



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Gifted & Talented

COURSE Kindergarten

Curriculum Development Timeline

School: Elementary
Course: Kindergarten Enrichment
Department: Gifted & Talented

Board Approval	Supervisor	Notes
August 2009	Jessica Shaw	Update Standards
August 2013	Christine Picerno	Update Standards
December 2017	Christine Picerno	Update Standards
August 2021	Rich Steckhahn	Revisions
August 2026	Rich Steckhahn	Revisions

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Township of Ocean Pacing Guide					
Week	Trimester 1	Week	Trimester 2	Week	Trimester 3
1	N/A	14	Lesson 2	27	Lesson 5
2	N/A	15	Lesson 3	28	Lesson 5
3	N/A	16	Lesson 3	29	Lesson 5
4	N/A	17	Lesson 3	30	Lesson 6
5	Lesson 1	18	Lesson 3	31	Lesson 6
6	Lesson 1	19	Lesson 3	32	Lesson 6
7	Lesson 1	20	Lesson 4	33	Lesson 6
8	Lesson 1	21	Lesson 4	34	Lesson 6
9	Lesson 1	22	Lesson 4	35	Lesson 6
10	Lesson 2	23	Lesson 4	36	N/A
11	Lesson 2	24	Lesson 4	37	N/A
12	Lesson 2	25	Lesson 5	38	N/A
13	Lesson 2	26	Lesson 5	39	N/A

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Core Instructional & Supplemental Materials including various levels of Texts

Crayons and copies of activities; poster-size teacher-led activity(s)

Topic

Primary Education Thinking Skills (PETS) Program

Alignment to Standards

CS.K-2.8.1.2.DA.3 - Identify and describe patterns in data visualizations.
CS.K-2.8.1.2.DA.4 - Make predictions based on data using charts or graphs.
SCI.K-PS2-1 - Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
SCI.K-2-ETS1-2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
SCI.K-2.ETS1.B - Developing Possible Solutions
SCI.K-2.ETS1.A - Defining and Delimiting Engineering Problems

Learning Objectives and Activities

Students will ...

- Build convergent and deductive thinking skills by listening to clues, using elimination, and identifying one correct answer.
- Build divergent thinking skills by brainstorming multiple, alternative uses for everyday objects.
- Build inventive thinking skills by using imagination to transform abstract shapes into original visual representations.
- Build analytical thinking skills by observing physical characteristics, classifying items by shared attributes, and comparing how objects are the same and different.
- Strengthen active listening, observation, and expressive language during story read-alouds, guided discussions, and hands-on creation.

Lessons 1-Convergent Thinking-Dudley the Detective

· Activity---Students will listen to read aloud- "Dudley the Detective" Teacher-led questioning using deductive thinking(there is only one right answer). Students will then create detective badges and label them with their name. Students will complete the Which Dog Belongs to Mary? as the teacher reads the clues aloud.

Lessons 2-Deductive Thinking-Dudley the Detective

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* Activity--- Students will review "detective" or deductive thinking skills while wearing their detective badges. While wearing the badges, students will complete the "Mystery Creature" worksheet as the teacher reads aloud the clues outlined in the story..

Lessons 3-Divergent Thinking...Isabel the Inventor

* Activity---Students will be introduced to Isabel the Inventor. The story will be read and then students will create their own "bifocals". After bifocal creation students will return to the story and other uses for the whisk, which was used in the story.

Lessons 4-Inventive Thinking...Isabel the Inventor

* Activity---Students will revisit the story of Isabel the Inventor while holding their bifocals. The students will then look at Bubble Bonanza and identify what the "bubble" could be. Students will then draw what they "see" when they look at the bubbles.

Lessons 5-Convergent Thinking...Sybil the Scientist

* Students will be tasked with identifying what a scientist does during a brainstorming session. Sybil will be introduced to the students and will commence in a discussion of Sybil's attire and what could in "inside" her pockets. The teacher will read Sybil the Scientist story to the class. Teacher-led questioning will be conducted throughout the reading- students will classify the laboratory creatures using characteristics.

Lessons 6-Analytical Thinking...Sybil the Scientist

* The teacher will review careful observation and looking for common attributes(characteristics). The class will review "thinking" scientifically like Sybil. The students will observe a pair of "Sybil's Scientific" Pairs cards and identify ways in which the cards are the same and different. If time permits, students will complete the "challenge" pages.

Assessments

Formative:

- Teacher observation of student participation

Interdisciplinary Connections

NJSLS: Computer Science and Design Thinking

- 8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Technology Integration

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Career Education

- CRP6. Demonstrate creativity and innovation.

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- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

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- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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