



Springfield Public Schools
Springfield, New Jersey 07081

**Creative Curriculum
Grade PreK**

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved November 17, 2025*

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 15

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Murphy

Adopted: November 17, 2025

Curriculum Adoption

To approve the following curriculum

1. Elementary School Level
 - a. Creative Curriculum – PreK
 - b. Gifted and Talented Art – Grades K-5
 - c. Intervention Services Gr K-5
2. Middle School Level
 - a. ELA LAB – Grades 6-8 (NEW)
 - b. Introduction to Mysteries of History (NEW)
3. High School
 - a. AP Senior Seminar
 - b. Springfield Leadership (Grades 11 & 12)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on November 17, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 18th day of November 2025.

SEAL



Michelle Calas

School Business Administrator/ Board Secretary



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Springfield Public Schools Springfield, New Jersey

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Superintendent of Schools**

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Unit Overview Template

Content Area:	English Language Arts, Math, Science, Social Studies, Technology, Social/Emotional Development, Creative Arts	Grade Level:	Pre-K	Unit Title:	First Six- Weeks Creative Curriculum
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Unit Summary: During the Beginning of the Year study we will be supporting the students in becoming familiar with the classroom and routines. We will help them learn to find comfort in being a member of the classroom community while maintaining a secure connection to their home.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This study will use social/ emotional development, literacy, the arts and technology as well as lessons in math and science to explore concepts through first hand investigation. Activities were developed to support the NJ Preschool Standards across curriculum areas.

Career Readiness (Standard 9):

Learning Targets

Standards:	NJ Preschool Standards for ELA, Mathematics, Science, Social Studies Family and Life Skills, Technology
Content Statements:	Reading Foundation Skills, Speaking and Listening, Reading Literature, Writing, Numbers and Counting, Self Confidence, Positive Interactions, Prosocial Behaviors, Inquiry Skills, Contribution to the Classroom Community, Use Electronic Devices
CPI#:	Cumulative Progress Indicator (CPI):
ELA.RF.PK.3.c	Recognize their name in print as well as other familiar print in the environment.
ELA.PK.SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings and ideas
SED.PK.O.1.3	Actively engage in activities and interactions with teachers and peers.
ELA.PK.W.PK.8	With guidance and support, recall information from experience or familiar topics to answer a question.
ELA.PK.SL.PK.3	Ask and answer questions to seek help, get information, or follow directions.
SED.PK.O.4.1	Engage appropriately with peers and teachers in classroom activities.



ELA.L.PK.1.g	Understands and can follow simple multi-step directions.
MA.PK.4.1.1	Count to 20 by ones with minimal prompting.
SED.PK.0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.
SED.PK.0.5.5	Demonstrate understanding the concept of sharing by attempting to share.
SED.PK.0.1.4	Discuss their own actions and efforts.
SED.PK.0.4.3	Say "thank you", "please", and "excuse me".
SED.PK.0.4.6	Demonstrate verbal or non-verbal problem-solving skills without being aggressive (e.g. talk about a problem and related feelings and negotiate solutions).
ELA.PK.SL.PK.2	Asks and answers questions about a text or other information read aloud or presented orally.
ELA.PK.RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
SFLS.PK.6.2.3	Demonstrates appropriate behavior when collaborating with others.
SCI.PK.5.1.2	Observe, predicate, question, and investigate materials, objects and phenomena during classroom activities indoors and outdoors.
TECH.PK.8.2.5	Operate frequently used, high quality, interactive games or activities in either screen or toys.

Unit Essential Questions:

- What names do we need to know at school?
- What are our rules?
- How do we make and keep friends?

Unit Enduring Understandings:

- Names are important to help us become familiar with new people and places.
- Rules are needed to keep us safe.
- The way you interact with others is important in making and keeping friends.

Unit Learning Targets:

During this study, students will learn about and explore social and emotional development through lessons that will involve language arts, math, science, social emotional, and social study skills.



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Evidence of Learning

Summative Assessment:	GOLD Documentation
Equipment Needed:	Art Materials, Creative Curriculum Book: <u>The Adventures of Harry and Gary</u> , Daily Class Schedule, Student name card with pictures, "Friends" song chart.
Teacher Resources:	Laptop, Creative Curriculum Online Platform, Beginning of the Year teaching guide

Formative Assessments:

- Creative Curriculum - GOLD Assessment



Lesson Plans

Lesson	Time Frame
Lesson 1 What names do we need to know?	20 minutes / day
Lesson 2 What are our classroom and outdoor/ rules?	20 minutes / day
Lesson 3 How do we make and keep friends? Read <u>The Adventures of Gary & Harry</u>	20 minutes / day

Teacher Notes:

The lessons were chosen to reflect this study's objective of helping students to adjust to new friends and surroundings as well as assisting them with ideas on how to make friends.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.app.teachingstrategies.com/apps/teach/library>



Lesson Plan 1 Template

Content Area:	Social Emotional/Language Arts	Lesson Title:	LL30 Knowing Our Friends	Time Frame:	20 minutes / day
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Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts/ Literacy and Social Emotional Development

Integration of Technology: Laptop for Creative Curriculum Online Platform/ Assessment

Equipment Needed: Creative Curriculum Intentional Teaching Card LL30, Student Name Cards, "Friends" song chart

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: 16a. Identifies and names letters 3a. Balances needs and rights of self and others 8a. Comprehends language 11a. Attends and engages 17b. Uses print concepts 34. Explores musical concepts and expression	Lesson Sequence 1. Sing the "Friends" song along with the students a few times. 2. Display the chart with student name cards. 3. Show the students the "Friends" song chart. 4. Explain that the teacher will insert a student name card on the blank space on the chart and the students will know which name to sing as they look at the chart. 5. During the song various student names will be substituted in the song to	• Utilize assessment questions on the intentional teaching cards provided on the teaching strategies online curriculum. • Input data on GOLD



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help them learn each
other's names.

Differentiation:

The student name cards will feature pictures of the students to help easily identify whose name is on each card. Hold up each name card one at a time. Above level students will be asked to count how many letters are in their name and identify each letter in their name. Students will be called up to point to words in the chart as the class sings songs.

Resources Provided:

- Student name card with pictures
- "Friends" song chart



Lesson Plan 2 Template

Content Area:	Mathematics	Lesson Title:	M55 When do things happen at school?	Time Frame:	20 minutes /day
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Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics, Literacy

Integration of Technology: Laptop for Creative Curriculum Online Platform/ Assessment

Equipment Needed: Creative Curriculum Intentional Teaching Card M55, Stepping Stones, Daily Schedule

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: 21a. Understands spatial relationships 3a. Balances needs and rights of self and others 4. Demonstrates traveling skills 5. Demonstrates balancing skills 8a. Comprehends language 9a. Uses an expanding expressive vocabulary 11a. Attends and engages	Lesson Sequence - Teacher leads discussion on the daily schedule and explains events in different parts of the day. - Teacher will explain the stepping stones activity to students. - Teacher will tell students about the numbers on the stepping stones and what happens, first, next, after, etc. - Students will move from stone to stone and name the events in their daily schedule in chronological order. - Students will be asked questions to determine	- Utilize assessment questions on the intentional teaching cards provided on the teaching strategies online curriculum. - Input data on GOLD



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which event will come next.

Differentiation:

Daily class schedule will be displayed with pictures. Therefore, students will be able to identify each activity. Students will be instructed using simple directions and directions related to proximity such as next to, in front, and between. Ask students to describe the location of stepping stones and their direction along the path.

Resources Provided:

- Daily Class Schedule
- Stepping Stones



Lesson Plan 3 Template

Content Area:	Language Arts/Literacy	Lesson Title:	LLO1 How do we make and keep friends?	Time Frame:	20 minutes/day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Emotional and Language Arts

Integration of Technology: Laptop for Creative Curriculum Online Platform/ Assessment

Equipment Needed:, laptop, Creative Curriculum book The Adventures of Garry & Harry by Lisa Matsumoto, chart paper, markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Name things that friends do together. - discuss how characters showed friendship for each other in the story. 17b. Uses print concepts 3a. Balances needs and rights of self and others 8a. Comprehends language 9a. Uses an expanding expressive vocabulary 11a. Attends and engages 12b. Makes connections 15b. Notices and discriminates alliteration 16a. Identifies and names letters	Lesson Sequence - Teacher reminds students of the focus question, "How do we make and keep friends?" - Teacher draws the students attention to the cover of the book and asks the student to predict what the story is about. - Teacher reads the story, <u>The Adventures of Gary and Harry</u> by Lisa Matsumoto. - Teacher asks questions pertaining to the characters in the story such as: Who are the	- Utilize assessment questions on the intentional teaching cards provided on the teaching strategies online curriculum. - Input data checkpoints on GOLD



16b. Identifies letter-sound correspondences	main characters? What do they do for each other? Are the characters in the story acting as friends should act towards each other? 5. Teacher records student ideas on chart paper.	
Differentiation: Students are promoted during questioning and given more concrete questions during discussion. Students are able to suggest other ways people can be friendly that have not been mentioned already.		
Resources Provided: - Chart paper - Markers - Creative Curriculum book <u>The Adventures of Garry & Harry</u> by Lisa Matsumoto		

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		



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Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area:	English Language Arts, Math, Technology, Social/Emotion al Development	Grade Level:	Pre-K	Unit Title:	First 6 Weeks
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Created :	Board Approved on:	Type Here
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Unit Overview Template

Content Area:	Creative Curriculum	Grade Level:	PreK	Unit Title:	Trees
Unit Summary: In this study, children will deepen their understanding of trees through a variety of first hand experiences that support all areas of their development and learning. Through these investigations, children will discover characteristics of trees, how they grow and change, the creatures that live in trees, and what can be made from trees.					
Primary Interdisciplinary Connections:					
<u>21st Century Themes</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The Creative Curriculum Tree Study includes four investigations aimed at exploring and learning about trees. The children will engage in hands-on explorations about the characteristics of trees, how they grow and change, the creatures that live in trees, and what can be made from trees.				
Career Readiness (Standard 9):					

Learning Targets

Standards:	NJ Preschool Standards for ELA, Mathematics, Science, Social Studies Family and Life Skills, Technology
Content Statements:	Reading Literature, Speaking and Listening, Numbers and Quantities, Measurable Attributes, Inquiry Skills, Neighborhood and Community, Use Electronic Devices, Self Confidence, Classroom Community
CPI#:	Cumulative Progress Indicator (CPI):
0.1.3	Actively engage in activities and interactions with teachers and peers. (Gold 2B)
0.5.1.	Play independently and cooperatively in pairs and small groups. (Gold 2c)
1.1.7.	Describe feelings and reactions in response to a creative movement/dance performance. (Gold 9a)
2.4.2.	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional manner). (Gold 7b)
RF.PK.2.a	Recognize and produce simple rhyming words. (Gold 15b)
RF.PK.2.c	Identify many initial sounds of familiar words. (Gold 15b)
L.PK.1.g.	Understands and can follow simple multi-step directions (8b)
L.PK.5.a	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). (Gold 13)
4.4.1.c	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize). (Gold 20B)



4.3.3	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes. (Gold 22a)
4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height). (Gold 13, 22a)
4.4.2	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle). (Gold 21b)
Unit Essential Questions: • What are the parts of trees? • How do trees change and grow? • What grows and lives in trees? • What are things made from trees?	
Unit Enduring Understandings: • Physical characteristics of trees in our community • Creatures who live in trees • Food that comes from trees • Ways that trees change • Ways to use parts of trees	
Unit Learning Targets: Students will.... During this investigation, students will explore science and social studies and strengthen their skills in literacy, math, technology and the arts targeting the NJ PreSchool Standards.	

Evidence of Learning

Summative Assessment:	Creative Curriculum Checkpoints
Equipment Needed:	Art materials, Creative Curriculum read-alouds including <u>Our Tree named Steve</u> , <u>Abiyoyo</u> , <u>Chicka Chicka Boom Boom</u> , <u>Trees Count</u> , <u>Abiyoyo</u> , <u>The Grouchy Ladybug</u> , <u>Who lives in trees</u> , <u>When the Monkeys Came Back</u> , <u>Henny Penny</u> , <u>Growing Trees</u> , <u>Pablo's Tree</u> , <u>Trees Trees Trees</u>
Teacher Resources:	Laptop, Projector, Creative Curriculum Tree Study Teaching Guide
Formative Assessments: • Creative Curriculum Checkpoints	



Unit Overview Template

Content Area:	Creative Curriculum	Grade Level:	PreK	Unit Title:	Trees
Unit Summary: In this study, children will deepen their understanding of trees through a variety of first hand experiences that support all areas of their development and learning. Through these investigations, children will discover characteristics of trees, how they grow and change, the creatures that live in trees, and what can be made from trees.					
Primary Interdisciplinary Connections:					
<u>21st Century Themes</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The Creative Curriculum Tree Study includes four investigations aimed at exploring and learning about trees. The children will engage in hands-on explorations about the characteristics of trees, how they grow and change, the creatures that live in trees, and what can be made from trees.				
Career Readiness (Standard 9):					

Learning Targets

Standards :	NJ Preschool Standards for ELA, Mathematics, Science, Social Studies Family and Life Skills, Technology				
Content Statements:	Reading Literature, Speaking and Listening, Numbers and Quantities, Measurable Attributes, Inquiry Skills, Neighborhood and Community, Use Electronic Devices, Self Confidence, Classroom Community				
CPI#:	Cumulative Progress Indicator (CPI):				
0.1.3	Actively engage in activities and interactions with teachers and peers. (Gold 2B)				
0.5.1.	Play independently and cooperatively in pairs and small groups. (Gold 2c)				
1.1.7.	Describe feelings and reactions in response to a creative movement/dance performance. (Gold 9a)				
2.4.2.	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional manner). (Gold 7b)				
RF.PK.2.a	Recognize and produce simple rhyming words. (Gold 15b)				
RF.PK.2.c	Identify many initial sounds of familiar words. (Gold 15b)				
L.PK.1.g.	Understands and can follow simple multi-step directions (8b)				
L.PK.5.a	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). (Gold 13)				
4.4.1.c	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize). (Gold 20B)				



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4.3.3	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes. (Gold 22a)
4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height). (Gold 13, 22a)
4.4.2	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle). (Gold 21b)

Unit Essential Questions:

- What are the parts of trees?
- How do trees change and grow?
- What grows and lives in trees?
- What are things made from trees?

Unit Enduring Understandings:

- Physical characteristics of trees in our community
- Creatures who live in trees
- Food that comes from trees
- Ways that trees change
- Ways to use parts of trees

Unit Learning Targets:

Students will....

During this investigation, students will explore science and social studies and strengthen their skills in literacy, math, technology and the arts targeting the NJ PreSchool Standards.



Evidence of Learning

Summative Assessment:	Creative Curriculum Checkpoints
Equipment Needed:	Art materials, Creative Curriculum read-alouds including <u>Our Tree named Steve</u> , <u>Abiyoyo</u> , <u>Chicka Chicka Boom Boom</u> , <u>Trees Count</u> , <u>Abiyoyo</u> , <u>The Grouchy Ladybug</u> , <u>Who lives in trees</u> , <u>When the Monkeys Came Back</u> , <u>Henny Penny</u> , <u>Growing Trees</u> , <u>Pablo's Tree</u> , <u>Trees Trees Trees</u>
Teacher Resources:	Laptop, Projector, Creative Curriculum Tree Study Teaching Guide
Formative Assessments:	
Creative Curriculum Checkpoints	

Lesson Plans

Lesson	Time Frame
Lesson 1 ITE LL12 Same Sound Sort	20 minutes/day
Lesson 2 ITE M42 Straw Shapes	20 minutes/day
Lesson 3 ITE M59 More or Fewer Towers	20 minutes/day
Teacher Notes: These lessons were chosen to reflect a broad range of curriculum areas including science, math, literacy and technology.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: Creative Curriculum Teaching Guide Teaching Strategies: https://www.app.teachingstrategies.com/	



Same Sound Sort

Content Area: Language Arts Lesson Title: **ITE LL12 Same Sound Sort** Time Frame: **20 minutes/day**

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Literacy, Mathematics and science

Integration of Technology: laptop, projector, tree pictures

Equipment Needed: *Objects or pictures beginning with the same sound.*

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and name the alliteration of sound - Sort the objects by sound	Lesson Sequence - Invite the children to join you in a sound-sorting game. - Explain that you have several objects in the box and need to group those with names that begin with the same sound. - Have the children take turns sorting the objects according to the beginning sounds of the objects' names.	Gold Data - Did the students identify and name the alliterative words and sounds. (15b) - How did the children interact with peers?(2C) - Did the children understand the expectations? (8b) - Was the child able to sort the sounds? (13)
Differentiation: Yellow: Introduce concept of alliteration. Green: Invite the child to repeat the alliterative words <i>Wee Willie Winkie</i> as you say the rhyme again Blue: From a small collection, invite the child to find two objects with names that start with the same sound. Ask the child to name each object as he pulls it from the box. Blue/Purple: Include objects with names that begin with two different sounds. Ask the child to sort all of the objects into the appropriate piles, e.g., book, boat, bat and sock, snake, string. Purple: Use objects with several different beginning sounds for the child to sort. Invite the child to name each object as she takes it from the box and sorts it into the appropriate pile.		
Resources Provided:		



- Objects beginning with same sounds
- Pictures of items beginning with the same sound

Lesson Plan 2 Template

Content Area: Mathematics Lesson Title: ITE M42 Straw Shapes Time Frame: 20 min/days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Literacy, Mathematics and science

Integration of Technology: laptop, projector, tree pictures

Equipment Needed: pictures of shapes, craft sticks of different sizes, pipe cleaners

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify shapes • Describe shapes • Draw shapes	Lesson Sequence 1. Introduce the shapes. 2. describe the different attributes of shapes 3. demonstrate how to create shapes using the different materials. 4. Children will create shapes on their own and teacher will guide the description if necessary.	• What shapes were the children able to describe?(21b) • Was the child able to describe the different attributes? (21b) • Was the child able to draw the shapes? (7b)

Differentiation:

Yellow: Invite the child to explore the geometric shapes and name familiar shapes he finds. Green: Have the child create a shape with the straws to match a geometric shape he sees on the table. Green/Blue: Invite the child to create shapes using different lengths of straws. Ask the child to name objects that resemble the shape she makes. Blue: Have the child make shapes that are oriented differently from how we typically see them, e.g., a triangle with the



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point on the bottom. Purple: Prompt the child to describe the attributes of each shape he makes. Have the child make multiple shapes and talk about the similarities and differences between them.

Resources Provided:

- Pictures of shapes
- Craft sticks or straws of different sizes
- Pipe Cleaners
- Paper, writing/drawing tool



Lesson Plan 3 Template

Content Area:	Mathematics	Lesson Title:	ITE M59 More or Fewer Towers	Time Frame:	20 min/days
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Lesson Components

21st Century Themes

- ☒ Global Awareness
 ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy
 ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation
 ☒ Critical Thinking and Problem Solving
 ☐ Information Literacy
☐ Life and Career Skills
☐ Communication and Collaboration
☐ Media Literacy
☐ ICT Literacy

Interdisciplinary Connections: Literacy, Mathematics and science

Integration of Technology: laptop, projector, tree pictures

Equipment Needed: unifix cubes, number cards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • use more, fewer and equal correctly • communicate ideas • compare the towers built	Lesson Sequence 1. Invite the children to make towers with cubes. 2. Discuss the words more and fewer 3. pick a card and build a tower with that number 4. compare their towers to others	Gold Data • Were the children able to correctly use the vocabulary?(20b) • How did the children communicate during the task? (9a) • Was the child able to compare towers using correct vocabulary? (22a)
Differentiation: Yellow: Invite the child to build towers using one to three cubes. Talk about <i>more</i> and <i>fewer</i> as the child adds and removes cubes. Green: Encourage the child to build a tower of up to five cubes using the number of cubes on the card. Ask him or her to build a second tower with <i>more</i> cubes than the first. Blue: Have the child build two towers. Ask her to build the second tower with <i>fewer</i> cubes than the first. Blue/Purple: Use numeral/quantity cards up to 10 to indicate the number of cubes to use in building a tower. Have the child draw a card and tell you if that number of cubes will be more or fewer than the existing tower. Purple: Ask the child to build multiple towers of varying heights. Encourage the child to describe each tower in terms of <i>more</i> and <i>fewer</i> than the other towers. Encourage the child to make comparisons between multiple towers.		



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Resources Provided:

- number cards
- cubes



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives			X
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Math, ELA, Science	Grade Level:	Pre-K	Unit Title:	Tree Study
Created :	Type Here	Board Approved on:	Type Here		

Unit Overview Template



Content Area:	English Language Arts, Math, Social Studies, Technology, Science, Social Emotional, Physical, Creative Arts	Grade Level:	Pre-K	Unit Title:	Music
Unit Summary: Type Here					
Primary Interdisciplinary Connections: During the Music study we will be supporting the students in becoming familiar with the classroom and routines. We will help them learn to find comfort in being a member of the classroom community while maintaining a secure connection to their home.					
21st Century Themes ☐ X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ X Life and Career Skills ☐ X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	During the Music study we will be supporting the students in becoming familiar with the classroom and routines. We will help them learn to find comfort in being a member of the classroom community while maintaining a secure connection to their home.				
Career Readiness (Standard 9):					

Learning Targets	
Standards :	NJ Preschool Learning Standards
Content Statements:	NJ Preschool Learning Standards
CPI#:	Cumulative Progress Indicator (CPI):
0.2.4.	Attend to tasks for a period of time.(11a)
0.4.6.	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions). (3b)
1.2.6.	Recognize and name a variety of music elements using appropriate music vocabulary. (34)
1.2.5.	Participate in and listen to music from a variety of cultures and times. (34)
1.2.4.	Listen to, imitate, and improvise sounds, patterns, or songs. (34)
1.2.3.	Clap or sing songs with repetitive phrases and rhythmic patterns.(34)
1.2.2.	Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations. (34)



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1.2.1.	Sing a variety of songs with expression, independently and with others.(34)
RF.PK.1.a	Follow words from left to right, top to bottom, page by page. (17b)
RF.PK.1.b	Recognize that spoken words can be written and read. (16b)
RF.PK.1.d	Recognize and name many upper and lower case letters of the alphabet.(16a)
L.PK.1.g	Understands and can follow simple multi-step directions (8b)
LA.PK.5.a	Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet."). (8a, 12b)
9.2.1	Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach). (11c)
4.4.2	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle). (21b)
L.PK.1.a	Print many alphabet letters. (9b)
2.4.1.	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching). (4)

Unit Essential Questions:

- What instruments can we play by hitting, tapping, or shaking them?
- What other musical instruments are there? How do people play them?
- How can we make music with our voices?

Unit Enduring Understandings:

- Types of instruments
- How are instruments played?
- How do we use our voices?
- What different styles of music are there? How do they make us feel?
- Who works with music of their jobs? What tools do they use?

Unit Learning Targets:

During this investigation, students will explore science and social studies and strengthen their skills in literacy, math, technology and the arts targeting the NJ PreSchool Standards.



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Evidence of Learning

Summative Assessment: 28 days

Equipment Needed: Creative Curriculum Read Alouds, Crayons, Paper, Glue, Markers, Manipulatives

Teacher Resources: Creative Curriculum Teacher Guide

Formative Assessments:

- Creative Curriculum Checkpoints



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Lesson Plans

Lesson	Time Frame
Lesson 1 ITE M50 The Farmer Builds a Fence	20 min/day
Lesson 2 ITE LL16 Tongue Twisters	20 min/day
Lesson 3 ITC LL01 Shared Writing	20 min/day

Teacher Notes:

These lessons were chosen to reflect a broad range of curriculum areas including science, math, literacy and technology.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Creative Curriculum Teaching Guide

Teaching Strategies: <https://www.app.teachingstrategies.com/>



Lesson Plan 1 Template

Content Area: Language Arts	Lesson Title: Tongue Twisters	Time Frame: 20 min/day
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Lesson Components

21st Century Themes

- ☒ Global Awareness
 ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy
 ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation
 ☒ Critical Thinking and Problem Solving
 ☐ Information Literacy
☐ Life and Career Skills
 ☐ Communication and Collaboration
 ☐ Media Literacy
 ☐ ICT Literacy

Interdisciplinary Connections: Literacy, Creative Arts, Musical Theatre

Integration of Technology: Laptop, projector, teacher created- google slides

Equipment Needed: Chart paper, markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - notices and discriminates alliteration(15b) - comprehends language(8a) - speaks clearly (9b) - uses social rules of language(10b) - shows flexibility and inventiveness in thinking(11e) - uses letters- sound knowledge(16b) - use print concepts. (17b)	Lesson Sequence - Invite the children to learn about tongue twisters. - Explain that tongue twisters are phrases that are challenging to say because the words all sound similar. - Write an example on chart paper - Underline the beginning sound of each word and point out how they are similar. Add additional examples that are difficult to say together. Talk about the challenging sounds in the words.	- Teaching Strategies Gold - Checkpoints - Children work



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| | 5. Explain that the chart will be in the Library area so children can practice saying tongue twisters during choice time. | |
|--|---|--|

Differentiation:

Yellow: Read the tongue twister slowly to the child. Point to the initial letter of each word as you read., Green: Ask the child to identify words in the tongue twister that sound the same. Draw out the first sound of the alliterative words. Green/Blue: Encourage the child to add words with the same sound to the existing example on the chart. Blue: Choose a sound with the child, and think of a new tongue twister with that sound. Offer words to help the child get started. Write the tongue twister on the chart. Purple: Encourage the child to create his own tongue twister. Write the words on the chart as the child says them. Review the chart together when he is finished.

Resources Provided:

- chart paper
- markers



Lesson Plan 2 Template

Content Area:	Mathematics	Lesson Title:	The Farmer Builds a Fence	Time Frame:	20 min/day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Literacy, Musical Theatre, Mathematics

Integration of Technology: Laptop, projector, teacher created- google slides

Equipment Needed: elastic band or rope (attached at the end), 2d shapes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand shapes (21b) - Solves problems (3b) - Demonstrates traveling skills(4) - Follow directions(8b) - Uses an expanding expressive vocabulary (8b) - Attends and engages (11a) - Thinks symbolically (4a) - Explores musical Concepts and expression (34)	Lesson Sequence - Tell the children a story about a farmer who likes to build fancy fences for his farm animals. Explain to the children that they will pretend to be the farmer's helpers and build fences in four different shapes. As you name each shape, hold it up and display it for the children to see. Discuss the attributes of each shape. - Explain that you will sing a song, and they should listen carefully to find	- Teaching Strategies Gold - Checkpoints - Children work



- out the shape of the fence the farmer wants them to build. Sing the following to the tune of "The Farmer in the Dell."
3. Ask the children to describe the first fence shape they will build. Discuss the ways the children can use the elastic bands to make the shape.
 4. Have the children stand and hold the elastic band to form a triangle. Offer assistance as needed. Compare the characteristic of their triangle to smaller shape they used as a guide.
 5. Continue the activity as long as it interests the children or until all shapes have been duplicated. Invite the children to suggest other types of fences they can make.

Differentiation:

Yellow: As you sing the song, point to the appropriate shape. Then use the band to make the shape. Green: Encourage the child to point to the appropriate shape as you sing the song. Point out attributes of each shape as the child forms part of the fence. Green/Blue: Encourage the child to work with friends to form the shape together. Assist them as needed. Blue/Purple: Encourage the child to think about how to move and still maintain the original shape. Purple: Without adult assistance, encourage the child holding the elastic band to form shapes with the other children holding the band.

Resources Provided:

- elastic band or rope
- 2d shapes



Content Area:	Language Arts	Lesson Title:	Shared Writing	Time Frame:	20 min/day
Lesson Components					
<u>21st Century Themes</u>					
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Literacy, Musical Theatre, Mathematics					
Integration of Technology: Laptop, projector, teacher created- google slides					
Equipment Needed: Chart Paper, markers					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • show awareness of print concepts (17b) • engage in group discussion (8a) • relate experiences (12b) • identify letters (16a) • identify letter sounds (16b) • attend to task (11a)	Lesson Sequence 1. Place the chart paper in front of the group so that all children can see it easily. 2. Ask open-ended questions, and use prompts to stimulate discussion about the chosen topic. Use the questions and answers to determine what the children already know about the topic. 3. Write the answers on the chart paper, and include the name of the child who provided the answer. Include questions that the children asked for future research. Verbalize common questions that you think the children are trying to express, and record them. Model your own curiosity by wondering aloud.	• Teaching Strategies Gold • Checkpoints • Children work



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| | <ol style="list-style-type: none">4. Help children learn the meaning of <i>question</i> during discussions.5. Review the answers and questions on the chart at the end of small-group time. | |
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Differentiation:

Yellow: As you write, repeat the words back to the child. Point out the letters in the child's name as you write it. Green: Invite the child to notice his name on the chart next to the child's answer. Green/Blue: When reviewing the chart, talk about individual words and letters. Ask the child where to begin reading. Blue/Purple: Point out and discuss the spaces between words on the chart. Purple: Ask the child to review the chart with you slowly, matching each spoken word to the written word as you say them together. Have the child point to each word as it is spoken.

Resources Provided:

- chart paper
- markers



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	ELA, Mathematics	Grade Level:	PreK	Unit Title:	Music
Created :	Type Here	Board Approved on:	Type Here		



Unit Overview Template

Content Area:	English Language Arts, Math, Social Studies, Technology, Science, Social Emotional, Physical, Creative Arts	Grade Level:	Pre-K	Unit Title:	Clothes
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Unit Summary: In this study, children will deepen their understanding of clothes through a variety of first hand experiences that support all areas of their development and learning. Through these investigations, children will discover different types of clothes, how people care for clothes, where people get their clothes, and how to design and create their own clothes.

Primary Interdisciplinary Connections:

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This study offers meaningful ways for children to use language and literacy, mathematics, the arts, and science and technology to investigate and represent their understanding of important concepts related to physical development, science, and social studies.

Career Readiness (Standard 9):

Learning Targets

Standards:	NJ Preschool Standards for ELA, Mathematics, Science, Social Studies Family and Life Skills, Technology
Content Statements:	Reading Informational Text, Language, Speaking and Listening, Numbers and Counting, Investigation of the Earth, Contribution to the Classroom Community, Use Electronic Devices
CPI#:	Cumulative Progress Indicator (CPI):
ELA.SL.PK.4	Begin to describe familiar people, places, things, and events and sometimes with detail.
ELA.SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings and ideas.
ELA.RF.PK.1 a	Follows words from left to right, top to bottom, page to page.
SED.PK.o.2. 3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.



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SED.PK.0.5.4	Respect the rights and needs of others (e.g., "This painting belongs to Carlos.")
MA.PK.4.4.1	Respond to and use positional words (e.g., in, under, between, down, behind)
MA.PK.4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
ELA.SL.PK.3	Ask and answer questions to seek help, get information, and follow directions

Unit Essential Questions:

- What different types of clothes are there? Why do we wear them?
- Where do we get our clothes?

Unit Enduring Understandings:

- What different types of clothes are there? Why do we wear them?
- How do we take care of our clothes?
- Where do we get our clothes?
- How do people make clothes?

Unit Learning Targets:

During the clothes study, scholars will deepen their understanding of clothes through the use of language and literacy, mathematics, the arts and science and technology; investigating and representing their understanding of important concepts related to physical development, science, and social skills.



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Evidence of Learning

Summative Assessment:

X days

Equipment Needed:

Clothing collection (varying lengths), clothesline, clothespins, cardstock, hole punch, yarn, toothpicks, tape, shoelaces, small cards that show and name colors, color paddles, measuring tools.

Teacher

Assessment trackers, teacher study guide

Resources:**Formative Assessments:**

- Documentation Tracker
- Anecdotal notes using documentation tracker: notes specifying the levels scholars are on based on each objective color band for learning activity.



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Lesson Plans

Lesson	Time Frame
Lesson 1 LL61 Color Hunt	20 Minutes/day
Lesson 2 M48 Wash Day	20 Minutes/day
Lesson 3 P01 Let's Sew	20 Minutes/ day

Teacher Notes:

These lessons were chosen to reflect the broad ranges of the curriculum objectives (mathematics, literacy, science and technology, cognitive skills, language skills, physical skills, and social emotional skills) as they relate to the study.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Creative Curriculum Teaching Guide and Teaching Strategies Gold Online Assessment Tool



Lesson Plan 1 Template

Content Area: ELA	Lesson Title: LL 61 Color Hunt	Time Frame: 20 Minutes
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|---|---|---|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy |
| | | ☐ ICT Literacy |

Interdisciplinary Connections: STEM connection of using scientific inquiry skills, demonstrating knowledge of the physical properties of objects and materials, Art connection of exploring visual arts.

Integration of Technology: Documentation recorded on iPad, finding relatable pictures for scholars to relate colors to (as needed).

Equipment Needed: Small cards that show and name a color, color paddles

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: 9a Use expanding expressive vocabulary 17b Use print concepts 9b Speak clearly 11d Shows curiosity and motivation	Lesson Sequence - Invite scholars to become color hunters. Explain that there are many colors in the classroom, and send scholars on an expedition to find them. - Holding up color cards with color and name - Demonstrating how to mix colors using color paddles - Allow scholars to explore cards and paddles before beginning the hunt. Then	- Utilize assessment questions on intentional teaching cards. - Utilize a tracker to track scholar progression. - Input assessment form tracker on TSG.



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explain that the teacher will hold up a card and they will need to find that color somewhere in the classroom.
Encouraging scholars to think of other objects that match the color of the card, e.g., different color familiar toys. Scholars will continue to explore the use of color paddles and extend their learning in the classroom during limited choice time.

Differentiation:

Allowing scholars to point to a color card to identify the color of an object, create a large, soft handle for the color paddle, pair scholars together, simplify activity using only two colors, using other familiar objects to identify or relate to colors, looking for and using gestures, body movements, and facial expressions, using correct speech without correcting scholars' grammar, asking scholars to repeat names of colors as needed.

Resources Provided:

- Intentional Teaching Card
- iPad for assessing intentional teaching card



Lesson Plan 2 Template

Content Area:	Mathematics	Lesson Title:	M48 Wash Day	Time Frame:	20 Minutes
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social emotional, language

Integration of Technology: iPad for assessments

Equipment Needed: collection of clothing varying in lengths, clothesline, clothespins

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • 22a Measures objects • 7a Uses fingers and hands • 8b Follows directions	Lesson Sequence 1. Show scholars the clothesline and clothes pins. a. Allowing scholars to explore the collection of clothes they need to hang on the clothesline (everyday clothes, cultural clothes, baby clothes, etc.). b. Discuss similarities and differences among clothing collection.	• Utilize assessment questions on intentional teaching cards. • Utilize a tracker to track scholar progression. • Input assessment form tracker on TSG.



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|--|--|--|
| | <ol style="list-style-type: none">c. Discuss different ways clothes can be sorted and organized2. Explain that clothes need to be hung in order from smallest to longest; demonstrating how to use a clothespin | |
|--|--|--|

Differentiation:

Using photos, drawings, gestures, and other body language to indicate the meaning of long/longer/longest or short/shorter/shortest, offer other ways for scholars to hang clothing using fasteners, pair scholars together where one scholar orders clothing and the other fastens it, how scholars organize clothing using only two items instead of three or more, utilizing scholars first language to identify certain clothing, having scholars make connections to the clothing that they're currently wearing to the clothing in the collection.

Resources Provided:

- Clothes line
- Clothespins
- Clothing either from Dramatic Play or sent in by families for the study



Lesson Plan 3 Template

Content Area: Physical (Fine Motor)	Lesson Title: PO1 Let's Sew	Time Frame: 20 Minutes
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|---|---|---|
| ☒ Creativity and Innovation | ☐ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: Mathematics, Cognitive, Science

Integration of Technology: iPad for assessments

Equipment Needed: Heavy paper/card stock, hole punch, yarn, toothpicks, tape, shoelaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: 7a Use fingers and hands 8b Follow Directions 21a Use spatial relationships	Lesson Sequence - Give each scholar a piece of paper with holes punched in it. - Tape the end of a toothpick to a piece of yarn. - Demonstrate how to push the toothpick through the hole. - Tie a knot so that the yarn doesn't come all the way through the first hole. - Invite scholars to talk about sewing safety.	- Utilize assessment questions on intentional teaching cards. - Utilize a tracker to track scholar progression. - Input assessment form tracker on TSG.



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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|--|---|--|
| | <ol style="list-style-type: none">a. Discussing how to remain seated when sewing and demonstrating caution while using sharp objects.3. Continue to invite scholars to demonstrate sewing by pushing the toothpick through other holes on the paper. | |
|--|---|--|

Differentiation:

Show pictures or point to objects that illustrate or explain unfamiliar words, giving scholars time to express themselves, introducing and touching each item that will be used for sewing, asking scholars if they or anyone in their family has sewn before, punching holes in cardboard to provide firmer material for sewing, using a piece of a drinking straw and threading the yarn with that instead of using a toothpick, pair scholars with different fine-motor skill levels having one scholar hold the paper and the other sewing in and out of the holes.

Resources Provided:

- Card stock/heavy paper
- Hole punch
- Tape
- Straws



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	ELA, Mathematics, Social Emotional Development, Cognitive, Physical, Science	Grade Level:	Pre-K	Unit Title:	Clothes
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Unit Overview Template

Content Area:	English Language Arts, Math, Science, Social Studies, Technology, Social/Emotional Development, Creative Arts	Grade Level:	Pre K	Unit Title:	Buildings
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Unit Summary: During the Buildings study, we will be supporting the students in becoming familiar with buildings through a variety of first hand experiences that support all their development and learning. We will help them explore buildings using creativity and innovation while learning how to appreciate buildings and their functions.

Primary Interdisciplinary Connections:

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: In the Building study we will incorporate literacy, critical thinking and problem solving, social studies, and science. Activities were developed to support the NJ Preschool Standards across curriculum areas.

Career Readiness (Standard 9):

Learning Targets

Standards NJ Preschool Standards
 :

Content Statements: NJ Preschool Learning Standards

CPI#:	Cumulative Progress Indicator (CPI):
0.2.4.	Attend to tasks for a period of time.(11a)
0.4.6.	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions). (3b)
1.2.5.	Participate in and listen to music from a variety of cultures and times. (34)
1.2.6.	Recognize and name a variety of music elements using appropriate music vocabulary. (34)
1.2.4.	Listen to, imitate, and improvise sounds, patterns, or songs. (34)



1.2.3.	Clap or sing songs with repetitive phrases and rhythmic patterns.(34)
RF.PK.1.a	Follow words from left to right, top to bottom, page by page. (17b)
RF.PK.1.b	Recognize that spoken words can be written and read. (16b)
L.PK.1.g	Understands and can follow simple multi-step directions (8b)
LA.PK.5.a	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”). (8a, 12b)
9.2.1	Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach). (11e)
4.4.2	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle). (21b)
0.5.4.	Take turns. (Gold 3a)

Unit Essential Questions:

- What different types of buildings are there?
- How are they the same and different?
- Who builds buildings? What tools do they use?
- How can we make a community with our buildings?

Unit Enduring Understandings:

- What type of building is this?
- What do you think this book will be about?
- What is the name of the community you live in?

Unit Learning Targets:

During this investigation, students will explore science and social studies and strengthen their skills in literacy, math, technology and the arts targeting the NJ PreSchool Standards.



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Evidence of Learning

Summative Assessment: 28 days

Equipment Needed: Creative Curriculum Read Alouds, chart paper and markers: pictures of objects that represent two-phoneme words, props that rhyme with chosen words.

Teacher Resources: Creative Curriculum Buildings Study Teaching Guide

Formative Assessments:

- Creative Curriculum Checkpoints



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Lesson Plans

Lesson	Time Frame
Lesson 1 D is for Door	20 min/day
Lesson 2 Rhyming Riddles	20 min/day
Lesson 3 Buried Shapes	20 min/day

Teacher Notes:

These lessons were chosen to reflect a broad range of curriculum areas including science, math, literacy and technology.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Creative Curriculum Teaching Guide

Teaching Strategies: <https://www.app.teachingstrategies.com>



Lesson Plan 1 Template

Content Area:	Language Arts	Lesson Title:	D Is for Door LL48	Time Frame:	20min/day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Literacy

Integration of Technology: Laptop, projector, teacher created google slides

Equipment Needed: two sets of alphabet cards, tape

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate knowledge of the alphabet - interact with peers - use fingers and hands - comprehend language - uses and expanding expressive vocabulary	Lesson Sequence - Place two sets of alphabet cards on a table. Use one set to attach to various objects around the room that begin with the letter on the card. - Invite the children to match additional letters from the first set of alphabet cards to objects around the room. After they have finished, point to a letter taped to an object, and prompt the children to talk about the letter they see. - Show the children the second set of letter cards on the table. Explain that	- Teaching Strategy Gold - Checkpoints - Children work



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- each letter taped to an object corresponds to a matching letter card on the table. Help the children find the matching letter, and ask them to tape it next to the letter card on the corresponding chart.
4. Encourage the children to find more letters around the room and then match them with the cards on the table. Each time they find a letter, prompt them to name the letter and talk about its attributes and the sound it makes. Continue the activity for as long as it interests the children.

Differentiation:

Yellow: Use up the three uppercase letters, including the first letter of the child's name, and walk with the child around the room to find the letters. Name the letter she finds and prompt her to trace the letter with her finger. Talk about the shape and the sound of the letter. **Green:** Use up to uppercase letters, and invite the child to name the letters as he finds them around the room. If necessary, help him find the matching card on the table. **Blue:** Include 10-20 uppercase and lowercase letters in the activity. Ask the child to choose a letter from the table before finding a matching letter somewhere in the classroom. Prompt the child to talk about the letter sound. **Purple:** Invite her to think in advance of objects in the room that begin with that sound. Include extra cards on the table that do not match an object in the classroom. Invite the child to sort through the cards and place the cards that don't match objects into a separate pile. Invite the child to find the letters to spell familiar words in the room. Tape the letters to the object as she spells the word.

Resources Provided:

- Two sets of alphabet cards
- Tape



Content Area:	Language Arts	Lesson Title: Rhyming Riddles LL11	Time Frame:	20min/day
Lesson Components				
<u>21st Century Themes</u>				
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy				
<u>21st Century Skills</u>				
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: Literacy				
Integration of Technology: Laptop, projector, teacher created google slides				
Equipment Needed: Chart paper, marker; pictures of objects that represents two-phoneme words				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate phonological awareness, phonics skills, and word recognition • Interact with peers • Comprehend language • Use and expand expressive language	Lesson Sequence 1. Invite the children to join you in a game called, "Rhyming Riddles." Explain that rhyming words sound alike at the end of the word. Offer some examples, and invite children to say some rhyming words they know. write the rhyming words on the chart paper. 2. Explain that a riddle is a word puzzle, or word problem, that the children must figure out. Pose a riddle that prompts them to supply a rhyming word.	• Teaching Strategy Gold • Checkpoints • Children work



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| | 3. Use name riddles to help children transition from one activity to the next. | |
|--|--|--|

Differentiation:

Yellow: When introducing a rhyming riddle, use a prop to prompt her to say the rhyming word.

Green: Offer two or three props. Invite the child to solve the rhyming riddle with one of the props.

Invite the child to solve the riddle without using the props. Blue: Help the child decide if the two words rhyme by asking him to compare the two words. Present the riddle in two parts. Write the answers on the chart paper, and read them back. Record the rhyming word next to its mate. Invite the child to repeat the rhyming words and offer a rhyme for the other words. Purple: Once the child has answered the riddle successfully, invite her to think of other words that rhyme with those in the riddle. Display a few of the photo cards. Encourage the child to recognize and blend individual phonemes using the picture cards and then identify if the word rhymes with the words in the list.

Resources Provided:

- Pictures of objects that represents two-phoneme words
- Chart paper



Lesson Plan 3 Template

Content Area:	Mathematics	Lesson Title:	Buried Shapes M30	Time Frame:	20 min/day
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Lesson Components

21st Century Themes

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|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|--|---|--|
| ☐ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☒ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy |
| | | ☐ ICT Literacy |

Interdisciplinary Connections: Mathematics, Music, Science

Integration of Technology: Laptop, projector, teacher created google slides

Equipment Needed: Card stock or heavy paper, attribute blocks, three containers, glue, sandbox or tub of sand, small brushes.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explore and describe spatial relationships and shapes. - Balances needs and rights of others - Comprehend language - Attends and engages	Lesson Sequence - Cut shapes from card stock. Glue one shape on each container. Bury the attribute blocks in the sand. - Lead a discussion about what it means to go on a treasure hunt. Explain that they are going to go on a treasure hunt and search for buried treasure. - Show one of the treasure chests. Explain that some of the treasure is in the shape of a circle. Sing, "The Shape Song" to the	- Teaching Strategy Gold - Checkpoints - Children work



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tune of "The Farmer in the Dell." Run your fingers around the edge of the circle as you sing, have the children draw a circle in the air and sing along with you. Repeat the process with the other two treasure chests.

4. As you demonstrate how to use the brush to push away the sand, invite the children to describe what the sand looks like.
5. Let the children take turns searching for treasure. Have the child identify the shape and place it in the appropriate treasure chest. Use questions and comments to prompt the children to talk about the treasure they find.
6. After all the treasure is found, empty the treasure chests to verify that each one contains the correct shapes. Allow the children to make changes, if necessary. Explain that the blocks and brushes will be available for treasure hunting during choice time.

Differentiation:

Yellow: Use only basic shapes. Invite the child to find a shape and match it to the shape on the treasure chest. Name each shape the child finds, and talk about its attributes. Green: Invite the child to name each shape he or she finds. Ask the child to describe the shape before placing it in the correct treasure chest. Blue: Incorrectly name the shapes that the child finds. When that child corrects you, ask him to explain how he knows which shape it is. Purple: Encourage the child to sort the spares onto additional categories. Have the child explain his or her choice of categories.



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Resources Provided:

- Card stock or heavy paper
- Attribute blocks
- Three containers
- Sandbox
- Glue



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		



Unit Overview Template

Content Area:	English Language Arts, Math, Social Studies, Technology, Science, Social Emotional, Physical, Creative Arts	Grade Level:	Pre-K	Unit Title:	Balls
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Unit Summary: The Creative Curriculum Balls Study includes four investigations that invite children to explore balls that fascinate them. The investigations incorporate indoor and outdoor activities focused on the scientific properties of balls, why and how they bounce, roll and move, while allowing children to work collaboratively.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The Creative Curriculum Balls Study includes four investigations that invite children to explore balls that fascinate them. The investigations incorporate indoor and outdoor activities focused on the scientific properties of balls, why and how they bounce, roll and move, while allowing children to work collaboratively.

Career Readiness (Standard 9):

Learning Targets

Standards : NJ Preschool Standards for ELA, Mathematics, Science, Social Studies Family and Life Skills, Technology

Content Statements: Speaking and Listening, Inquiry Skills, Measurable Attributes, Spatial and Geometric Sense, Use Electronic Devices, Contribution to the Classroom Com

CPI#: **Cumulative Progress Indicator (CPI):**

RF.PK.1.a Follow words from left to right, top to bottom, page by page. (17b)

4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle). (21b)

RF.PK.1.d Recognize and name many upper and lower case letters of the alphabet.(16a)

L.PK.5.a Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). (Gold 13)

4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity,



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	height). (Gold 13)
2.4.2.	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter). (Gold 7a)
0.1.1.	Express individuality by making independent decisions about which materials to use. (Gold 11a)
0.4.4.	Respect the rights of others (e.g., "This painting belongs to Carlos."). (Gold 3a)
0.5.4.	Take turns. (Gold 3a)
0.5.5.	Demonstrate understanding the concept of sharing by attempting to share. (Gold 3a)

Unit Essential Questions:

- What different types of balls are there?
- How are balls alike and different?
- How do balls bounce?
- How do balls roll?
- How do people use balls?

Unit Enduring Understandings:

- Different types of balls
- Compare similarities and differences of different balls
- How balls bounce
- How balls roll
- Different ways to use balls

Unit Learning Targets:

Students will....

During this investigation, students will explore science and social studies and strengthen their skills in literacy, math, technology and the arts targeting the NJ PreSchool Standards.



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Evidence of Learning

Summative Assessment: 28 days

Equipment Needed: Creative Curriculum Read Alouds, Crayons, Paper, Glue, Markers, Manipulatives, different types of balls

Teacher Resources: Laptop, Projector, Creative Curriculum Tree Study Teaching Guide

Formative Assessments:

- Creative Curriculum Checkpoints



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Lesson Plans

Lesson	Time Frame
Lesson 1 ITE (Intentional teaching experience) LL30 Knowing Our Friends	20 minutes/day
Lesson 2 ITE (Intentional teaching experience) LL03 Alphabet Cards	20 minutes/day
Lesson 3 ITE (Intentional teaching experience) M20 I'm Thinking of a Shape	20 minutes/day

Teacher Notes:

These lessons were chosen to reflect a broad range of curriculum areas including science, math, literacy and technology.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Creative Curriculum Teaching Guide

Teaching Strategies: <https://www.app.teachingstrategies.com/>



Lesson Plan 1 Template

Content Area:	Language Arts	Lesson Title:	Knowing Our Friends	Time Frame:	20 Minutes/day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Literacy, Mathematics and Science

Integration of Technology: Laptop, projector, teacher created- google slides

Equipment Needed: children's name cards, markers, felt board/tag board, large paper clip/hook and loop fastener, friend song

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - distinguish individual letters (16a) - identify letters (16a) - recognize names (17b) - recognize others names (17b) - listen (3a) - cooperate (3a)	Lesson Sequence Sing "Friends" with the children several times. Show the children the name board displaying each child's name card. Introduce the "Friends" song chart. Explain that you will insert a name card in the blank space on the chart, and everyone will know whose name to sing. Choose a card from the bag and hold it up so that the children can read the name. Assist as needed. Invite the children to look for their own names as you hold up a card. Insert the card in the blank. Sing aloud, sweeping your hand beneath the words as you sing. Continue as long as the children are enjoying the activity. Comment on how they are learning to recognize their names by using their knowledge of the alphabet. Tell them	- Teaching Strategies Gold - Checkpoints - Children work



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	that the chart and name cards will be in the Music and Movement area, where they may read and sing along during choice time.	
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Differentiation:

Yellow: Hold up the name cards one at a time, giving each child a chance to recognize his or her own name. Green: Have the child find her own name and insert it in the chart. Green/Blue: Ask the child to tell you how many letters are in a name and to identify the first letter in the name. Invite him to point out any familiar letters on the card. Blue/Purple: Have the child choose a name card other than his own for the chart. If the child needs help, begin to sound out the name to offer clues. Purple: Invite the child to stand at the chart and follow along with a finger as the group sings the song together.

Resources Provided:

- name card
- markers
- tagboard
- clips
- friends song



Lesson Plan 2 Template

Content Area:	Language Arts	Lesson Title:	Alphabet Cards	Time Frame:	20 Minutes/day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Literacy, Mathematics and science

Integration of Technology: Laptop, projector, teacher created- google slides

Equipment Needed: upper and lower case cards. small manipulatives

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify alphabet letters (16a) - identify letter sounds (16b) - use fingers and hands (7a) - sort the letters (13)	Lesson Sequence - Invite the children to explore the alphabet cards. - Talk about the characteristics of each letter and the sounds of the letter in various words. - Invite the children to trace the letters with their fingers, find the letters in their names, or sort the cards by uppercase and lowercase letters. - Ask them to think of other ways to use the letter cards. - Invite the children to outline letters by using the small manipulatives. - Continue the activity for as long as it interests the	- Teaching Strategies Gold - Checkpoints - Children work



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	children. Explain that you will keep the alphabet cards in the Library area for them to use during choice time.	
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Differentiation:

Yellow: Choose one card at a time and show it to the child. Begin with the first letter of the child's name. Name the letter and encourage the child to trace the letter with their finger. Green: Present the child with three cards and invite the child to identify the first letter of his name. Green/Blue: Lay out 10 of the alphabet cards, including uppercase and lowercase letters. Talk about the uppercase and lowercase letters that the child chooses. Ask her to identify familiar lowercase letters. Blue/Purple: Encourage the child to explore half of the alphabet cards, with a combination of uppercase and lowercase letters. Say letter sounds with the child as he chooses the letters. Invite the child to repeat the sounds you make for each letter. Purple: Display all of the alphabet cards, both uppercase and lowercase. Encourage the child to use the letters to spell words. Continue to discuss the characteristics of each chosen letter.

Resources Provided:

- upper and lower case letter cards
- small manipulatives



Lesson Plan 3 Template

Content Area: Mathematics Lesson Title: I'm Thinking of a Shape Time Frame: 20 min/day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Literacy, Mathematics and Science

Integration of Technology: Laptop, projector, teacher created- google slides

Equipment Needed: geometric solids, different containers shaped like geometric solids

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify shapes (21b) - Describe shapes (21b) - Attend (11a)	Lesson Sequence - Invite the children to examine the geometric solids. Introduce the children to the shape names and discuss their attributes. For example, a rectangular prism and cube are "like a box," a cylinder is "like a can," and a sphere is "like a ball." - Invite the children to talk about the differences and similarities that they see. Introduce terms, such as <i>points</i>, <i>edges</i>, <i>corners</i>, and <i>faces</i>, when talking about the characteristics of each shape. - Play "I'm Thinking of a Shape" by asking the children to identify the shape you describe. You can	- Teaching Strategies Gold - Checkpoints - Children work



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- display a few shapes and let the children choose what they think is the right one or hide the shape you are describing. Continue the game using the collection of everyday objects.
4. Play the game for as long as the children remain interested. Explain that the geometric solids and everyday objects will be in the Toys and Games area for the children to continue the game with a classmate during choice time.

Differentiation:

Yellow: Hold up a geometric solid and talk about the shape of its face. Hold up several two-dimensional shapes and ask the child to choose the one that matches the shape of the face, e.g., a triangle matches the shape on the side of a pyramid. Green: Invite the child to match the geometric solids to corresponding everyday objects. Green/Blue: Ask the child to describe the shapes of the geometric solids and the everyday objects in his or her own words. Talk about the correct names for each shape. Blue/Purple: Encourage the child to identify other objects in the room that match your description. Have the child find the shape in various sizes. Purple: Have the child switch roles in the game. Invite him to describe the attributes of the geometric three-dimensional solid for you to guess.

Resources Provided:

- geometric solids
- containers shaped like geometric solids



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	English Language Arts, Math, Social Studies, Technology, Science, Social Emotional, Physical, Creative Arts	Grade Level:	Pre K	Unit Title:	Balls
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Created : Type Here

Board Approved on: Type Here



Unit Overview Template

Content Area:	English, Language Arts, Math, Social Studies, Technology, Social/Emotional Development, Creative Arts	Grade Level:	Pre-K	Unit Title:	Reduce, Reuse, Recycle
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Unit Summary: During our Reduce, Reuse, Recycle Study, students will explore the topic of recycling by first learning what it means to recycle. The topic will be introduced with the use of engaging videos and books. Students will have the opportunity to touch and feel some items that are recycled and reused every day. Students will learn and engage in this topic by sorting various recyclables, predicting and counting items, and reading books. By the end of the unit, students will have a greater understanding and awareness of what it means to recycle, how they can reuse items for a new purpose, and how they can make an impact on keeping the planet a healthier and cleaner place.

Primary Interdisciplinary Connections:

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☐ ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This study will use literacy, math, science, the arts, and technology to explore the topic, combining important social science concepts through first hand investigation. Activities were developed to support the NJ Preschool Standards across curriculum areas.

Career Readiness (Standard 9):

Learning Targets

Standards: NJ Preschool Standards for ELA, Mathematics, Science, Social Studies, Family and Life Skills, Technology

Content Statements: Reading Informational Text, Language, Speaking and Listening, Numbers and Counting, Investigation of the Earth, Contribution to the Classroom Community, Use Electronic Devices

CPI#: **Cumulative Progress Indicator (CPI):**



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ELA.PK.RI.PK.10	Actively participates in read aloud experiences using age appropriate information books individually and in small and large groups
ELA.L.PK.1.f	Begin to speak in complete sentences
ELA.SL.PK.1.a	Follow agreed-upon rules for discussions during group interactions
ELA.L.PK.1.d	Understand and use questions words (e.g. who, what, where, when, why and how)
ELA.L.PK.1.g	Understand and can follow simple multi-step directions.
ELA.PK.L.PK.6	Use words and phrases acquired through conversations, activities, and read alouds.
ELA.PK.SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
ELA.PK.RI.PK.1	With prompting and support, ask and answer questions about key elements in a familiar text.
ELA.PK.RI.PK.2	With prompting and support, recall important facts from a familiar text.
ELA.PK.RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
SCI.PK.5.4.4	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g. turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials into recycling bins, re-using clean paper goods for classroom collage and sculpture projects.
SCI.PK.5.21	Observe, manipulate, sort, and describe objects and materials (e.g. water, sand, clay, paint, glue, various types of blocks, collection of objects, sample household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
SFLS.PK.6.2.3	Demonstrate appropriate behavior when collaborating with others.
TECH.PK.8.2	Operate frequently used, high quality, interactive games or activities in either screen or toy based formats.
TECH.PK.8.5.1	Use the internet to explore and investigate questions with a teacher's support.
MA.PK.4.1.4.a	Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration.
MA.PK.4.1.6	Compare groups of up to 5 objects (e.g. beginning to use terms such as "more," "less," "same"

Unit Essential Questions:

- What does it mean to recycle?
- What do people throw away?
- What types of items can be recycled?
- How can we create less trash?
- How can we reuse junk?
- Where does trash go? What do workers do there?



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Unit Enduring Understandings:

- Identify recycling signs and containers.
- Develop a greater understanding and awareness of what it means to recycle.
- Develop and demonstrate an understanding of the items that can be recycled and reused and how
- Develop and understanding of the positive impact of recycling on the planet

Unit Learning Targets:

Students will explore science and strengthen their skill in literacy, math, technology, and the arts targeting NJ PreSchool Standards



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Evidence of Learning

**Summative
Assessment:
Equipment
Needed:**

Readiness Inventory

recyclable items, art supplies, Creative Curriculum read-alouds including The Paper Bag Princess, Hush! A Lullaby, Something from Nothing, I Stink!, Radio Man, Sam Helps Recycle, The Adventures of Gary and Harry, Don't Lose It - Reuse It! by Nancy Noel Williams, Peter's Chair

**Teacher
Resources:**

Creative Curriculum Reduce, Reuse, and Recycle Teaching Guide, Elmo, projector, computer

Formative Assessments:

- Fine Motor Assessment checklist
- Anecdotal Notes using grids and sticky notes in the specific area of sorting skills, book discussion responses, focus question responses.



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Lesson Plans

Lesson	Time Frame
Lesson 1 Sam Helps Recycle! (ITE LL 77)	20 minutes
Lesson 2 Recyclables Sorting and Classifying (ITE Mo5)	20 minutes
Lesson 3 How Many in the Scoop (ITE M92)	20 minutes (2 days)

Teacher Notes:

These lessons were chosen to reflect a broad range of curriculum areas including science, math, and literacy

Curriculum Development Resources/Technology Resources:

youtube videos on recycling <https://www.youtube.com/watch?v=AvN2KcpYbZY>

Elmo Technology

Creative Curriculum Teaching Guide featuring the Reduce, Reuse, Recycle Study



Lesson Plan 1 Template

Content Area: Language Arts/Science	Lesson Title: Sam Helps Recycle! (LL77)	Time Frame: 20 minutes
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts (Literacy), SEL, Cognitive

Integration of Technology:

Youtube video on recycling <https://www.youtube.com/watch?v=AyN2KcpYbZY>, laptop, projector

Equipment Needed: book, laptop and projector, Sam Helps Recycle! by Judith Bauer Stamper, recyclable materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain what it means to recycle. - Identify some common types of recyclables - Answer questions about a story. - Name something that can be reused and provide an example of how. 18: Comprehends and responds to books and other texts: Objectives: 18c. Retells stories and recounts details from informational texts 2c. Interacts with peers	Lesson Sequence: - Children will watch a youtube video about recycling. Students will comment on what recycling means using their own words. - Children will listen to and answer questions about the story <u>Sam Helps Recycle!</u> by Judith Bauer Stamper - After reading, go on a "picture walk," to help summarize the story using pictures as a guide. - During the reading of the story, the children will pass around a plastic bottle, can, and	- Teaching Strategies Gold - Checkpoints - Teacher Checklist of student participation and response (+ means accurate information, - means incorrect response) - What details from the story did the child include in her retelling? - In what ways did the child adapt her speech and language to be better understood as she retold the story? - How did the child engage with you as you read the story?



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• 8a. Comprehends language • 9a. Uses an expanding expressive vocabulary • 9b. Speaks clearly • 10a. Engages in conversations • 10b. Uses social rules of language • 12a. Recognizes and recalls • 18a. Interacts during reading experiences, book conversations, and text reflections • 18b. Uses emergent reading skills	cardboard and be asked to comment on the texture of each. 5. Children will name something from the story that can be reused and how it can be reused. 6. Retell other stories using familiar books.	• Story elements assessment done one-on-one during small group.
Differentiation: Below level students will point to pictures and answer simple questions using 2-3 word utterances with teacher prompting and cues. Above level students will use full sentences to answer more “how and “why” questions independently.		
Resources Provided: • Book: <u>Sam Helps Recycle!</u> by Judith Bauer Stamper • laptop • projector • recyclables: plastic bottle, cardboard, paper, can		



Lesson Plan 2 Template

Content Area:	Science/ Mathematics	Lesson Title:	Recyclables Sorting and Classifying (MO5)	Time Frame:	20 minutes
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science, Mathematics; Toys and Games, Language, Cognitive

Integration of Technology: Elmo, projector, laptop

Equipment Needed: laptop, projector, Elmo, pictures of recyclables, objects to classify and sort.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Sort and classify recyclables. • 20b. Quantifies • 8a. Comprehends language • 9a. Uses an expanding expressive vocabulary • 11a. Attends and engages • 11e. Shows flexibility and inventiveness in thinking • 13. Uses classification skills • 22a. Measures objects • 26. Demonstrates knowledge of the physical properties of objects and materials	Lesson Sequence 1. Invite the children to join you in a sorting game. Place recyclable materials to be sorted in front of the children. Talk about the items that they will be sorting. Ask questions that prompt the children to describe the objects. "How are these things alike? How are they different?" 2. Explain that they will need to sort the objects and use bins to separate the groups. For example: "We have a basket full of	• Teacher observations and checklist on student's ability to sort items of recyclables. • Teacher Checklist to document observation of child's success in use one to one correspondence. • How did the child make comparisons between the quantities in each group? • Was the child able to explain the sorting rule? • How long was the child able to attend to this experience? • Was the child able to think of new ways to sort the objects?



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	empty bottles. Let's think of how we can sort them. We'll start by putting plastic bottles in this box and glass bottles in that box."	• Was the child able to sort by the given criteria? • Was the child able to sort one way and then a different way? Or with more than one characteristic? • Teacher anecdotal records on identifying the concept of "more" and "less"
Differentiation: Below level students will identify items and sort with teacher prompting and cues. Students will count and identify more and less with hand over hand prompting and verbal cues. Above level students will identify items and sort independently.		
Resources Provided: • laptop • Elmo technology • projector • recyclables		



Lesson Plan 3 Template

Content Area:	Language Arts/Science	Lesson Title:	How Many in the Scoop? (M92)	Time Frame:	1 hour
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Science, SEL, Language, Cognitive

Integration of Technology: youtube video on reusing items
[Recycling Song https://www.youtube.com/watch?v=AyN2KcpYbZY](https://www.youtube.com/watch?v=AyN2KcpYbZY) , projector, ELMO, laptop

Equipment Needed: laptop, projector, bottle caps/tops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain what it means to recycle and predict how many items can fit in a scoop. Objectives: Uses number concepts and operations. 20b. Quantifies 2c. Interacts with peers 3a. Balances needs and rights of self and others 8b. Follows directions 9a. Uses an expanding expressive vocabulary 11a. Attends and engages 11d. Shows curiosity and motivation	Lesson Sequence - Children will watch a youtube video on reusing items. - Show the children the container with bottle caps/tops and the scoop. Question aloud about how many items could fit in the scoop. "This is the collection of tops from recycled bottles. There are all sorts of tops in it. I wonder how many tops would fit in one scoop." - Ask the children to predict how many tops	- Teacher anecdotal notes to document student's verbal communication abilities during group discussions and levels of prompting. (I-independent, SP-Some Prompting, M-Modeled) - Teachers observation and notes on student's cognitive and physical abilities to follow one to two step directions. - How did the child count the number of objects in the scoop?



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13. Uses classification skills 20a. Counts 28. Uses tools and other technology to perform tasks	they will scoop up and then invite them to take turns scooping the items. "How many do you think would fit? Take a scoop and see. How many did you get?" 4. After the children have each had a turn, talk with them about how many tops they have and encourage them to compare their number of items with other children's. "How many tops did you get? Look at David's pile, which one has more?"	• How long was the child able to attend to this experience? • How many objects was the child able to count?
Differentiation: Below level students will communicate expressively using 2-3 word utterances by modeling the teacher. Students will follow directions with hand over hand assistance when necessary. Above level students will use full sentences to communicate. Students will follow up to 3 directions at a time.		
Resources Provided: • Scoop • Various sizes and shapes of bottle caps/tops		

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	



Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	English Language Arts, Math, Science, Social Studies, Technology, Social/Emotion al Development, Creative Arts	Grade Level:	Pre-K	Unit Title:	Reduce, Reuse, Recycle
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Created : April 2025

Board Approved on: Type Here



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Unit Overview Template

Content Area:	ELA, Math, Social Studies, Technology, Science, Social Emotional, Physical, Creative Arts	Grade Level:	Pre-K	Unit Title:	Insects
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Unit Summary: A study of insects encourages students to explore a topic that is familiar to them and allows them to gather information, solve problems, imagine, and think symbolically. Children will explore different kinds of insects and investigate the characteristics of insects, how insects work together, how they keep themselves safe, and how they help the environment.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will incorporate all content areas while exploring the topic, Insects, to support NJ Preschool Standards across curriculum areas.

Career Readiness (Standard 9):

Learning Targets

Standards NJ Preschool Teaching and Learning Standards 2014
:



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Content Statements:		Reading Informational Text, Language, Speaking and Listening, Numbers and Counting, Investigation of the Earth, Contribution to the Classroom Community, Use Electronic Devices
CPI#:	Cumulative Progress Indicator (CPI):	
RF.PK.4	Begin to engage in a variety of texts with purpose and understanding	
ELA PK.W.PK.8	With guidance and support, recall information from experience of familiar topics to answer a question.	
SL.PK.1	Participate in activities and interactions with peers and adults individually and in small and large groups.	
RL.PK.10	Actively participates in read aloud experiences using age appropriate information books individually and in small and large groups.	
L.PK.1	Begin to understand the conventions of English grammar when speaking with interactions and activities.	
MA.PK.4.1	Children begin to demonstrate and understanding of number and counting	
MA.PK.4.3. 1	Sort, order, pattern, and classify objects by non-measurable (e.g. color, texture, type of material) and measurable attributes (e.g. length, capacity, height).	
SC.5.1.2	Observe, question, and predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple predictions using simple experiments or research media.	
Unit Essential Questions:		
• What are the characteristics of insects? • Where do insects live? How do they live? • How do insects change?		
Unit Enduring Understandings:		
• Life cycle of insects • Physical characteristics of insects • How do insects help the environment • Where do insects live and how do they thrive		
Unit Learning Targets:		
Students will....		
During this investigation, students will explore science and social studies and strengthen their skills in literacy, math, technology and the arts targeting the NJ PreSchool Standards.		



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Evidence of Learning

Summative Assessment: Creative Curriculum Checkpoints

Equipment Needed: Ipad, Laptop, Creative Curriculum

Teacher Resources: Teaching Strategies App

Formative Assessments:

- Creative Curriculum Checkpoints



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Lesson Plans

Lesson	Time Frame
Lesson 1 ITE Author and Illustrator LL69	20 min/day
Lesson 2 ITE Picture Walk and Talk LL77	20 min/day
Lesson 3 name of lesson 3	20 min/day

Teacher Notes:

These lessons were chosen to reflect a broad range of curriculum areas including science, math, literacy and technology.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Creative Curriculum Teaching Guide

Teaching Strategies: <https://www.app.teachingstrategies.com/>



Lesson Plan 1 Template

Content Area:	Language Arts/Literacy	Lesson Title:	ITC "Author and Illustrator" L.L.69	Time Frame:	20 min.
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|---|---|--|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☒ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy |
| | | ☐ ICT Literacy |

Interdisciplinary Connections: Science and ELA

Integration of Technology: Laptop, projector, Juno speaker

Equipment Needed: paper, writing tools, crayons, markers, pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate writing skills • Write to convey ideas and information	Lesson Sequence 1. Invite children to join you for a bookmaking activity and show them a book with a separate author and illustrator. 2. Ask the children what they would like to write about and then partner them with other children as "illustrators". 3. Help students assemble their books and invite them to share during large group.	• Document details the child included in their story (19b) • How did the child share their story with their partner? (9c) • How did the child use writing tools? (7b) • What type of illustrations did the child add to the story? (33)

Differentiation:

For students in the emerging category, encourage the child to make marks or scribbles on one part of the page, while the teacher writes down what the child dictates. For those that are approaching kindergarten level, notice invented spelling, discuss letter sounds, words written, and give feedback on work and encourage characters and setting.



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Resources Provided:

- Creative Curriculum for Preschool Teaching Guide “Insects”
- Intentional Teaching Card LL69
- NJ GOLD alignment



Lesson Plan 2 Template

Content Area:	Language Arts	Lesson Title:	ITC Picture Walk and Talk LL77	Time Frame:	20 min.
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|--|---|--|
| ☐ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☒ Information Literacy |
| ☒ Life and Career Skills | ☐ Communication and Collaboration | ☒ Media Literacy |
| | | ☐ ICT Literacy |

Interdisciplinary Connections: Science, ELA, and Mathematics

Integration of Technology: Laptop, projector, Juno

Equipment Needed: "The Very Hungry Caterpillar" by Eric Carle book. Laptop and projector to show a corresponding video of metamorphosis from caterpillar to butterfly.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Comprehends and responds to books and other texts - Retells stories and recounts details from informational texts	Lesson Sequence - Help the child recall simple events from the story. Ask questions about the pictures as the child retells the story. - Listen to what plot details and main ideas the child includes as he retells the story. - Listen for details such as information about characters and major events explained in order as the child retells the story. - Challenge the child to retell the story from	- What stories did the child include in her retelling? (18c) - In what ways did the child adapt her speech and language to be better understood as she retold the story? (10b) - How did the child engage with you as you read the story? (18a)



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	memory and without the use of pictures.	
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Differentiation:

Yellow: Help the child retell simple events from the story. Point out illustrations that explain the story. Green: Ask questions about the pictures as the child retells the story. Green/Blue: Listen for what plot details and main ideas the child includes as he retells the story. Blue/Purple: Listen for details such as information about characters and major events explained in order as the child retells the story. Purple: Challenge the child to retell the story from memory and without the use of pictures.

Resources Provided:

- familiar storybooks, "The Very Hungry Caterpillar"



Lesson Plan 3 Template

Content Area: Type Here	Lesson Title: ITE M37 Secret Number	Time Frame: 20 min/day
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Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science, ELA, and Mathematics

Integration of Technology: Laptop, projector, Juno

Equipment Needed: 2 sets of quantity cards (dots), set of numeral cards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify quantities (20c) • follow directions (8b) • attend (11a)	Lesson Sequence 1. Invite the children to sit in a circle. Tell them they are going to play a game called "Secret Numbers." Give one card from one set of cards to each child and keep the second set. Show how to place the cards face down without looking at the dots or numerals. (Use quantity cards, numeral/quantity cards, or numeral cards, as appropriate for the children's skill level.)	• Teaching Strategies Gold • Checkpoints • Children work



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2. Explain that you will recite a rhyme together, and then each child will pass their card to the child seated on the left. Demonstrate passing the cards in the same direction.
3. Teach the children the rhyme
4. Have the children pass their cards face down to the left. Each child then looks at the new card without showing it to others.
5. Choose a card from your set. Reveal your secret number. Ask the children if their cards match the secret number (numeral). If a child's card matches the secret number, ask him or her to perform a specific action, such as hopping four times if there are four dots on your card. Repeat the process with different cards.

Differentiation:

Yellow: Use quantity cards 1–3 when playing the game. Hold up your card and point to each dot as you count it with the child. Encourage him to touch each dot on his card as you count together. Green: Use quantity cards 1–5 for the game. Invite the child to count your card and her card. Green/Blue: Introduce the numeral–quantity cards 1–5. Use cards that look distinctly different from one another, e.g., numbers with curves and numbers without curves. Have the child count the dots and name the numeral on his card. Talk about the attributes of the numeral. Blue/Purple: Include the numeral–quantity cards that have less distinct differences, e.g., 6 and 9. Encourage the child to point out the numeral's attributes as she traces it with a finger. Purple: Use only numeral cards and have the child identify the numerals on the cards. Use descriptive words that help the child recognize the numerals.

Resources Provided:

- 2 sets quantity cards
- set of numeral cards



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	ELA, Math, Science	Grade Level:	PreK	Unit Title:	Insects
Created :	Type Here	Board Approved on:	Type Here		



Unit Overview Template

Content Area:	Math English Language Arts, Math, Social Studies, Technology, Science, Social Emotional, Physical, Creative Arts	Grade Level:	Pre-K	Unit Title:	Getting Ready for Kindergarten
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Unit Summary: During the Getting Ready for Kindergarten study, students will be supported using strategies in social- emotional development as they become comfortable with the transition from Pre-K to Kindergarten. The Getting Ready for Kindergarten study will provide support in preparing children for entering kindergarten.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: During the Getting Ready for Kindergarten study, students will be supported using strategies in social- emotional development as they become comfortable with the transition from Pre-K to Kindergarten. The Getting Ready for Kindergarten study will provide support in preparing children for entering kindergarten.

Career Readiness (Standard 9):

Learning Targets

Standards : NJ Preschool Learning Standards

Content Statements: NJ Preschool Learning Standards

CPI#: **Cumulative Progress Indicator (CPI):**

0.1.1.	Express individuality by making independent decisions about which materials to use. (Gold 11a)
0.1.3.	Actively engage in activities and interactions with teachers and peers. (Gold 2a)
2.4.2.	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter). (Gold 7a)
2.4.3.	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton). (7a)
SL.PK.2	Ask and answer questions about a text or other information read aloud



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	or presented orally. (Gold 8a)
SL.PK.4	Begin to describe familiar people, places, things, and events and sometimes with detail. (9a)
L.PK.1.b	Use frequently occurring nouns and verbs. (9c)
RF.PK.1.a	Follow words from left to right, top to bottom, page by page. (17b)
9.3.2	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud.) (Gold 12a)
4.1.1	Count to 20 by ones with minimal prompting. (20a)
4.1.4.c	c. Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize). (Gold 20b)
4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10. (Gold 20c)

Unit Essential Questions:

- How is Kindergarten like preschool?
- How do we feel about going to kindergarten?
- How do you make and keep friends in kindergarten?

Unit Enduring Understandings:

- Comparing preschool to kindergarten
- Social Emotional aspect of transitioning to kindergarten
- Social Emotional strategies to help children learn how to be a friend and make friends

Unit Learning Targets:

Students will learn new ideas and experiences that come with the end of Pre-K. Children will be presented with transitioning strategies for entering Kindergarten.



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Evidence of Learning

Summative Assessment:	Creative Curriculum Checkpoints, Teaching Strategies Gold, Teacher anecdotal notes
Equipment Needed:	Creative Curriculum Read Alouds, Crayons, Paper, Glue, Markers, Manipulatives
Teacher Resources:	Creative Curriculum Teacher Guide

Formative Assessments:

Creative Curriculum Checkpoints



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Story Problems	20 minutes/day
Lesson 2 Bookmaking	20 minutes/day
Lesson 3 Making Numerals	20 minute/day

Teacher Notes:

These lessons were chosen to reflect a broad range of curriculum areas including science, math, literacy and technology.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Creative Curriculum Teaching Guide

Teaching Strategies: <https://www.app.teachingstrategies.com/>



Lesson Plan 1 Template

Content Area: Math	Lesson Title: Story Problems ITC M22	Time Frame:	20 minutes/day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics and ELA,

Integration of Technology: laptop, projector, Teacher created Google Slide, Juno, newline board

Equipment Needed: Collection of manipulatives

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • b. quantify • 1b follows limits and expectations • 2c Interacts with peers • 7a Uses fingers and hands • 8a Comprehends language • 9c Uses an expressive vocabulary • 11a Attends and engages • 14b Engages in sociodramatic play • 20a counts	Lesson Sequence 1. Invite the children to explore the collection of manipulatives. Count the objects together, and invite the children to divide the groups into smaller groups. 2. Present various story problems. Ask children to solve them by using the manipulatives. 3. Invite the children to count as a way to solve the story problems. 4. Pose story problems that involve adding and subtracting. 5. Continue the activity for as long as it interests the children. Explain they can think about story problems when they are playing with materials in interest areas.	• Teaching Strategies Gold • Checkpoints • Children work



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Differentiation:		
Children will be grouped according to their color bands on Teaching Strategies Gold		
Resources Provided:		
• Collection of manipulatives - Intentional Teaching Cards		



Lesson Plan 2 Template

Content Area: ELA	Lesson Title: Bookmaking	Time Frame: 20 minutes day
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|--|--|---|
| ☐ Creativity and Innovation | ☐ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☐ Communication and Collaboration | ☐ Media Literacy |
| | | ☐ ICT Literacy |

Interdisciplinary Connections: ELA, Fine Motor Skills,

Integration of Technology: laptop, projector, Teacher created Google Slides, Juno, Newline board

Equipment Needed: Read Alouds, Crayons, markers, paper, tape, and plastic bags

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • use print concepts (17b) • work with an adult (2a) • effectively communicate ideas for the book (9a) • recall past events from the story (12a)	Lesson Sequence 1. Invite a child to join you in making a book. 2. Provide the child with materials such as paper, crayons, and markers. 3. If appropriate, invite the child to write or dictate words that the child identifies as important. 4. Add illustrations.	• Teaching Strategies Gold • Checkpoints • Children's work
Differentiation: Yellow: Invite the child to dictate her experience to you. Ask questions that aid recall. Talk about what you are putting on the paper as you write. Green: Read the completed sentences and invite the child to identify the first letter of his name. Green/Blue: Talk about where to put the author's name and have the child write her name. Blue: Talk about the spaces between words and how they make the book easier to read. Purple: Encourage the child to write as many words as he can. Suggest that the child write the sounds heard and use the Word Wall, or other classroom print, for help. Offer spelling assistance when the child wants to write more challenging words.		



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Resources Provided:

- writing tools: pencils, crayons, markers
- Paper
- read alouds
- tape
- plastic bag



Lesson Plan 3 Template

Content Area: Mathematics Lesson Title: Making Numerals Time Frame: 20 min/day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, Fine Motor, Science, Social Studies

Integration of Technology: laptop, projector, Teacher created Google Slides, and Juno

Equipment Needed: counting book, such as *Keep Counting* by Caroline Grégoire; modeling dough or clay; numeral/quantity cards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify numerals (20c) • count (20a) • use fingers and hands to manipulate (7a) • attend to task (11a)	Lesson Sequence 1. Introduce the book to the children. As you read, invite the children to count the items mentioned in the book. 2. Point out the numeral on each page, tracing it with your finger. Explain that it tells how many. Help the children make connections to the story by asking questions. 3. After reading the book, have a child choose a card from the set of numeral/quantity cards. Show the card to the children. Name the numeral as you trace it with your finger. Call attention to the sets of dots at the bottom of the card. Remind the children that the numeral	• Teaching Strategies Gold • Checkpoints • Children work



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- tells how many dots are on the card.
4. Explain that you are going to use modeling dough to make a numeral. Demonstrate how to roll the dough into a long, slender shape. Place the dough along the numeral outline. Younger children can roll the dough along the table with an open hand, while older children can roll the dough between two open hands.
 5. Talk about the features of the numeral, e.g., curved, straight, or diagonal lines, and the way in which it is formed.
 6. Give each child enough dough to make numerals. Assist the children, as necessary.

Differentiation:

Yellow: Help the child roll out a length of dough. Show her a card with a numeral from 1–3. Name the numeral and count the dots together as you put your finger on each dot. Help the child place the dough along the outline of the numeral. Talk about its shape. **Green:** Use cards 1–5, and let the child choose a card to count and trace. Invite him to form the dough along the outline of the numeral on the card. **Green/Blue:** Introduce two numeral-quantity cards using cards 1–5, e.g., 1 and 5. Invite the child to name the numeral and count the dots before creating a dough outline. **Blue:** Use numeral-quantity cards up to the number 10. Encourage the child to name the numeral before counting the dots. Talk about how the numeral is formed. Invite the child to create the numeral without outlining it on the card. **Purple:** Write a numeral from 1–20, and ask the child to identify it. Invite her to form the numeral with her dough. Ask the child to think of a number from 1–20 and to create the numeral with dough. Write the numeral, if necessary, as a guide.

Resources Provided:

- counting books
- numeral cards
- clay or dough



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	ELA, Math, SEL	Grade Level:	Pre-K	Unit Title:	Getting Ready for Kindergarten
Created :	Type Here	Board Approved on:	Type Here		



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

- Large print textbooks
- Textbooks for at-home use
- Additional time for assignments
- Review of directions
- Use of mnemonics
- Have student restate information
- Concrete examples
- Adaptive writing utensils
- Support auditory presentations with visuals
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Space for movement or breaks
- Study sheets and teacher outlines
- Extra visual and verbal cues and prompts
- Math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of computers and calculators
- Books on tape
- Graphic organizers
- Quiet corner or room to calm down and relax when anxious
- Preferential seating
- Alteration of the classroom arrangement
- Reduction of distractions
- Answers to be dictated
- Hands-on activities
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Agenda book and checklists
- Adjusted assignment timelines
- Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools

James Caldwell

Thelma L. Sandmeier

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The "[*Strengthening Gifted and Talented Education Act*](#)" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.