

# 2024-2025 Gifted & Talented Grade 2

Content Area: **Gifted and Talented**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## Mathematics

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### Unit Rationale

Students have many questions and are curious about many things. One way to gather data is to ask people what they think about a topic. Students need to learn an effective way to gather the input from many people. This is why they need to learn how to create a survey and record the results of a survey.

Students also need to know how to represent data in a way that is easy to understand and that is easy for others to understand. Also, a graph can help students see relationships among the data they collect.

### Standards

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|-----------------|---|
| MATH.K-12.1     | Make sense of problems and persevere in solving them  |
| MATH.K-12.3     | Construct viable arguments and critique the reasoning of others   |
| MATH.K-12.4     | Model with mathematics  |
| MATH.K-12.5     | Use appropriate tools strategically   |
| MATH.K-12.6     | Attend to precision   |
| MATH.K-12.7     | Look for and make use of structure  |
| MATH.K-12.8     | Look for and express regularity in repeated reasoning   |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.   |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready  |

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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-12.1.1.1

Educators engage students with gifts and talents in identifying interests, strengths, and gifts.

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-12.1.8

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-12.2.2

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-12.5.1

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.

## Essential Questions

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How can we collect data from a large group of people?

How can we use data to help us understand questions we may have?

### **Pre-Assessments**

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Students must earn an Into Math Growth Measure score of 281 or higher.

Students must have earned an "E " in mathematics on their final 1st grade report card.

### **Instructional Plan**

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Each lesson will start with warm-up activities to help students develop and improve lateral thinking skills.

The main project for second grade is to survey the entire school using Google Forms to collect data and Google Sheets to create graphs to present the data.

Students will participate in activities each week involving surveys and graphing skills.

Students will also explore probability through engaging math games and activities.

### **Lesson (Math G&T - Week 1) Approx. 60 minutes**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT collect data to answer questions about different topics.
- 3) WALT use tally charts to represent data.
- 4) WALT create a bar graph to represent data.

**Student Success Criteria ...**

*For Warm-up Activities including Breakout EDU: (15-20 minutes)*

I can stretch my thinking to help me solve math puzzles and logic puzzles.

## *For Lesson 1*

I can understand the rules and expectations for Gifted & Talented class

I can determine when it is best to use a survey to gather data.

I can create a tally chart.

I can create a bar graph.

### **Instructional Strategies and Activities**

- 1) Introduce rules and expectations for *Gifted and Talented* class. 5 min
- 2) BrainPop Video: Introduction to tally charts and bar graphs. ([Linked here](#)) 4 min, 19 sec
- 3) Complete BrainPop quiz about the video together as a class. ([Linked here](#)) 10 min
- 4) BrainPop Game to reinforce and practice concepts from the video. ([Linked here](#)) 10 min
- 5) Complete a survey together as a class. Create a bar graph from the tally chart. Discuss questions we could answer using the bar graph. 10 min

### **Formative Assessments**

#### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of math and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

#### ***For the main part of the lesson:***

1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.

2) Class discussion (questions and answers), about the topics covered in the BrainPop video.

3) Students will be able to successfully complete the BrainPop game using the skills they learned from the video.

4) Class Bar graph activity

- tally chart

- bar graph

- list of questions (developed as a class), that we could use the bar chart to answer

## **Instructional Materials and Resources**

Gifted & Talented Website([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive([Linked here](#))

## **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

All of the times listed above (except for the time of the BrainPop video), are estimates.

## **Lesson (Math G&T Week 2) Approx. 60 minutes**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT collect data to answer questions about different topics.
- 3) WALT use tally charts to represent data.
- 4) WALT create a bar graph to represent data.

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

### ***For Warm-up Activities including Breakout EDU: (15-20 minutes)***

I can stretch my thinking to help me solve math puzzles and logic puzzles.

I can use my knowledge of addition and subtraction to recognize relationships between numbers in a puzzle.

### ***For Lesson 2***

I can understand the rules and expectations for Gifted & Talented class

I can define the words survey, tally chart, bar graph.

I can create a tally chart.

I can create a bar graph.

### **Instructional Strategies and Activities**

1) Review the rules and expectations for *Gifted and Talented* class. *5 min*

2) Warm-Up Activities

- Breakout EDU *Breakout of the Day* ([linked here](#)). Students will login using their school Google account. [Click here for the teacher login page.](#)

- Addition Search #1 Activity ([linked here](#)).

3) Complete m&m graphing activity ([linked here](#)). (*20 minutes*)

4) Class discussion (questions, answers and thoughts (*5-10 minutes*))

### **Formative Assessments**

#### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of math and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

#### ***For the main part of the lesson:***

1) Class discussion. Students will reflect on the class expectations will help them be successful in *Gifted & Talented* class.

2) Class discussion (questions and answers), about the *Breakout of the Day* puzzle.

4) m&m tally chart and Bar graph activity (*20 minutes*)

- tally chart

- bar graph

- list of questions (developed as a class), that we could use the bar chart to answer

### **Instructional Materials and Resources**

Gifted & Talented Website([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

m&m Bar Graph Activity ([linked here](#)).

Gifted & Talented Drive([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

All of the times listed above are estimates.

### **Lesson (Math G&T - Lesson 3) Approx. 60 minutes**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT collect data to answer questions about different topics.
- 3) WALT to use experiments to learn about probability.

4) WALT make predictions about the results of an experiment.

5) WALT use graphic displays to understand probability.

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

#### ***For Warm-up Activities including Breakout EDU: (15-20 minutes)***

I can stretch my thinking to help me solve math puzzles and logic puzzles.

I can use logic and reasoning to complete a 4x4 Sudoku puzzle.[\(Linked here\)](#)

#### ***For Lesson 3***

I can define the words *probability, prediction, event, result, and experiment*.

I can make predictions about the outcome of an event.

I can make a bar graph to help me analyze the results of an experiment.

### **Instructional Strategies and Activities**

1) Review the rules and expectations for *Gifted and Talented* class **as needed**. (2 minutes)

2) Warm-Up Activity

- 4x4 Sudoku puzzle.[\(Linked here\)](#) (10 minutes)

3) Complete penny-flipping probability experiment. [\(Linked here\)](#) (20 minutes)

4) Class discussion (questions, answers and thoughts (5-10 minutes)

### **Formative Assessments**

#### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of math and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

2) Students complete a 4x4 Sudoku puzzle. Their work is correct when the grid is complete and there are no repeating numbers in any row or column.

#### ***For the main part of the lesson:***

1) Class discussion. Students will reflect on the class expectations will help them be successful in *Gifted & Talented* class.

2) Class discussion (questions and answers), about the *Breakout of the Day* puzzle.

4) Penny-flipping experiment

- bar graph

- Statement about each group's prediction.

  - Was their prediction accurate?

  - Can we use our results to craft a conclusion about our experiment using the concept of *probability*?

### **Instructional Materials and Resources**

Gifted & Talented Website([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([Linked here](#))

Penny-Flipping Experiment ([Linked here](#)).

Gifted & Talented Drive([Linked here](#)).

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

The first time the students play Sudoku it takes a while for them to develop strategies for success.

All of the times listed above are estimates.

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**Lesson (Math G&T - Week 4) Approx. 60 minutes**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to use a game to learn about how probability can affect strategy.

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

#### *For Warm-up Activities including Breakout EDU: (15-20 minutes)*

I can stretch my thinking to help me solve math puzzles and logic puzzles.

I can use logic and reasoning to complete a 4x4 (or 6X6), Sudoku puzzle.[\(Linked here\)](#)

#### *For Lesson 4*

I can learn how to play *Beat the Clock*

I can analyze and change my strategy as I play the game

I can use what I know about probability to help me make decisions in the game.

### **Instructional Strategies and Activities**

1) Review the rules and expectations for *Gifted and Talented* class **as needed**. (2 minutes)

2) Warm-Up Activity

*Breakout EDU - Lock of the Day* [\(Linked here\)](#) ~or~ Sudoku puzzle.[\(Linked here\)](#) (10 minutes) - Students can choose to try a Sudoku larger than 4x4

3) Play *Beat the Clock* [\(Linked here\)](#) The probability of rolling the number you need to help you in the game changes based on your actions in the game. This will be discussed as students are playing the game. They may choose

to change their strategies on a 2nd play-through of the game based on what they learn about probability on the first play-through. (30 minutes)

4) Class discussion (questions, answers and thoughts- this will occur throughout the the game.

### **Formative Assessments**

#### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of math and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout. ~or~

2) Students complete a Sudoku puzzle. Their work is correct when the grid is complete and there are no repeating numbers in any row or column. They may choose the size of their Sudoku

puzzle (4X4 or 6X6).

***For the main part of the lesson:***

1) Class discussion (questions and answers), about the *Breakout of the Day* puzzle.

2) - *Beat the Clock* game

- How did you use your experience with probability in the first game to change your strategies for the 2nd game?

- Students share a strategy they think worked for them.

**Instructional Materials and Resource**

Gifted & Talented Website([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([Linked here](#))

Beat the Clock Game ([Linked here](#)).

Gifted & Talented Drive([Linked here](#)).

**Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Students will develop strategies for the game as they reflect on their own choices and see what their opponents have done.

All of the times listed above are estimates.

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**Lesson (Math G&T - Week 5) Approx. 60 minutes**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT collect data to answer questions about different topics.

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

#### *For Warm-up Activities including Breakout EDU: (15-20 minutes)*

I can stretch my thinking to help me solve math puzzles and logic puzzles.

#### *For Lesson 5*

I can create survey my classmates using Google Forms.

I can create a Google Form to survey my classmates.

### **Instructional Strategies and Activities**

1) Review the rules and expectations for *Gifted and Talented* class **as needed**. (2 minutes)

2) Warm-Up Activity

*Breakout EDU - Lock of the Day* ([Linked here](#)) (10 - 15 minutes)

3) Watch short video "**Conducting Simple Surveys Education Cartoon for kids**" ([Linked here](#)) (3 minutes)

4) Student will learn how to use Google Forms by making a survey for their G&T classmates. (30 minutes) *A blank Google form will be assigned to each student Using Google Classroom*

5) Class discussion to decide what question the students should ask for a school-wide survey.

6) Students will verbally present the results of their survey.

### **Formative Assessments**

#### *For Warm-up Activities including Breakout EDU:*

1) Students solve a variable number of math and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

#### *For the main part of the lesson:*

- 1) Class discussion (questions and answers), about the *Breakout of the Day* puzzle.
- 2) Students will present their findings from the survey they conducted.

### **Instructional Materials and Resource**

Gifted & Talented Website([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([Linked here](#))

Google Classroom ([Linked here](#))

Gifted & Talented Drive([Linked here](#))

YouTube Video - *Conducting Simple Surveys Education Cartoon for Kids* ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

All of the times listed above are estimates.

### **Lesson (Math G&T - Week 6) Approx. 60 minutes**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT collect data to answer questions about different topics.

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

*For Warm-up Activities including Breakout EDU: (15-20 minutes)*

I can stretch my thinking to help me solve math puzzles and logic puzzles.

## *For Lesson 6*

I can learn how to collectively make a survey with my classmates about a topic we are all interested in and have questions about.

I can create survey my school using Google Forms.

I can create a Google Form to survey my school.

### **Instructional Strategies and Activities**

1) Review the rules and expectations for *Gifted and Talented* class **as needed**. (2 minutes)

2) Warm-Up Activity

*Breakout EDU - Lock of the Day* ([Linked here](#)) (10 - 15 minutes)

3) Students will verbally present the results of the survey they conducted last class. (10 minutes)

4) Class discussion to decide what question the students should ask for a school-wide survey. (5 - 10 minutes)

5) Students will make a Google Form together to survey the school about the topic they agreed upon. (20 minutes)

6) The Google Form will be sent to classroom teachers to share with their students via Google Classroom or Clever.

7) Class Discussion (*Questions & Answers*).

### **Formative Assessments**

#### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of math and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

#### ***For the main part of the lesson:***

1) Class discussion (questions and answers), about the *Breakout of the Day* puzzle.

2) Students will present their findings from the survey they conducted with their classmates.

3) Discussion about findings.

4) Question and answer session about school-wide survey.

## **Instructional Materials and Resource**

Gifted & Talented Website([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([Linked here](#))

Google Classroom ([Linked here](#))

Gifted & Talented Drive([Linked here](#))

## **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

All of the times listed above are estimates.

## **Lesson (Math G&T - Week 7) Approx. 60 minutes**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT collect data to answer questions about different topics.
- 3) WALT use graphs to help us understand the data we collect.

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

*For Warm-up Activities including Breakout EDU: (15-20 minutes)*

I can stretch my thinking to help me solve math puzzles and logic puzzles.

*For Lesson 7*

I can explain what *data* means.

I can export the results of the survey I sent to my G&T classmates to Google Sheets.

I can export the results of our school-wide survey to Google Sheets.

I can use Google Sheets to create different types of Graphs from the results of my small survey - the survey for my classmates.

I can use Google Sheets to create different types of Graphs from the results of our school-wide survey.

### **Instructional Strategies and Activities**

1) Review the rules and expectations for *Gifted and Talented* class **as needed**. (2 minutes)

2) Warm-Up Activity

*Breakout EDU - Lock of the Day* ([Linked here](#)) (10 minutes)

3) Students will review the meaning of the word *data*. They will have learned this from the BrainPop Jr. video about tally charts and bar graphs.

4) Students will learn how to export the results of their survey for their G&T classmates to Google Sheets. (10 minutes)

5) Students will learn how to make charts and graphs using Google Sheets. (20 minutes)

- Students will experiment with creating different types of charts and graphs

- Students will decide which type of graph makes their data easy to understand

6) As a class we will export the results of the school-wide survey to Google Sheets. Students will decide which type of graph makes their data easy to understand.

7) Class Discussion (*Questions & Answers*).

### **Formative Assessments**

#### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of math and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

#### ***For the main part of the lesson:***

- 1) Class discussion (questions and answers), about the *Breakout of the Day* puzzle.
- 2) Students will present their findings from the survey they conducted with their classmates.
- 3) Discussion about findings.
- 4) Question and answer session about school-wide survey.

### **Instructional Materials and Resource**

Gifted & Talented Website([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([Linked here](#))

Google Classroom ([Linked here](#))

Gifted & Talented Drive([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

All of the times listed above are estimates.

### **Lesson (Math G&T - Week 8) Approx. 60 minutes**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT use graphs to help us understand the data we collect.

**Student Success Criteria ...**

*For Warm-up Activities including Breakout EDU: (15-20 minutes)*

I can stretch my thinking to help me solve math puzzles and logic puzzles.

*For Lesson 8*

I can explain what *data* means.

I can export the results of the survey I sent to my G&T classmates to Google Sheets.

I can export the results of our school-wide survey to Google Sheets.

I can use Google Sheets to create different types of Graphs from the results of my small survey - the survey for my classmates.

I can use Google Sheets to create different types of Graphs from the results of our school-wide survey.

### **Instructional Strategies and Activities**

1) Review the rules and expectations for *Gifted and Talented* class **as needed**. (2 minutes)

2) Warm-Up Activity

*Breakout EDU - Lock of the Day* ([Linked here](#)) (10 minutes)

3) Students will review the meaning of the word *data*. They learned this word in the BrainPop video about tally charts and graphs. They also learned about it in the YouTube Video - *Conducting Simple Surveys Education Cartoon*

*for Kids* ([Linked here](#))

4) Students will make a poster to display the chart from their small survey. They will add any needed definitions and information to the chart. They can also decorate the poster board as long as it is relevant to their data.

5) Students will work together to make a poster to display the chart from our school-wide survey. They will add any needed definitions and information to the chart. They can also decorate the poster board as long as it is

relevant to the data.

6) The charts will go on display for the school to see. The G&T students will be the experts on the data so they will be able to answer questions other students may have regarding the information presented in their posters.

7) Class Discussion (*Questions & Answers*).

### **Formative Assessments**

### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of math and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

### ***For the main part of the lesson:***

- 1) The poster presenting the results of each individual student's survey.
- 2) The poster presenting the results of the school-wide survey.

### **Instructional Materials and Resource**

Gifted & Talented Website([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([Linked here](#))

Google Classroom ([Linked here](#))

Gifted & Talented Drive([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

All of the times listed above are estimates.

### **Lesson (Math G&T - Holidays & Extras) Approx. 60 minutes**

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

- 1) WALT collect data to answer questions about a topic of interest.
- 2) WALT uses math operations to solve problems.

3) WALT use math in fun ways to solve a mystery.

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

I can stretch my thinking to help me solve math puzzles and solve mysteries.

I can survey my classmates and make a bar graph using the results of the survey.

I can solve math problems that are built into a mystery story. The correct answers give me clues to solve the mystery.

### **Instructional Strategies and Activities**

- 1) Review the rules and expectations for *Gifted and Talented* class **as needed**. (2 minutes)
- 2) Students conduct a Halloween candy survey for their 2nd-grade class. They create a bar graph using the results. ([Linked here](#))
- 3) Students complete a Halloween-themed digital breakout. ([Linked here](#))
- 4) Class Discussion (*Questions & Answers*).
- 5) **Holiday-Themed Challenges for Halloween-Thanksgiving-December Holidays** ([Linked here](#))

### **Formative Assessments**

#### ***For the main part of the lesson:***

1) Students display their poster with the results of their Halloween candy survey. Discussion about findings.

2) Students will get a message when they successfully "Break Out" of the Halloween-themed escape room.

3) Students will successfully complete the holiday challenges.

### **Instructional Materials and Resource**

Halloween Candy Graphing Activity ([Linked here](#))

Holiday Challenges ([Linked here](#))

Gifted & Talented Website([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([Linked here](#))

Google Classroom ([Linked here](#))

Gifted & Talented Drive([Linked here](#))

## **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

All of the times listed above are estimates.

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

**All accommodations specified on each student's IEP or 504 will be followed.**

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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For diversity students will have access to the following websites:

<https://mathandmovement.com/famous-black-mathematicians-and-their-contributions/> - Math and Movement - *9 Famous Black Mathematicians and Their Contributions*

<https://www.ams.org/about-us/edi-community> - The American Mathematical Society - *Recognizing Diverse Mathematicians*

For climate change students will have access to the following websites:

[https://youtu.be/VZJXBK6bZQ?si=vGOKTLOCoc\\_Na6V2](https://youtu.be/VZJXBK6bZQ?si=vGOKTLOCoc_Na6V2) - "The Maths Behind Climate Change"

<https://youtu.be/8zx1FTRU2C4?si=zaXcy7CgWWE9d6m> - "Using Maths to Solve Climate Change"

Internet safe search techniques will be reinforced when looking up information.

Other multicultural links can be found on the Gifted & Talented *Holidays* folder([Linked here](#))

## **New Jersey Student Learning Standards: Content Area**

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Through the course of the G&T Mathematics Unit, students will achieve the standards listed below.

|             |   |
|-------------|---|
| MATH.K-12.1 | Make sense of problems and persevere in solving them            |
| MATH.K-12.2 | Reason abstractly and quantitatively                            |
| MATH.K-12.3 | Construct viable arguments and critique the reasoning of others |
| MATH.K-12.4 | Model with mathematics  |
| MATH.K-12.5 | Use appropriate tools strategically                             |
| MATH.K-12.6 | Attend to precision   |
| MATH.K-12.7 | Look for and make use of structure                              |
| MATH.K-12.8 | Look for and express regularity in repeated reasoning           |

## **Integration of Career Readiness. Life Literacies and Key Skills**

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These standards mention work and employment and management. These same standards can be used for group work.

|                |  |
|----------------|--|
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

## **Integration of Computer Science and Design Thinking**

Through the course of the G&T Mathematics Unit, students will achieve the standards listed below.

|            |                                      |
|------------|--------------------------------------|
| CS.CS      | Computing Systems                    |
| CS.K-2.DA  | Data & Analysis                      |
| CS.K-2.EC  | Ethics & Culture                     |
| CS.K-2.IC  | Impacts of Computing                 |
| CS.K-2.NT  | Nature of Technology                 |
| CS.K-2.ITH | Interaction of Technology and Humans |

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images).

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

The projects and activities that are explained in the lessons for this curriculum intersect the areas of math, science and language arts. Breakout EDU, our digital breakout resource requires students to use all different areas of logic, thought, reasoning and language skills.

## **Language Arts - World Culture - Homes Around the World**

### **Unit Rationale**

This unit will expand the students' understanding of the world culture through exploring different holidays and cultural celebrations around the world. The world is interconnected. What happens in one area of the world has an impact on the rest of the world. Sometimes that impact affects people personally, sometimes it affects our understanding of culture. One way we can learn to understand people and culture from other parts of the world is to study their holidays and cultural celebrations. This can tell us a lot about the culture and everyday

life people. Studying about cultures around the world encourages acceptance, inclusivity, and cultural awareness.

## **21st Century Life and Career**

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|                |  |
|----------------|--|
| 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.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

## **Essential Questions**

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Why do people from other cultures celebrate?

What holidays and festivals are important to other cultures?

What traditions and rituals surround holidays and festivals around the world?

What can we learn about people from other cultures based on what and how they celebrate?

## **Pre-Assessments**

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- Instructional Level L by the first interval November-December from the [Fountas & Pinnell Instructional Level Expectations for Reading](#) (Exceeds Expectations)
- Earn an E in Reading, Writing, and Word Study on their most recent report card.

## Instructional Plan

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### 10 - Presentation of Research Project - Part II

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to build our confidence and share knowledge with our classmates

#### Student Success Criteria ...

*For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can play a game of Wordle for Kids.

*For Main Part of Lesson:*

- I can understand the rules and expectations for Gifted & Talented class.
- I can present my project to my grade-level peers.

#### Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will take turns presenting their project to their G&T grade-level peers.
- 4) Students will answer questions from their peers about their presentation.

#### Formative Assessments

*For Warm-up Activities including Breakout EDU:*

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

*For the main part of the lesson:*

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class.
- 2) Students present their Slides to their grade level peers.

3) Students will be able to answer questions about their presentations.

### **Instructional Materials and Resources**

Assorted books about holidays and festivals around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 2nd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## **2 - Choose Your Holiday**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how please live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

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

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

I can understand the rules and expectations for Gifted & Talented class

*For Main Part of Lesson:*

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class.
- 2) Teach students how to play Wordle for Kids.
- 3) Show students this video about festivals around the world. ([Linked here](#))
- 4) Students will research different holidays using books and the Internet. Students will choose one holiday or festival as the focus for more in-depth research.

### **Formative Assessments**

***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

***For the main part of the lesson:***

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class.
- 2) Class discussion (questions and answers), about the topics covered in the video about celebrations around the world.
- 3) Questions and answers about information the students read in the books and learn on the Internet about holidays around the world.
- 4) Students will begin to complete an information research packet about their holiday.

### **Instructional Materials and Resources**

Assorted books about holidays and festivals around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 2nd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

## Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## **3 - Safe Internet Search Techniques & Begin Research**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how please live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

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

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

*For Main Part of Lesson:*

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Show students how to use Google's Safe Search for Kids search engine([Linked here](#))
- 4) Students will research the holiday they chose in lesson 2. They will use books and the Internet.
- 5) Students will begin work on completing their research packet.

### **Formative Assessments**

### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

### ***For the main part of the lesson:***

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class.
- 2) Class discussion (questions and answers), about how to use Google's Safe Search for Kids search engine.
- 3) Questions and answers about information the students read in the books and learn on the Internet about holidays around the world.
- 4) Students will begin to complete an information research packet about their holiday.

### **Instructional Materials and Resources**

Assorted books about holidays and festivals around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 2nd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

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## **4 - Research - Part II**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how please live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

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

*For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can play a game of Wordle for Kids

*For Main Part of Lesson:*

- I can understand the rules and expectations for Gifted & Talented class
- I can choose a holiday to research and explain why I chose this holiday to learn more about
- I can use safe searching techniques to learn about a world holiday using the Internet
- I can organize my research information in a research packet

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Show students how to use Google's Safe Search for Kids search engine([Linked here](#))
- 4) Students will continue to research the holiday they chose in lesson 2. They will use books and the Internet.
- 5) Students will continue to work on completing their research packet.

### **Formative Assessments**

*For Warm-up Activities including Breakout EDU:*

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

*For the main part of the lesson:*

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class.
- 2) Class discussion (questions and answers), about how to use Google's Safe Search for Kids search engine.
- 3) Questions and answers about information the students read in the books and learn on the Internet about holidays around the world.

4) Students will begin to complete an information research packet about their holiday.

### **Instructional Materials and Resources**

Assorted books about holidays and festivals around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Dive ([Linked here](#))

Google Classroom for 2nd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## **5 - Research - Part III**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how please live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

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

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

*For Main Part of Lesson:*

- I can understand the rules and expectations for Gifted & Talented class
- I can choose a holiday to research and explain why I chose this holiday to learn more about
- I can use safe searching techniques to learn about a world holiday using the Internet
- I can organize my research information in a research packet

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Show students how to use Google's Safe Search for Kids search engine([Linked here](#))
- 4) Students will continue to research the holiday they chose in lesson 2. They will use books and the Internet.
- 5) Students will continue to work on completing their research packet.

### **Formative Assessments**

*For Warm-up Activities including Breakout EDU:*

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.
- 2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

*For the main part of the lesson:*

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class.
- 2) Class discussion (questions and answers), about how to use Google's Safe Search for Kids search engine.
- 3) Questions and answers about information the students read in the books and learn on the Internet about holidays around the world.
- 4) Students will begin to complete an information research packet about their holiday.

### **Instructional Materials and Resources**

Assorted books about holidays and festivals around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 2nd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their

grade and school only)

Google Safe Search for Kids ([Linked here](#))

### Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## 6 - Slides Presentation - Part 1

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how please live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use Google Sides to present information.

### Student Success Criteria ...

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

*For Main Part of Lesson:*

I can understand the rules and expectations for Gifted & Talented class

I can create a Google Slides presentation using the information in my research packet.

### Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will learn how to access a blank Google Slides project assigned to them through Google Classroom.
- 4) Students will learn how to insert the title of their project on their cover slide.
- 5) Students will learn how to insert a picture of their holiday onto their cover slide as a background picture.

## Formative Assessments

### *For Warm-up Activities including Breakout EDU:*

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.
- 2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

### *For the main part of the lesson:*

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class.
- 2) Students will set up their Google Slides cover slide.
- 3) Questions and answers about information the students read in the books and learn on the Internet about holidays around the world.
- 4) Students will begin to complete an information research packet about their holiday how to use Google Slides.
- 5) Questions and answers about how to search and find pictures to use as a background picture on their cover slide.

## Instructional Materials and Resources

Assorted books about holidays and festivals around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 2nd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

## Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## 7 - Slides Presentation - Part II

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how please live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use Google Sides to present information.

### Student Success Criteria ...

*For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can play a game of Wordle for Kids

*For Main Part of Lesson:*

- I can understand the rules and expectations for Gifted & Talented class
- I can create a Google Slides presentation using the information in my research packet.

### Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will learn how to access a blank Google Slides project assigned to them through Google Classroom.
- 4) Students will learn how to insert a title for each Slide.
- 5) Students will learn how to insert pictures on each slide to enhance the information on the slide.

(there will be one slide for each section of information in their research packet).

### Formative Assessments

*For Warm-up Activities including Breakout EDU:*

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

*For the main part of the lesson:*

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class.
- 2) Students will set up their Google Slides cover slide.
- 3) Questions and answers about information the students read in the books and learn on the Internet about holidays around the world.
- 4) Students will work make a slide for each section of information in their research packet.

5 Questions and answers about how to search and find pictures to use on their slides.

### **Instructional Materials and Resources**

Assorted books about holidays and festivals around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Dive ([Linked here](#))

Google Classroom for 2nd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## **8 - Slides Presentation - Part III**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how please live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use Google Sides to present information.

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

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

*For Main Part of Lesson:*

I can understand the rules and expectations for Gifted & Talented class

I can create a Google Slides presentation using the information in my research packet.

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will continue to transfer the information from their research packet onto Google Slides.  
(there will be one slide for each section of information in their research packet).

### **Formative Assessments**

#### ***For Warm-up Activities including Breakout EDU:***

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.
- 2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

#### ***For the main part of the lesson:***

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class.
- 2) Students will set up their Google Slides cover slide.
- 3) Questions and answers about information the students read in the books and learn on the Internet about holidays around the world.
- 4) Students will work make a slide for each section of information in their research packet.
- 5) Questions and answers about how to search and find pictures to use on their slides.

### **Instructional Materials and Resources**

Assorted books about holidays and festivals around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 2nd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

## Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## 9 - Presentation of Research Project - Part I

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to build our confidence and share knowledge with our classmates

### Student Success Criteria ...

*For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can play a game of Wordle for Kids

*For Main Part of Lesson:*

- I can understand the rules and expectations for Gifted & Talented class
- I can present my project to a small group of students

### Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will take turns presenting their project to their G&T classmates. This will help them build confidence as a presenter. It will also help them "proof" their presentation and make any necessary corrections.
- 4) Students will ask questions about each others' presentation and give productive feedback to each other.

### Formative Assessments

*For Warm-up Activities including Breakout EDU:*

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.
- 2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a

"SUCCESS" message.

***For the main part of the lesson:***

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class.
- 2) Students will share their presentations.
- 3) Questions and answers about how to search and find pictures to use on their slides.their presentations.

**Instructional Materials and Resources**

Assorted books about holidays and festivals around the world

Gifted & Talented Website [\(Linked here\)](#)

"Rules & Expectations" Slide to present and displayed in Google Classroom [\(Linked here\)](#)

Breakout EDU [\(linked here\)](#)

Blank research packet [\(Linked here\)](#)

Gifted & Talented Drive [\(Linked here\)](#)

"Holidays" folder on Dive [\(Linked here\)](#)

Google Classroom for 2nd Grade G&T Literacy Unit [\(Linked here\)](#)

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids [\(Linked here\)](#)

**Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

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## **1 - Introduction to World Culture, Celebrations Unit**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how please live around the world.
- 3) WALT see that there are many different ways of life throughout the world.

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

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can understand the rules and expectations for Gifted & Talented class

#### *For Main Part of Lesson*

I can explain what **culture** means.

I can name at least one world holiday that I learned about today.

#### **Instructional Strategies and Activities**

- 1) Introduce rules and expectations for *Gifted and Talented* class.
- 2) Teach students how to play Breakout EDU.
- 3) Watch the YouTube read-aloud, "*If the World Were a Village*" ([Linked here](#))
- 4) Watch the YouTube video, *Cultures of the World* ([Linked here](#))
- 3) Introduce the project - "Celebrations Around the World."
- 4) Watch a YouTube read-aloud video about celebrations around the world, *Let's Celebrate: Special Days Around the World (Literally Cultured Read Aloud)* ([Linked here](#))
- 5) Additional optional videos:
  - *What Is Culture - Elementary Lesson* ([Linked here](#)) This is a slide show that gives information and introduces world culture
  - *Around the World for Kids* ([Linked here](#)) This is a slide show of pictures from around the world set to music

#### **Formative Assessments**

##### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

##### ***For the main part of the lesson:***

1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.

2) Class discussion (questions and answers), about the topics covered in the video read-aloud about celebrations around the world.

#### **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

YouTube Video, *Let's Celebrate: Special Days Around the World (Literally Cultured Read Aloud)* ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

2nd Grade Research Resources ([Linked here](#))

## Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## Modifications and/or Accommodations

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### Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

#### English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for

clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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Students learning about other cultures learn to appreciate and accept people from other cultures.

For diversity students will have access to the following websites:

[https://respectdiversity.org/?page\\_id=926](https://respectdiversity.org/?page_id=926) - The Respect Diversity Foundation Website. This website has multiple links to help students appreciate other cultures.

<https://www.common sense.org/education/lists/diversity-equity-and-inclusion-resources-for-classrooms> - Diversity, Equity, and inclusion resources for the classroom from CommonSense.org

For climate change students will have access to the following websites:

<https://www.diverseeducators.co.uk/the-intersection-of-diversity-and-climate-justice/> - "The Intersection of

Diversity and Climate Justice"

<https://youtu.be/8zx1FTRU2C4?si=zaXcy7CgWWE9d6m> - YouTube Video "Climate Change From One Kid to Another - Bandi Guan(8-years old)" TED Talks Jr.

Internet safe search techniques will be reinforced when looking up information.

Other multicultural links can be found on the Gifted & Talented *Holidays* folder([Linked here](#))

## **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-12.2.4 | 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 | Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.                           |
| GIFT.PK-12.6.3 | Lifelong Learners. Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.   |
| GIFT.PK-12.6.4 | Ethics. Students develop their gifts and talents as a result of educators who are ethical in their practices.  |

## **Integration of Career Readiness. Life Literacies and Key Skills**

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|                |  |
|----------------|--|
| 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.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |

## **Integration of Computer Science and Design Thinking**

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|                   |   |
|-------------------|---|
| CS.K-2.8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.<br><br>Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally. |
|-------------------|---|

Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.

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## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math**

|            |                                       |
|------------|---------------------------------------|
| ELA.L.RF   | Foundational Skills: Reading Language |
| SOC.K-12.2 | Gathering and Evaluating Sources      |
| SOC.K-12.3 | Seeking Diverse Perspectives          |
| ELA.L.WF   | Foundational Skills: Writing Language |
| ELA.SL     | Speaking and Listening                |

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## **Science - Biomes and Habitats**

### **Unit Rationale**

Biomes and habitats are essential parts of life on earth. Habitats are smaller areas of environments and ecosystems within the biomes. They are important because many unique forms of life inhabit each biome.

Biomes are in danger from climate change, deforestation, and pollution. We need to learn about these areas and the biodiversity of plants and animals that live within each biome so we can protect them.

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## **21st Century Life and Career**

|                 |   |
|-----------------|---|
| CRP.K-12.CRP1   | Act as a responsible and contributing citizen and employee.   |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2   | Apply appropriate academic and technical skills.  |
| CRP.K-12.CRP4   | Communicate clearly and effectively and with reason.  |
| CRP.K-12.CRP6   | Demonstrate creativity and innovation.  |
| CRP.K-12.CRP7   | Employ valid and reliable research strategies.  |
| 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.   |
| CRP.K-12.CRP12  | Work productively in teams while using cultural global competence.  |

## Essential Questions

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### Biomes

- 1) What is a biome?
- 2) What types of biomes are there and where are they located in the world?
- 3) Why is biodiversity important within biomes? What is the human impact on biomes?

### Habitats

- 1) How do animals' habitats help them survive?
- 2) How do humans affect animal habitats?

## Pre-Assessments

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- 1) Teacher Recommendation
- 2) Earn an E in science on their 1st and 2nd trimester report card.

## Instructional Plan

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### 1- Introduction to Habitats & Biomes Unit

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to define the words **habitat** and **biome**

#### Student Success Criteria ...

##### *For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

##### *For Main Part of Lesson*

- I can explain what the words **habitat** and **biome** mean.

#### Instructional Strategies and Activities

- 1) Introduce rules and expectations for *Gifted and Talented* class.
- 2) Teach students how to play Breakout EDU.
- 3) Watch the YouTube video, "What is a Habitat?" ([Linked here](#))
- 4) Watch the YouTube video, "Introduction to Biomes" ([Linked here](#))
- 5) Watch the YouTube video, *Biome Facts for Kids* ([Linked here](#))

### **Formative Assessments**

#### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

#### ***For the main part of the lesson:***

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Class discussion questions and answers), about the habitats and biomes videos.

### **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## **2 - Safe Internet Searches**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to use Google Safe Search for Kids.

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

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can understand the rules and expectations for Gifted & Talented class

*For Main Part of Lesson*

I can use Google Safe Search for Kids to explore a topic.

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Warm-Up Breakout EDU puzzle of the day or Science-themed puzzle.
- 3) Show the YouTube video, *Search Tips for Kids* ([Linked here](#))
- 4) Show the YouTube video, *Safe Google Search for Kids* ([Linked here](#))
- 5) Use BrainPop to teach about safe searcher ([Linked here](#)) If this link doesn't work, just log onto BrainPop (not BrainPop, Jr), and do a search for *Internet Search*.

**If you use BrainPop, use the challenge activity to check for understanding.**

- 6) Introduce Biome Map project assigned through Google Classroom. Here is a pdf of the handout. ([Linked here](#))

Students will use safe search techniques to find the location of each biome on the map.

### **Formative Assessments**

*For Warm-up Activities including Breakout EDU:*

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

*For the main part of the lesson:*

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Class discussion questions and answers, about how to use safe search techniques while looking for information about the location of biomes.
- 3) Students will complete a map of biome locations. We will review the answers, and the maps will be sent home.

### **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

BrainPop ([Linked here](#))

Biome Map handout ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

### **3 - Tundra**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT use Google Safe Search for Kids.
- 3) WALT explain the characteristics of the world biomes.
- 4) WALT describe the plants and animals that live in each biome.
- 5) WALT describe the effect of the actions of humans on the world's biomes.

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

*For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

*For Main Part of Lesson*

- I can use Google Safe Search for Kids to explore a topic.
- I can describe the characteristics of the tundra.
- I can understand the adaptations of plants and animals who live in the tundra.

#### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Warm-Up Breakout EDU puzzle of the day or Science-themed puzzle.
- 3) Introduce the Interactive Biome Notebook ([Linked here](#)). Glue in the cover page and Tundra pages (pg. 7, 9-11, 13-15). Full-color sample pages can be projected for students to see.
- 4) Watch the BrainPop video about the Tundra. ([Linked here](#))
- 5) Students read about the Tundra in their Interactive Biome Notebook handout.
- 6) Students complete the Tundra section of their InterActive Biome Notebook.

#### **Formative Assessments**

*For Warm-up Activities including Breakout EDU:*

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When

students have unlocked all of the locks they get a message congratulating them on a successful breakout.

***For the main part of the lesson:***

1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.

2) Go over the answer key for the Tundra pages in the interactive notebook.

**Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

BrainPop ([Linked here](#))

Student Interactive Biome Notebook ([Linked here](#))

BrainPop video about the Tundra. ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

**Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

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## **4 - Grassland/Savanna & Biome In a Bag Experiment**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT use Google Safe Search for Kids.
- 3) WALT explain the characteristics of the world biomes.
- 4) WALT describe the plants and animals that live in each biome.
- 5) WALT describe the effect of the actions of humans on the world's biomes.

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

### *For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

### *For Main Part of Lesson*

- I can use Google Safe Search for Kids to explore a topic.
- I can describe the characteristics of the grassland/savanna biome.
- I can understand the adaptations of plants and animals who live in the grassland/savanna biome.
- I can understand the impact of human activities on the grassland/savanna biome.
- I can construct a model of the grassland/savanna biome.

## **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Warm-Up Breakout EDU puzzle of the day or Science-themed puzzle.
- 3) Research the Grassland/Savanna biome using the Interactive Biome Notebook ([Linked here](#)). The Grassland/Savanna biome is on pages (pg. 21-23).
- 4) Watch the BrainPop video about the Grassland/Savanna biome. ([Linked here](#))
- 5) Students will make a model of a biome. See the experiment ([Linked here](#)).

## **Formative Assessments**

### *For Warm-up Activities including Breakout EDU:*

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

### *For the main part of the lesson:*

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Go over the answer key for the Grassland/Savanna pages in the interactive notebook.
- 3) Students will successfully create their *Biome in a Bag* and begin their observation sheet ([Linked here](#)).

## **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

BrainPop ([Linked here](#))

Student Interactive Biome Notebook ([Linked here](#))

BrainPop video about the Tundra. ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

### Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## 5 - Desert and Deciduous Forest

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT use Google Safe Search for Kids.
- 3) WALT explain the characteristics of the world biomes.
- 4) WALT describe the plants and animals that live in each biome.
- 5) WALT describe the effect of the actions of humans on the world's biomes.

### Student Success Criteria ...

*For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

*For Main Part of Lesson*

- I can use Google Safe Search for Kids to explore a topic.
- I can describe the characteristics of the Desert Biome and the Deciduous Forest Biome.
- I can understand the adaptations of plants and animals who live in the Desert Biome and the Deciduous Forest Biome.
- I can understand the impact of human activities on the Desert Biome and the Deciduous Forest Biome.
- I can construct a model of the grassland/savanna biome.

### Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Warm-Up Breakout EDU puzzle of the day or Science-themed puzzle.

**Students may work together to do the research for the 2 biomes**

- 3) Research the Desert Biome using the Interactive Biome Notebook ([Linked here](#)). The Desert Biome is on pages (pg. 25-27).
- 4) Watch the BrainPop video about the Desert Biome. ([Linked here](#))
- 5) Research the Deciduous Forest Biome using the Interactive Biome Notebook ([Linked here](#)). The Desert Biome is on pages (pg. 29-31).
- 6) Watch the BrainPop video about the Deciduous Forest Biome. ([Linked here](#))
- 7) Students will record observations of their *Biome in a Bag* ([Linked here](#)).

### **Formative Assessments**

#### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

#### ***For the main part of the lesson:***

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Go over the answer key for the Grassland/Savanna pages in the interactive notebook.
- 3) Students will successfully create their *Biome in a Bag* and begin their observation sheet ([Linked here](#)).

### **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

BrainPop video about the Desert Biome ([Linked here](#))

YouTube video about the Deciduous Forest Biome ([Linked here](#))

Student Interactive Biome Notebook ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## 6 - Tropical Rainforest and Aquatic (saltwater)

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT use Google Safe Search for Kids.
- 3) WALT explain the characteristics of the world biomes.
- 4) WALT describe the plants and animals that live in each biome.
- 5) WALT describe the effect of the actions of humans on the world's biomes.

### Student Success Criteria ...

#### *For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

#### *For Main Part of Lesson*

- I can use Google Safe Search for Kids to explore a topic.
- I can describe the characteristics of the Tropical Rainforest Biome and the the Aquatic (saltwater) Biome.
- I can understand the adaptations of plants and animals who live in the Tropical Rainforest Biome and the the Aquatic (saltwater) Biome.
- I can understand the impact of human activities on the Tropical Rainforest Biome and the the Aquatic (saltwater) Biome.
- I can make observations and record data.

### Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Warm-Up Breakout EDU puzzle of the day or Science-themed puzzle.

### Students may work together to do the research for the 2 biomes

- 3) Research the Desert Biome using the Interactive Biome Notebook ([Linked here](#)). The Tropical Rainforest Biome is on pages (pg. 17-20).
- 4) Watch the BrainPop video about the Tropical Rainforest Biome. ([Linked here](#))
- 5) Research the Aquatic (saltwater) Biome using the Interactive Biome Notebook ([Linked here](#)). The Aquatic (saltwater) Biome is on pages (pg. 33-35).
- 6) Watch the video, *Ocean Habitats and Ecosystems* about the Aquatic (saltwater) Biome. ([Linked here](#))
- 7) Students will record observations of their *Biome in a Bag* ([Linked here](#)).

### Formative Assessments

#### *For Warm-up Activities including Breakout EDU:*

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

**For the main part of the lesson:**

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Go over the answer key for the Grassland/Savanna pages in the interactive notebook.
- 3) Students will successfully create their *Biome in a Bag* and begin their observation sheet ([Linked here](#)).

**Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

BrainPop video about the Tropical Rainforest Biome ([Linked here](#))

YouTube video about the Aquatic (saltwater) Biome ([Linked here](#))

Student Interactive Biome Notebook ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

**Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## **7 - Individual Poster of Biome**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT use Google Safe Search for Kids.
- 3) WALT explain the characteristics of the world biomes.
- 4) WALT describe the plants and animals that live in each biome.
- 5) WALT describe the effect of the actions of humans on the world's biomes.

**Student Success Criteria ...**

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can understand the rules and expectations for Gifted & Talented class

#### *For Main Part of Lesson*

I can use Google Safe Search for Kids to explore a topic.

I can describe the characteristics of a biome.

I can understand the adaptations of plants and animals who live in a specific biome.

I can understand the impact of human activities on a particular biome.

I can make observations and record data.

#### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Warm-Up Breakout EDU puzzle of the day or Science-themed puzzle.
- 3) Students will use their Interactive Biome Notebook to complete an poster about one biome that they choose. Blank posters [linked here](#).
- 4) The students may choose a biome we have already studied, or they may choose one of the following biomes:
  - Taiga Biome, BrainPop video ([Linked here](#))
  - Freshwater Biomes, YouTube Video ([Link here](#))
  - Chaparral Biome also known as the Shrub Biome, YouTube video by Geodiode ([Linked here](#))
  - Alpine Tundra Biome, YouTube video([Linked here](#))
- 5) Students may also search the Internet using safe search strategies to learn about biomes.
- 7) Students will record observations of their *Biome in a Bag* ([Linked here](#)).

#### **Formative Assessments**

##### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

##### ***For the main part of the lesson:***

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Go over the answer key for the Grassland/Savanna pages in the interactive notebook.
- 3) Students will complete a biome poster of their choice
- 3) Students will successfully create their *Biome in a Bag* and begin their observation sheet ([Linked here](#)).

#### **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank Biome Posters([Linked here](#))

Science Untamed Website about biomes ([Linked here](#))

BrainPop video about the Tropical Rainforest Biome ([Linked here](#))

YouTube video about the Aquatic (saltwater) Biome ([Linked here](#))

Taiga Biome, BrainPop video ([Linked here](#))

Freshwater Biomes, YouTube Video ([Link here](#))

Chaparral Biome also known as the Shrub Biome, YouTube video by Geodiode ([Linked here](#))

Alpine Tundra Biome, YouTube video([Linked here](#))

Student Interactive Biome Notebook ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## **8 - Triorama - Part I**

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT use Google Safe Search for Kids.
- 3) WALT create a triorama to present information.

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

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can understand the rules and expectations for Gifted & Talented class

*For Main Part of Lesson*

I can create a triorama to display facts about biomes

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Warm-Up Breakout EDU puzzle of the day or Science-themed puzzle.
- 3) Each student will make a triorama depicting a biome. We will glue 4 trioramas together to make our paper sculpture.
- 3) Students will learn how to create a triorama. Watch this video for [\(Linked here\)](#).
- 4) Our paper sculpture will have 4 sides (one side for each biome), but the procedure for a triorama will work here.
- 5) Students will record their final observations of their *Biome in a Bag* [\(Linked here\)](#).

**The *Biome in a Bag* should be sent home today.**

### **Formative Assessments**

***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

***For the main part of the lesson:***

1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.

2) Questions and answers about creating the triorama.

3) Each student will complete a triorama about a biome different from their poster biome.

### **Instructional Materials and Resources**

Gifted & Talented Website [\(Linked here\)](#)

"Rules & Expectations" Slide to present and displayed in Google Classroom [\(Linked here\)](#)

Breakout EDU [\(Linked here\)](#)

Triorama video [\(Linked here\)](#)

Student Interactive Biome Notebook [\(Linked here\)](#)

Gifted & Talented Drive [\(Linked here\)](#)

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## 9 - Triorama - Part II

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT use Google Safe Search for Kids.
- 3) WALT create a triorama to present information.

### Student Success Criteria ...

#### *For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

#### *For Main Part of Lesson*

- I can create a triorama to display facts about biomes

### Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Warm-Up Breakout EDU puzzle of the day or Science-themed puzzle.
- 3) Students will complete their trioramas.
  - Four trioramas will be glued together to make a 3D informational sculpture.
  - If there is an odd number of triorams we will still glue them together to make a 3D informational sculpture.
- 4) Student's trioramas will be displayed along with their posters for the school to see and learn from.

### Formative Assessments

#### *For Warm-up Activities including Breakout EDU:*

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

#### *For the main part of the lesson:*

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Students will be able to answer questions about their trioramas.

### Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([Linked here](#))

Triorama video ([Linked here](#))

Student Interactive Biome Notebook ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

### Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## 10 - Review Game and Additional Resources

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

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT use Google Safe Search for Kids.
- 3) WALT play **Battle of the Biomes**

### Student Success Criteria ...

*For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

*For Main Part of Lesson*

- I can use my knowledge about world biomes to play a board game called **Battle of the Biomes**.

### Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Warm-Up Breakout EDU puzzle of the day or Science-themed puzzle.
- 3) Students will play the board game, **Battle of the Biomes**.
  - To play this board game students must be able to recall facts about biomes.
  - They may use their *Biomes Interactive Notebook* to help them in the game.
- 4) There are other challenges and activities on the Gifted & Talented Drive ([Linked here](#)).

### Formative Assessments

### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

### ***For the main part of the lesson:***

1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.

2) Students will be able to answer questions about their trioramas.

### **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

***Battle of the Biomes*** board game

If you need to make a new game or need additional game pieces [click here](#). You will also need the link for the game cards. ([Linked here](#))

Student Interactive Biome Notebook ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students

better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with

extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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Biomes are threatened by climate change. As we learn about the world's biomes and how the actions of people impact them, we can make better informed decisions to help protect the biodiversity within.

Defenders of Wildlife Website <https://defenders.org/issues/protecting-habitat>

Celebrating 5 black leaders in animal advocacy <https://www.worldanimalprotection.us/latest/blogs/5-black-animal-activists-who-inspire-us/>

Green Global Travel - Top 15 female wildlife conservationists & animal rights activists <https://greenglobaltravel.com/wildlife-conservationists-animal-rights-activists/>

Climate change and habitats <https://www.nwf.org/Educational-Resources/Wildlife-Guide/Threats-to-Wildlife/Climate-Change/Habitats>

## **New Jersey Student Learning Standards: Content Area**

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|                |  |
|----------------|--|
|                | With guidance, plan and conduct an investigation in collaboration with peers.  |
| SCI.K-ESS2     | Earth Systems  |
| SCI.K-ESS2-2   | Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.  |
| SCI.K.ESS3.C   | Human Impacts on Earth Systems   |
| SCI.K-ESS3     | Earth and Human Activity   |
| SCI.K-ESS3-1   | Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.  |
| SCI.K-ESS3-3   | Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.   |
| GIFT.PK-12.1   | Learning and Development   |
| 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-12.2.5 | Evaluation of Programming. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.   |
| GIFT.PK-12.3.3 | Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.   |
| GIFT.PK-12.3.5 | 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-12.4.1 | 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-12.4.4 | 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 | Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.                           |

## **Integration of Career Readiness, Life Literacies and Key Skills**

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|                |   |
|----------------|---|
| 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.CRP4  | Communicate clearly and effectively and with reason.                  |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.                                |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                        |
| CRP.K-12.CRP11 | Use technology to enhance productivity.                               |

## **Integration of Computer Science and Design Thinking**

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Real world information can be stored and manipulated in programs as data (e.g., numbers,

words, colors, images).

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math**

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|              |  |
|--------------|--|
| ELA.L        | Language   |
| ELA.L.RF     | Foundational Skills: Reading Language  |
| SOC.K-12.2   | Gathering and Evaluating Sources   |
| SOC.K-12.3   | Seeking Diverse Perspectives   |
| ELA.L.WF     | Foundational Skills: Writing Language  |
|              | All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.     |
| ELA.R        | Reading  |
| SCI.K-ESS2   | Earth Systems  |
| ELA.W        | Writing  |
|              | Plants and animals can change their environment.   |
| SCI.K.ESS3.C | Human Impacts on Earth Systems   |
| SCI.K-ESS3-1 | Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.                      |
| ELA.SL       | Speaking and Listening   |
|              | Events have causes that generate observable patterns.  |
| SCI.K-ESS3-3 | Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment. |