

**COURSE OF STUDY UNIT PLANNING GUIDE  
FOR:  
ACADEMIC ENRICHMENT**

**GRADES K-2**

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**REVISED AUGUST 2018  
ALIGNED TO THE NEW JERSEY STUDENT LEARNING STANDARDS**

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**DUMONT PUBLIC SCHOOLS  
DUMONT, NEW JERSEY**

**ACADEMIC ENRICHMENT, GRADES K-2**

**UNIT TITLE: Higher Level Thinking Skills**

**UNIT LENGTH: 1 Year (Full-Class Periodic Push-In Lessons for K-2)**

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Strategies/Methods/Vocabulary	Resources and Assessments
<p>New Jersey Student Learning Standards for Grades K-2</p> <p><b>English Language Arts Anchor Standards</b></p> <p>NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R4: Interpret words and phrases as they are used in a text,</p>	<p>How do you apply deductive logic?</p> <p>How do you gather and evaluate information in an organized way to reach one correct answer?</p> <p>How do you identify common attributes among diverse objects to draw conclusions?</p> <p>How do you brainstorm to invent new ideas?</p> <p>How do you visually arrange objects to create new things?</p> <p>How do you I classify objects?</p> <p>How do you solve a problem in an organized way?</p> <p>What does it mean to piggyback on the ideas of others?</p>	<p><i>(Allow 45 minutes for each lesson)</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use the process of elimination to solve a problem/logic puzzle.</li> <li>• Classify clues into categories according to their attributes.</li> <li>• Identify patterns and traits.</li> <li>• Brainstorm original ideas, designs, and uses for things.</li> <li>• Analyze visual clues.</li> <li>• See objects creatively.</li> <li>• Brainstorm responses using the ideas and responses of others.</li> <li>• Listen for clues in order to determine one correct answer.</li> <li>• Organize data in a logical manner.</li> <li>• Put clues together to deduce correct answers.</li> <li>• Determine rules for</li> </ul>	<p>Strategies and Methods</p> <ul style="list-style-type: none"> <li>• Teacher introduction of skills.</li> <li>• Read aloud to illustrate and model skills.</li> <li>• Ask students questions to assess understanding and application of concept.</li> <li>• Gradual release of responsibility to have students practice skills with teacher support.</li> <li>• Independent work to apply skills.</li> <li>• Facilitate an environment in which students feel successful.</li> <li>• Differentiate instruction and make modifications as needed. (See Diff/Acc/Mod Section below)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Primary Education Thinking Skills Curriculum</i> (Research-Based Materials Published by Pieces of Learning)</li> <li>• Picture Books <i>Ten Black Dots</i> by Donald Crews (K) <i>How Will We Get to the Beach?</i> by Brigitte Luciani (K) <i>Curious George's ABCs</i> by H.A. Rey (K)</li> <li>• Manipulatives</li> <li>• Craft Materials</li> <li>• Handouts</li> <li>• Computer</li> <li>• Smart Board</li> <li>• I-Pads</li> <li>• Graphic Organizers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Classwork assignments examples: Kindergarten: Ten Black Dots creative inventor drawings,</li> </ul>

<p>including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>8.1 Educational Technology:</b> 8.1.2.A.4: Demonstrate developmentally</p>	<p>How can you see ordinary objects in unusual ways?</p>	<p>sorting and classifying.</p> <ul style="list-style-type: none"> <li>• Explain that there may be more than one equally accurate way to sort data.</li> <li>• Practice patience techniques in order to not jump to conclusions.</li> </ul>	<p>Sample Vocabulary</p> <ul style="list-style-type: none"> <li>• Logic</li> <li>• Problem</li> <li>• Solution</li> <li>• Conclusion</li> <li>• Elimination</li> <li>• Row</li> <li>• Column</li> <li>• Vertical</li> <li>• Horizontal</li> <li>• Attribute</li> <li>• Characteristic</li> <li>• Classify</li> <li>• Brainstorm</li> <li>• Visual</li> <li>• Criteria</li> <li>• Analyze</li> <li>• Classify</li> </ul>	<p>“What Does Not Fit In?” convergent analytical thinking groups of pictures coloring sheet.</p> <ul style="list-style-type: none"> <li>• First grade: deductive convergent thinking “Mystery Creatures” identification graphic organizer for drawing and naming creatures, analytical convergent “Loose Laboratory Limpets” classifying activity.</li> <li>• Second grade: visual/special perception tangram activity, deductive logic/analysis “Party Favors” logic grids.</li> <li>• Class participation</li> <li>• Teacher observations: PETS Behavioral checklists (examples: convergent thinking, inventive/creative thinking, visual/spatial perception, deductive logic)</li> </ul>
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<p>appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1: Collaborate with peers by participating in interactive digital games or activities.</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b></p> <p>8.2.2.A.2: Describe how designed products and systems are useful at school, home and work.</p> <p>8.2.2.C.2: Create a drawing of a product or device that communicates its function to peers and discuss.</p> <p><b><i>NJSLS for Mathematics:</i></b> NJSLSA.M.1: Make sense of problems and persevere in solving them.</p> <p>NJSLSA.M.2: Reason abstractly and quantitatively.</p> <p>NJSLSA.M.3: Construct viable arguments and critique the reasoning of others.</p> <p>NJSLSA.M.5: Use</p>				
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appropriate tools strategically.

NJSLSA.M.6: Attend to precision.

***NJSLS for Social Studies:***

6.1.P.A.3: Demonstrate appropriate behavior when collaborating with others.

6.1.P.D.4: Learn about and respect other cultures within the classroom and community.

6.1.P.A.3: Demonstrate appropriate behavior when collaborating with others.

***NJSLS for Science:***

K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

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.

***Career Ready Practices:***

9.2 Career Awareness,

<p>Exploration and Preparation Preparation 9.2.4.A.1: Identify the reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>CRP 1: Act as a responsible and contributing citizen and employee CRP 2: Apply appropriate academic and technical skills CRP 3: Attend to personal health and financial well being CRP 4: Communicate clearly and effectively and with reason CRP 6: Demonstrate creativity and innovation CRP 7: Employ valid and reliable research strategies CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them CRP 10: Plan education and career paths aligned to personal goals CRP 11: Use technology to enhance productivity CRP 12: Work productively in teams while using cultural global competence</p>				
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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities/504</b>	<b>Students at Risk of School Failure</b>
<p><b>Modifications for Classroom</b></p> <p><b>Extension Activities</b></p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide opportunities for additional challenges to existing coursework that require higher levels of thinking</p>	<p><b>Modifications for Classroom</b></p> <p>Seating/Location consideration</p> <p><b>Modifications for Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Extra time as needed with the teacher for one-on-one instruction</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions.</p>	<p><b>Modifications for Classroom</b></p> <p>Seating/Location consideration</p> <p>Pair visual prompts with verbal presentations</p> <p><b>Modifications for Assignments</b></p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete classwork and assignments</p> <p>Provide copy of class notes when applicable</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p><b>Modifications for Classroom</b></p> <p>Seating/Location consideration</p> <p><b>Modifications for Assignments</b></p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Provide copy of class notes when applicable</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide parent/school communication when necessary</p>

		<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide parent/school communication when necessary</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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