

**Course Title:**  
Enrichment

**Length:**  
Full Year  
Grades K, 1 & 2

**DEPARTMENT:**  
Gifted and Talented

**Schools:**  
Washington  
Lincoln

**Date:**  
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**RUTHERFORD PUBLIC SCHOOLS**  
**Rutherford, New Jersey**

**GIFTED AND TALENTED DEPARTMENT**

**ENRICHMENT CURRICULUM - GRADES K, 1 & 2**

**1. Introduction/Overview/Philosophy**

The Enrichment Program is an all-inclusive program for kindergarten, first, and second grade students. Enrichment classes are differentiated experiences with an emphasis on higher-level thinking skills integrated with language arts, math, and the content areas. The program assists in the evaluation of potential students for identification into the regular Gifted and Talented Program beginning in Grade 3.

The Kindergarten, First, and Second Grade Enrichment Program is designed to:

- augment curiosity and imagination.
- expand and challenge creativity.
- develop critical thinking skills.
- encourage problem-solving skills.
- foster communication skills.

**2. Objectives**

**A. Curriculum Objectives for Enrichment**

Students will be able to develop and practice

1. Divergent thinking RL.K, RL.1, RL.2, W.K, W.1, W.2, SL.K, SL.1, SL.2
  - a. Creative thinking
  - b. Inventive thinking
2. Convergent thinking K.CC, K.OA, 1.OA, 2.OA, K.MD.1, K.MD.3, 1.MD.4, 2.MD.9, 2.MD.10
  - a. Deductive thinking
  - b. Analytical thinking
  - c. Evaluative thinking
3. Visual/spatial perception K.G, 1-G, 2.G, W.K.1, W.K.2, W.K.3
4. Interpretive thinking RI.K; RI.1, RI.2, W.K, W.1, W.2, SL.K, SL.1, SL.2
5. Problem solving RL.K, RI.K, W.K.1, W.K.2, W.K.3, SL.K, RL.1, RI.1, W.1.1, W.1.2, W.1.3, SL.1, RL.2, RI.2, W.2.1, W.2.2, W.2.3, SL.2, K.CC, K.OA, K.MD.1, K.MD.3, K.G., 1:OA, 1.MD.4, 1.G, 2:OA, 2.MD.9, 2.MD.10, 2.G

1. In the area of **divergent thinking**, students will:
  - a. use **creative thinking** to:
    1. use fluent and flexible thinking to brainstorm ideas/solutions.

2. improvise and dramatize situations/fairy tales/nursery rhymes.
  3. adapt story versions.
  4. create word play.
  5. illustrate interpretations.
  6. design puzzles.
  7. make puppets using a variety of art supplies.
  8. create and construct original designs with a variety of manipulatives and art supplies.
- b. use **inventive thinking** to:
1. use fluent and flexible thinking to brainstorm ideas/solutions.
  2. use the SCAMPER process to generate inventive ideas.
  3. use forced association to generate inventive ideas.
  4. invent to solve a problem.
  5. adapt items to be used for an alternate purpose.
2. In the area of **convergent thinking**, students will:
- a. use **deductive thinking** to:
1. formulate predictions/hypotheses.
  2. determine sets according to attributes.
  3. solve a variety of visual and geometric puzzles.
  4. determine constructions of tangrams, pattern blocks, and geoboards.
  5. organize clues and eliminate unrelated clues to determine a solution.
  6. deduce information through the use of a logic elimination grid.
- b. use **analytical thinking** to:
1. analyze story elements of fairy tales/folk tales/nursery rhymes.
  2. compare and contrast story elements/manipulatives/interpretations.
  3. interpret and use figural language.
  4. interpret visual representations.
  5. sort and classify through attribute activities.
  6. determine constructions of tangrams, pattern blocks, and geoboards.
  7. use a variety of manipulatives to solve mathematical functions.
- c. use **evaluative thinking** to:
1. judge character traits and motivation.
  2. compare, rate, and rank information.
  3. determine cause and effect.
  4. make conclusions about given information.
  5. defend perspectives.
3. In the area of **visual/spatial perception**, students will:
- a. solve a variety of visual and geometric puzzles.
  - b. identify attributes of geometric figures.
  - c. represent through concrete symbols.
  - d. interpret optical illusions.
  - e. use concrete manipulatives to construct visual products.
  - f. elaborate figural forms.

4. In the area of **interpretive thinking** students will:
  - a. use Shared Inquiry to:
    1. build awareness of interpretive issues in a story.
    2. analyze character motivation and development.
    3. find and use supporting evidence for opinions.
    4. present clear, persuasive arguments.
  
5. In the area of **problem solving**, students will:
  - a. use the creative problem-solving process to:
    1. fact find - sort out what facts are relevant to the problem and what information is lacking.
    2. determine problem - analyze the situation and define the “real problem.”
    3. find solutions - think of creative ways to solve the problem.
    4. judge ideas - use criteria to select the best idea.
    5. determine a plan of action - plan how to implement the selected solution.
  - b. use Common Core Mathematical Practices to:
    1. make sense of problems and persevere in solving them.
    2. reason abstractly and quantitatively.
    3. construct viable arguments and critique the reasoning of others.
    4. model with mathematics.
    5. use appropriate tools strategically.
    6. attend to precision.
    7. look for and make use of structure.
    8. look for and express regularity in repeated reasoning.

**B. Common Core State Standards – <http://www.corestandards.org/>**

**English Language Arts**

Kindergartners:

Reading Standards for Literature. RL.K

**Key Ideas and Details**

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

**Craft and Structure**

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

#### Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

#### Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

#### Reading Standards for Informational Text. R.I.K

##### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

##### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
10. Actively engage in group reading activities with purpose and understanding.

#### Writing Standards W.K.1, 2, 3

##### Text types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

#### Speaking and Listening SL.K

##### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

##### Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 1 students:

#### Reading Standards for Literature RL.1

##### Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

##### Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

##### Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)

9. Compare and contrast the adventures and experiences of characters in stories.

#### Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

#### Reading Standards for Informational Text RI.1

##### Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

##### Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

##### Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
10. With prompting and support, read informational texts appropriately complex for grade 1.

#### Writing Standards W.1.1, 2, 3

##### Text types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

## Speaking and Listening SL.1

### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - c. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

## Grade 2 students:

### Reading Standards for Literature RL.2

#### Key Ideas and details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

#### Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Reading Standards for Informational Text RI.2

##### Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

##### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

#### Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing Standards W.2.1, 2, 3

### Text types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

## Speaking and Listening SL.2

### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

## **Mathematics**

### Kindergartners:

#### Counting and Cardinality K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understanding the relationship between numbers and quantities; connect counting to cardinality.
  - a. when counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Compare numbers.

6. Identify whether the number of object in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition b a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawing, and record the answer with a drawing or equations.
5. Fluently add and subtract within 5.

Measurement and Data K.MD.1, 3

Describe and compare measurable attributes.

1. Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.

Classify objects and count the number of objects in each category.

3. Classify objects into given categories, count the numbers of objects in each category and sort the categories by count

Geometry K.G.

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

2. Correctly name shapes regardless of their orientations or overall size.

3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices "corners") and other attributes (e.g., having sides of equal length).

5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Grade 1 students:

Operations and Algebraic Thinking 1.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract. *Examples: If  $8 + 3 = 11$  is known, then  $3 + 8$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition).*

4. Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

Add and subtract within 20

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 + 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .*

8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \heartsuit - 3$ ,  $6 + 6 = \heartsuit$ .*

Measurement and Data 1.MD.4

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry 1.G

Reasons with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words, *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these that decomposing into more equal shares creates smaller shares.

Grade 2 students:

Operations and Algebraic Thinking 2.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Measurement and Data. 2.MD.9, 10

9. Generate measurement data by reassuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry 2.G

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half*, *of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal share of identical wholes need not have the same shape.

### 3. Proficiency Levels

Kindergarten, grade 1 and grade 2.

#### 4. **Methods of Assessment**

##### a. Student Assessment

- Participation
- Completed products and performances
- Teacher observation
- Student and teacher made rubrics
- Teacher-made attribute check lists

##### b. Curriculum and Teacher Assessment

Teacher will provide the Gifted and Talented Coordinator with suggestions for changes.

#### 5. **Grouping**

Heterogeneous classroom settings

#### 6. **Articulation/Scope & Sequence**

Full year (one 42-minute period per week)

#### 7. **Resources**

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- b. Technology
- laptops
  - iBooks
  - available software
  - Internet
  - SMART Board
- c. Supplies/Materials
- jigsaw puzzles
  - pattern blocks and templates
  - tangrams and templates
  - geoboards/rubber bands/templates
  - clay
  - attribute blocks
  - cuisenaire rods
  - puppets/character dolls
  - a variety of art project supplies/paper
  - props for dramatizing
  - recyclable items for inventing
  - related videos
  - dice

d. Supplemental Reading

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## **8. Methodologies**

A multifaceted approach is used to disseminate the curriculum. Methods include but are not limited to:

- Differentiation
- Whole group instruction
- Small group instruction
- Cooperative learning
- Shared Inquiry
- Problem-based learning
- Independent study

## **9. Suggested Activities (include but are not limited to):**

- story maps
- hidden picture searches
- tooth pick tower
- jigsaw puzzles
- a variety of mental puzzles, i.e., Rubics Cube
- pattern block activities
- tangram activities
- geoboard activities
- improvisations, i.e., charades
- dramatizations
- puppetry
- attribute block activities
- cuisenaire rod activities
- creative writing
- mystery solving
- shared inquiry
- creative problem solving
- interpretive drawings
- creative art/craft projects
- divergent thinking of usual items
- invention activities
- polyhedron constructing
- tessellation designing
- science-based investigations

**10. Interdisciplinary Connections**

The Enrichment Curriculum areas of divergent thinking, convergent thinking, visual/spatial perception, interpretive thinking, and problem solving are integrated with language arts, math, and the content areas.

**11. Professional Development**

As per the PDP/100 hours statement: the teacher will continue to improve expertise through participation in professional development opportunities. Specialized professional development is offered for teachers of Enrichment and Gifted and Talented through the following organizations: Bergen County Consortium of Teachers of the Gifted (BCCTG) and New Jersey Association for Gifted Children (NJAGC).

**12. Curriculum Map**