group Checklist* - pg. 13

Unique Ideas handout

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Analytical/Convergent Thinking - Sybil the Scientist

Sybil the Scientist is a character who teaches the students about **analytical/convergent thinking**. There is a story that features Sybil the Scientist, who must use **analytical/convergent thinking** to solve a problem. Students will color their own Sybil the Scientist and magnifying glass to use as a memory trigger for **analytical/convergent thinking** while completing the lessons in this module.

Sybil the Scientist studies **the parts** of things to **sort & classify** them.

Analytic Thinking - Small Group - Lesson 2

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

WALT to use both **creative and analytical and thinking** to form **analogies**.

Student Success Criteria ...

I can examine various aspects of objects, pair them, and then find another pair with the same relationship.

Instructional Strategies and Activities

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

You will use pgs. 123-127.

Formative Assessments

- 1) There are class discussion questions throughout the lesson in the 1-PETS manual.
- 2) You may choose to complete the *Small Group Checklist* on pg. 13 for each student.
- 3) Class discussion. Students will reflect on the activity in the lesson.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The *Small Group Checklist* on pg. 13 for each student

Class set of *Sybil's Picture Analogy Card Deck* - pgs. 125-127

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Analytic Thinking - Whole Class - Lesson 1

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

WALT to use **analytical thinking** to help us **sort and classify** information.

Student Success Criteria ...

I can determine my own rules for sorting and classifying data that has never been sorted or organized before.

I can show there is more than one way to equally accurate way to sort data.

Instructional Strategies and Activities

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

You will use pgs. 96-99, Step 1-4.

2) Challenge Page - pgs. 97, Step 5 - *Loose Laboratory Limpets*

- *Sybil's Laboratory*

Formative Assessments

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

2) You may choose to complete the *Behavioral Checklist - Analytic Thinking* for each student. This provided in the 1-PETS manual on pg. 94-95.

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

4) Students explain how they sorted their creatures.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The PETS *Behavioral Checklist - Analytic Thinking* for each student. This provided in the 1-PETS manual on pg. 94-95.

Class set of *Sybil's Magnifying Glass* - pg. 104

Class set of *Sybil's Creatures*- pgs. 105-106.

Challenge set of *Loose Laboratory Limpets* - pg. 107-108

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Analytic Thinking - Whole Class - Lesson 2

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

WALT to use **analytical thinking** to help us **compare and contrast** information.

Student Success Criteria ...

I can determine my own rules for sorting and classifying data that has never been sorted or organized before.

I can show there is more than one way to equally accurate way to sort data.

Instructional Strategies and Activities

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

You will use pgs. 109-110, Steps 1-2.

2) Challenge Page - pgs. 110-111, Step 3 - *Thinking About Alike and Different*

Formative Assessments

- 1) There are class discussion questions throughout the lesson in the 1-PETS manual.
- 2) You may choose to complete the *Behavioral Checklist - Analytic Thinking* for each student. This provided in the 1-PETS manual on pg. 94-95.
- 3) Class discussion. Students will reflect on the activity in the lesson.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The PETS *Behavioral Checklist - Analytic Thinking* for each student. This provided in the 1-PETS manual on pg. 94-95.

Class set of *Sybil's Scientific Pairs* cards - pgs.112-116

Class set of *Thinking About Alike and Different 1-2* - pgs. 117-118.

Class set of *Thinking About Alike and Different 1-2* - pgs. 117-118.

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

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

WALT to use **analytical thinking** to help us **sort and classify** information.

Student Success Criteria ...

I can determine my own rules for sorting and classifying data that has never been sorted or organized before.

I can show there is more than one way to equally accurate way to sort data.

Instructional Strategies and Activities

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

You will use pgs. 121-122.

Formative Assessments

- 1) There are class discussion questions throughout the lesson in the 1-PETS manual.
- 2) You may choose to complete the *Small Group Checklist* on pg. 13 for each student.
- 3) Class discussion. Students will reflect on the activity in the lesson.
- 4) Students explain how they sorted their creatures.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

- The *Small Group Checklist* on pg. 13 for each student
- A Curiosity *Caboodle* for each group of students
(this can be a collection of rocks, shells, buttons, or other items for sorting)
- Magnifying Glass

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Divergent/Creative Thinking - Yolanda the Yarnspinner

Yolanda the Yarnspinner is a character who helps students to review and reinforce the concepts of **divergent and creative**. Yolanda weaves colorful word pictures using creative language. There is a story that features Yolanda the Yarnspinner, who must help a friend write an interesting and exciting story. Students will color their own bookmark to use as a memory trigger for **divergent and creative** while completing the lessons in this module.

Yolanda the Yarnspinner uses her **imagination** to weave **wonderful** stories.

Divergent/Creative Thinking - Small Group - Lesson 2

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

WALT use divergent/creative thinking to incorporate colorful words and phrases into our writing.

Student Success Criteria ...

I can use many different possibilities with words in my stories.

I can use my imagination to help me write creative stories.

I can use colorful words and phrases in my stories.

Instructional Strategies and Activities

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

You will use pgs. 155-157.

Formative Assessments

- 1) There are class discussion questions throughout the lesson in the 1-PETSmanual.
- 2) You may choose to complete the *Small Group Checklist* on pg. 13 for each student.
- 3) Class discussion. Students will reflect on the activity in the lesson.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The *Small Group Checklist* on pg. 13 for each student

- Poems to Display pg. 156

- Chart paper with Yolanda's Word Bank - pg. 157

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Divergent/Creative Thinking - Small Group - Lesson 1 **Student Learning Intentions or We are learning to ... (WALT)**

WALT use **word play** to display our divergent/creative thinking.

Student Success Criteria ...

I can show fluency, flexibility, originality, and elaboration in my thinking.

I can display a sense of humor in my writing.

Instructional Strategies and Activities

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

You will use pgs. 151-154.

Formative Assessments

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

2) You may choose to complete the *Small Group Checklist* on pg. 13 for each student.

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

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The *Small Group Checklist* on pg. 13 for each student

- *Radical Riddles* for each student, pg. 153

- Chart paper to record students' final riddles

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Review Divergent/Creative Thinking - Whole Class - Lesson 2

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

WALT create interesting stories using divergent/creative thinking.

Student Success Criteria ...

I can use different strategies to make my stories more interesting.

I can use my imagination to see many possibilities in ordinary events, situations, and objects.

I can tell stories that use colorful words and phrasing.

Instructional Strategies and Activities

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

You will use pgs. 143-144, Steps 1-3.

2) Challenge Page - pg. 144, Step 4 - *What Good News! What Bad News!*

- *Making News*

Formative Assessments

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

2) You may choose to complete the *Behavioral Checklist - Yarnspinner Thinking* for each student. This provided in the 1-PETS manual on pg. 130-131.

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

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The PETS *Behavioral Checklist - Yarnspinner Thinking* for each student. This provided in the 1-PETS manual on pg. 130-131.

- *Good News! Bad News! (to project)* pg. 146
- Class set of *What Good News! What Bad News!* handout, pg. 149
- For students who are capable writers, *Making News* handout, pg. 148

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Review Divergent/Creative Thinking - Whole Class - Lesson 1

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

WALT create interesting stories using divergent/creative thinking.

Student Success Criteria ...

I can use different strategies to make my stories more interesting.

I can use my imagination to see many possibilities in ordinary events, situations, and objects.

I can tell stories that use colorful words and phrasing.

Instructional Strategies and Activities

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

You will use pgs. 132-142.

2) Challenge Page - pg. 134, Step 7 - *Super Sentences*

- *Stupendous Statements*

Formative Assessments

- 1) There are class discussion questions throughout the lesson in the 1-PETS manual.
- 2) You may choose to complete the *Behavioral Checklist - Yarnspinner Thinking* for each student. This provided in the 1-PETS manual on pg. 130-131.
- 3) Class discussion. Students will reflect on the activity in the lesson.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The PETS *Behavioral Checklist - Yarnspinner Thinking* for each student. This provided in the 1-PETS manual on pg. 130-131.

- Class set of Yolanda *the Yarnspinner* handout, pg. 129
- Class set of *Yolanda's Bookmarks* handout, pg. 139
- Class set of *Super Sentences* handout, pg. 141
- Class set of *Stupendous Statements* handout, pg. 142

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Using Analysis and Synthesis for Spatial Intelligence - Max the Magician

Max the Magician shows students how to combine **analysis and synthesis** into an active thinking forum to provide students with experiences to encourage their **spatial intelligence**. There is a story that features Max the Magician, who will use his **spatial intelligence** to put on a magic show for his friends. Students will make their own pencil holder to use as a memory trigger for **spatial intelligence** while completing the lessons in this module.

Max the Magician looks for **patterns** to find a **reasonable solution**.

Visual/Spatial Perception - Small Group - Lesson 2

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

WALT use visual/spatial thinking skills help us with problem-solving.

Student Success Criteria ...

I can use use **tangrams** to solve puzzles.

Instructional Strategies and Activities

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

You will use pg. 182.

Formative Assessments

- 1) There are class discussion questions throughout the lesson in the 1-PETS manual.
- 2) You may choose to complete the *Small Group Checklist* on pg. 13 for each student.
- 3) Class discussion. Students will reflect on the activity in the lesson.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The *Small Group Checklist* on pg. 13 for each student

- *Max's Magic Tangrams* for each student, pgs. 183-185

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Visual/Spatial Perception - Small Group - Lesson 1

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

WALT use visual/spatial thinking skills help us with problem-solving.

Student Success Criteria ...

I can use **visual/spatial** thinking skills to **manipulate symmetrical shapes** in my mind.

I can use **visual/spatial** thinking to solve problems.

Instructional Strategies and Activities

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

You will use pg. 179.

Formative Assessments

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

2) You may choose to complete the *Small Group Checklist* on pg. 13 for each student.

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

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The *Small Group Checklist* on pg. 13 for each student

- *Max's Mirror Dominoes* for each student, pgs. 180-181

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Visual/Spatial Perception - Whole Class - Lesson 1

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

WALT analyze spatial relationships and reconstruct parts into new wholes by making predictions.

Student Success Criteria ...

I can use visual thinking by combining analysis of visual clues, logical deduction, flexibility of perspective, and fluency of thought.

I can use my imagination to to manipulate shapes in my mind, without concrete devices.

I can understand that visual patterns are predictable.

I can understand that my eyes and brain must work together to "think" about given information.

Instructional Strategies and Activities

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

You will use pgs. 162-163, Steps 1-6

2) Challenge Page - pg. 163, Step 7 - *Make Max Reappear*

Formative Assessments

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

2) You may choose to complete the *Behavioral Checklist - Magician Thinking* for each student. This provided in the 1-PETS manual on pg. 160-161.

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

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

To Project

Max the Magician, pg. 159

Max's Hatband, pg. 168

a set of pattern blocks (or one set for each student)

Rabbit Reversal, pg. 170

Designer Details, pg. 171

Make Copies

The PETS *Behavioral Checklist - Magician Thinking* for each student. This provided in the 1-PETS manual on pg. 160-161.

- Class set of *Max the Magician* handout, pg. 159

- Class set of *Max's Magic Hat* handout, pg. 169

- Class set of *Make Max Reappear* handout, pg. 173

- Class set of *Stupendous Statements* handout, pg. 142

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Visual/Spatial Perception - Whole Class - Lesson 2

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

WALT analyze patterns which repeat and extend and are predictable.

Student Success Criteria ...

I can analyze patterns which repeat and extend and are predictable by using visual thinking.

I can create original patterns using my high-level visual thinking skills.

Instructional Strategies and Activities

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

You will use pgs. 174 -175, Steps 1-5

2) Challenge Page - pg. 175 - 176, Step 6-7 - *Hat Strings*

Formative Assessments

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

2) You may choose to complete the *Behavioral Checklist - Magician Thinking* for each student. This provided in the 1-PETS manual on pg. 160-161.

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

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The PETS *Behavioral Checklist - Magician Thinking* for each student. This provided in the 1-PETS manual on pg. 160-161.

- Class set of *Pattern Panels* handout, pg. 177 (can also use UNIFIX cubes)

- *Hat Strings* handout for challenge pages, pg. 178

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Evaluative Thinking - Jordan the Judge

Jordan the Judge is a character who teaches the students about **evaluative thinking**. There is a story that features Jordan the Judge, who must base a decision on factual, measureable, or observable criteria. Students will color their own gavel to use as a memory trigger for **evaluative thinking** while completing the lessons in this module.

Jordan the Judge **considerations** to find **the best** answer.

Evaluative Thinking - Small Group - Lesson 2

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

WALT reinforce and extend **evaluative thinking** concepts .

Student Success Criteria ...

I can **apply factual, observable or measurable considerations** when making decisions and support my point of view.

Instructional Strategies and Activities

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

You will use pgs. 213-215.

Formative Assessments

- 1) There are class discussion questions throughout the lesson in the 1-PETS manual.
- 2) You may choose to complete the *Small Group Checklist* on pg. 13 for each student.
- 3) Class discussion. Students will reflect on the activity in the lesson.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

- The PETS *Small Group Checklist* for each student - pg. 13
- A Very Buggy BZZZZZness chart for each student, pg. 216
- A Very Buggy BZZZZZness bugs for each student, pg. 217
- An 8.5" X 11" sheet of white paper for each student
- An 11" X 17" sheet of colored paper for each student
- Chart paper

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Evaluative Thinking - Small Group - Lesson 1

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

WALT reinforce and extend **evaluative thinking** concepts .

Student Success Criteria ...

I can **apply factual, observable or measurable considerations** when making decisions and support my point of view.

Instructional Strategies and Activities

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

You will use pgs. 207-208.

Formative Assessments

- 1) There are class discussion questions throughout the lesson in the 1-PETS manual.
- 2) You may choose to complete the *Small Group Checklist* on pg. 13 for each student.
- 3) Class discussion. Students will reflect on the activity in the lesson.

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

The *Small Group Checklist* on pg. 13 for each student

- a laminated set of the *Paint a Picture Card Set*, pg. 210
- a laminated set of the *Build a Dog House Card Set*, pg. 211
- a laminated set of the *Bake a Cake Card Set*, pg. 212
- a laminated set of the *Jordan's Notable Necessities*, pg. 209

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Evaluative Thinking - Whole Group - Lesson 2

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

WALT use **evaluative thinking** to base their decisions (or choices), on factual, measurable, or observable *considerations* (or criteria) .

Student Success Criteria ...

- 1) I can use a T-Chart to collect data.
- 2) I can make the best choice based on the number of facts and the importance of the facts listed on one side of a T-Chart.

Instructional Strategies and Activities

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

You will use pgs. 201-202, Steps 1-4

2) Watch the read-aloud [*Ira Sleeps Over*](#). Make a list of what Ira needs as the story is read.

2) Challenge Pages - pg. 202-203, Step 5 - *What Should We Buy?*

Formative Assessments

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

2) You may choose to complete the *Behavioral Checklist - Judge Thinking* for each student. This provided in the 1-PETS manual on pg. 188-189.

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

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

To Project

Should Ira Take His Bear, pg. 204

Make Copies

The PETS *Behavioral Checklist - Judge Thinking* for each student. This provided in the 1-PETS manual on pg. 188-189.

- Class set of *What Should We Buy?* handout, pgs. 205-206

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

Evaluative Thinking - Whole Group - Lesson 1

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

WALT use **evaluative thinking** to base their decisions (or choices), on factual, measurable, or observable *considerations* (or criteria) .

Student Success Criteria ...

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

I can use considerations to help guide me to the "best" solution when there is not one "right" answer.

Instructional Strategies and Activities

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

You will use pgs. 190-191, Steps 1-6

2) Challenge Page - pg. 191, Step 7 - *A Pet for You*

Formative Assessments

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

2) You may choose to complete the *Behavioral Checklist - Judge Thinking* for each student. This provided in the 1-PETS manual on pg. 188-189.

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

Instructional Materials and Resources

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

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

Material & Resources For Whole Class Lesson

To Project

Jordan the Judge, pg. 193-195

Yolanda's List of Things to Buy, pg. 196

Make Copies

The PETS *Behavioral Checklist - Judge Thinking* for each student. This provided in the 1-PETS manual on pg. 188-189.

- Class set of *Jordan's Gavel* handout, pg. 197
- Class set of *A Pet for You*, pg. 200

Reflections and Suggested Modifications

1-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.

A lesson may take more than one session to complete.

REFLECTIONS

1-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.

A lesson may take more than one session to complete.

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

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition

MATH.1.NBT

Number and Operation in Base Ten

Sound-Letter Basics

Spelling

Sentence Composition (Grammar, Syntax, and Punctuation)

MATH.1.DL

Data Literacy

MATH.1.DL.A

Represent and interpret data

MATH.1.G.A

Reason with shapes and their attributes

ELA.R

Reading

ELA.W.AW.1.1.A

Introduce an opinion.

ELA.SL

Speaking and Listening