

KINDERGARTEN ENRICHMENT

Course Description:

The kindergarten enrichment course is a systematized thinking skills program designed to introduce students to different ways of thinking. It is aligned to the higher levels of Benjamin Bloom's Taxonomy with lessons in convergent analysis, divergent synthesis, and critical evaluation. These are the problem solving skills and strategies that are critical for all children to know and feel comfortable using throughout their lives. Lessons are specifically designed to target one thinking strategy at a time. They are introduced through stories and examples in order to build on prior knowledge. Tasks and problem solving challenges involve multisensory activities in order to correlate with the multiple intelligences as defined by Howard Gardner. Recognizing that there is a diversity of ways in which children internalize information, the lessons engage children through a mixture of approaches. This program is offered one period per week to all kindergarten students. It provides opportunities for learners with different thinking strengths to shine.

Suggested Course Sequence:

Unit#1:	Divergent/Creative Thinking/Inventor Thinking	10 weeks
Unit#2:	Convergent/Analytical Thinking/Detective Thinking	10 weeks
Unit#3:	Visual/Spatial Thinking/Magician Thinking	10 weeks
Unit#4:	Evaluative/Critical Thinking/Judge Thinking	10 weeks

Unit Overview	
Content Area:	Enrichment
Unit Title:	Unit 1: Divergent/Creative Thinking
Grade Level:	Kindergarten
<p>Unit Summary: Students will list responses to questions and brainstorm ideas. Students will practice fluidity and flexibility in their thinking. All answers are acceptable including creative ideas that are sometimes humorous. Collaboration, elaboration, and cooperation are encouraged and necessary to fully engage in lessons.</p>	
<p>Interdisciplinary</p> <p>Connections: Kindergarteners will be exposed to short stories, problem-solving scenarios, and cooperative learning tasks aligned to the higher levels of Bloom’s Taxonomy. Lessons are presented in developing convergent analysis, divergent synthesis, and evaluation skills, which prepare students for achievement at any grade level or discipline.</p>	
<p>21st Century</p> <p>Themes and Skills:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	

Learning Targets	
Standards (Content and Technology):	
CPI#:	Statement:
8.1.2.D.1	Develop an understanding of ownership of print and non-print information.
8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.K.10	Actively engage in group-reading activities with purpose and understanding.
CCSS.ELA-Literacy.RI.K.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).
CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding
CCSS.ELA-Literacy.W.K.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.
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCSS.Math.Content.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
CCSS.Math.Content.K.CC.C.6	Identify whether the number of objects 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.

CCSS.Math.Content.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>		
CCSS.Math.Content.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		
CCSS.Math.Content.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>		
CCSS.Math.Content.K.G.B.6	Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>		
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How can we use divergent/creative thinking? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will recognize thinking can be fluid and flexible in order to solve problems. 		
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Identify that there are many correct responses/possibilities (fluency). • Identify that ideas may begin from a common "stem" but branch in different directions from there (flexibility). • Identify all ideas are welcomed, even those that seem silly at the time (originality). • Recognize that it is important to see things creatively which helps produce many possibilities in ordinary events, situations, and objects. • Identify that it is encouraged to piggyback ideas on those from others (elaboration). 			
<p>Evidence of Learning</p>			
<p>Formative Assessments:</p> <ul style="list-style-type: none"> - Teacher observation data - Task completion checks - Student feedback (thumbs up/down, responses to questions/discussions) <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> - Performance Series testing - Teacher recommendations - Cognitive Skills Assessment <p>Resources/Materials:</p> <ul style="list-style-type: none"> - <i>Primary Education Thinking Skills K-3</i> - Discovery Education - Teacher created resources for lesson plans 			
<p>Modifications:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Special Education Students - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • At-Risk Students - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action </td> </tr> </table>		<ul style="list-style-type: none"> • Special Education Students - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation 	<ul style="list-style-type: none"> • At-Risk Students - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action
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<ul style="list-style-type: none"> - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word 	<ul style="list-style-type: none"> plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement
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Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Lesson 1 Alexander Graham Bell and <u>Ten Black Dots</u>	Introduction of Inventor Thinking (divergent/creative brainstorming)	2 Class Periods
Lesson 2 The Wright Brothers and <u>Ten Black Dots</u>	Continuation of Inventor Thinking using another example: How has the airplane changed over the years? Application of divergent thinking through student creation of black dots picture.	2 class periods
Lesson 3 I Can be an Inventor!	Encouraging students to participate in the Highland School Invention Convention	1 class period
Lesson 4 Thomas Edison and <u>Curious George's ABC's</u>	Continuation of Inventor Thinking: Analysis of impact the light bulb has on their life through drawing. "Seeing" letters in a whole new light.	2 class periods
Lesson 5 Combination of <u>Ten Black Dots</u> and <u>Curious George's ABC's</u>	Continuation of Inventor Thinking: Combining black dots and letters to create something new.	1 class period
Lesson 6 <u>Meggie Moon</u> and <u>Not a Box</u>	Summary, application, and synthesis of brainstorming.	2 class periods

Teacher Notes:

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

Unit Overview	
Content Area:	Enrichment
Unit Title:	Unit 2: Convergent/Analytical Thinking
Grade Level:	Kindergarten
<p>Unit Summary: Students will demonstrate logical reasoning by identifying and using clues to determine the correct solution to a problem. Students will be encouraged to see interrelationships between clues, utilize outside knowledge and to defer judgment until all clues have been collected.</p>	
<p>Interdisciplinary</p> <p>Connections: Kindergarteners will be exposed to short stories, problem-solving scenarios, and cooperative learning tasks aligned to the higher levels of Bloom’s Taxonomy. Lessons are presented in developing convergent analysis, divergent synthesis, and evaluation skills, which prepare students for achievement at any grade level or discipline.</p>	
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CCSS.Math.Content.K.G.B.6	Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How can we use convergent/analytical thinking? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will recognize that interrelationships, outside knowledge and deferring judgment are necessary in order to make accurate conclusions. • There is only one right answer to convergent thinking problems.
<p>Unit Learning Targets/Objectives:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Identify clues and attributes of problem situations. • Employ logical reasoning in order to deduce solutions. • Identify interrelationships between clues. (common or unique attributes) • Defer judgement until all appropriate information is gathered. (patience) • Identify that it is encouraged to share ideas from others and to utilize outside knowledge. (collaboration) 	
<p>Evidence of Learning</p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> - Teacher observation data - Task completion checks - Student feedback (thumbs up/down, responses to questions/discussions) <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> - Performance Series testing - Teacher recommendations - Cognitive Skills Assessment <p>Resources/Materials:</p> <ul style="list-style-type: none"> - <i>Primary Education Thinking Skills K-3</i> - Discovery Education - Teacher created resources for lesson plans 	
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<p>drawing, as an explanation</p> <ul style="list-style-type: none"> - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications <ul style="list-style-type: none"> • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word 	<ul style="list-style-type: none"> - Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary <ul style="list-style-type: none"> • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities - Build on students’ intrinsic motivations - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement
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Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Lesson 1 <u>Detectives and How Will We Get to the Beach?</u>	Introduction to Detective Thinking (convergent/analytical focusing) Using clues to solve a problem	1 class periods
Lesson 2 <u>Analogies and Brown Bear, Brown Bear, What Do You See?</u>	Continuation of Detective Thinking: Finding similar attributes/characteristics Solving “mysteries” using deductive reasoning	2 class periods
Lesson 3 <u>Guess Where I Live?</u>	Continuation of Detective Thinking: Put all the clues together to deduce the ONE correct answer to the problem Using prior knowledge to help solve a problem	1 class periods
Lesson 4 <u>Who Stole the Gold?</u>	Continuation of Detective Thinking: Put all the clues together to deduce the ONE correct answer to the mystery	1 class periods
Lesson 5 <u>It Was Not Me!</u>	Continuation of Detective Thinking: Put all the clues together to deduce the ONE correct answer to the problem	1 class periods
Lesson 6 <u>Primarily Thinking</u>	Continuation of Detective Thinking: Classifying common qualities; Identifying cause of an outcome (cause and effect)	2 class periods
Lesson 7 GUESS WHO?	Application of Detective Thinking Use attributes to filter out incorrect solutions (using attributes “in reverse”) while playing with a partners.	1 class period

Teacher Notes:

Additional Resources

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

Unit Overview	
Content Area:	Enrichment
Unit Title:	Unit 3: Visual/Spatial Thinking
Grade Level:	Kindergarten
<p>Unit Summary: Students will manipulate shapes mentally in order to achieve a solution. Students will develop memories for visual details, be involved in hands-on building of three-dimensional objects, and utilize graphic organizers to solve problems.</p>	
<p>Interdisciplinary</p> <p>Connections: Kindergarteners will be exposed to short stories, problem-solving scenarios, and cooperative learning tasks aligned to the higher levels of Bloom’s Taxonomy. Lessons are presented in developing convergent analysis, divergent synthesis, and evaluation skills, which prepare students for achievement at any grade level or discipline.</p>	
<p>21st Century</p> <p>Themes and Skills:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	

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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How can we use visual/spatial thinking? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will recognize thinking can be assisted through both hands-on and mental manipulation of objects. • Visual patterns are predictable • Tolerance for ambiguity and perseverance are essential components for flexible, high-level visual thinking.
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Manipulate shapes in order to achieve solutions • Develop memories for visual details • Practice hands-on activities to build in 3D • Utilize graphic organizers (such as Venn Diagrams) to solve problems • Identify predictable visual patterns • Employ both convergent and divergent thinking strategies with spatial perception activities 	
<p>Evidence of Learning</p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> - Teacher observation data - Task completion checks - Student feedback (thumbs up/down, responses to questions/discussions) <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> - Performance Series testing - Teacher recommendations - Cognitive Skills Assessment <p>Resources/Materials:</p> <ul style="list-style-type: none"> - <i>Primary Education Thinking Skills K-3</i> - Discovery Education - Teacher created resources for lesson plans 	

Modifications:

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- **Gifted and Talented Students**
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Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Lesson 1 <u>Seven Blind Mice</u> and Magic Thinking	Introduction of Magician Thinking (visual/spatial thinking) Describing an unseen object – using our “minds eye” to visualize	2 classes
Lesson 2 <u>You'll Never Guess</u>	Continuation of Magician Thinking: Practicing visualization and creating their own “you'll never guess” picture.	2 classes
Lesson 3 <u>When a Line Bends a Shape Begins</u>	Continuation of Magician Thinking: Practicing visualization and creating their own “shaping up pictures” using basic shapes supplied.	2 classes
Lesson 4 Basic Colors, Geometry Shapes and Venn Diagrams	Continuation of Magician Thinking: Using Venn Diagrams to compare and contrast similar and dissimilar geometric shapes	1 class
Lesson 5 <u>What Do You Do With a Tail Like This?</u>	Continuation of Magician Thinking: Identifying animal parts and deciding what its function is through convergent, divergent and visual thinking.	1 class
Lesson 6 <u>Surprise in the Middle</u>	Continuation of Magician Thinking: Create drawings using clues requiring convergent, divergent, and visual directions	2 classes

	while encouraging active listening and attention to visual details	
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Unit Overview	
Content Area:	Enrichment
Unit Title:	Unit 2: Evaluative/Critical Thinking
Grade Level:	Kindergarten
<p>Unit Summary: Students will be introduced to criterion-based Judge Thinking (evaluative/critical reasoning) that bases decisions on factual, observable, or measurable considerations (or criteria) resulting from logical inquiry and reasoning. Students will be encouraged to recognize more than one viewpoint and to understand how different criteria can affect outcome. Opinions and decisions require evidential support.</p>	
<p>Interdisciplinary</p> <p>Connections: Kindergarteners will be exposed to short stories, problem-solving scenarios, and cooperative learning tasks aligned to the higher levels of Bloom’s Taxonomy. Lessons are presented in developing convergent analysis, divergent synthesis, and evaluation skills, which prepare students for achievement at any grade level or discipline.</p>	
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8.1.2.D.1	Develop an understanding of ownership of print and non-print information.
8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.K.10	Actively engage in group-reading activities with purpose and understanding.
CCSS.ELA-Literacy.RI.K.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).
CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding
CCSS.ELA-Literacy.W.K.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.
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCSS.Math.Content.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
CCSS.Math.Content.K.CC.C.6	Identify whether the number of objects 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.

CCSS.Math.Content.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>		
CCSS.Math.Content.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		
CCSS.Math.Content.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>		
CCSS.Math.Content.K.G.B.6	Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>		
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How can we use evaluative/critical thinking? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will recognize the possibility of more than one correct solution. • From many possible choices, considerations (or criteria) can help students to the best choice. 		
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Recognize that often there is no one right answer. • Utilize criteria to narrow down choices to the best choice. • Make decisions based on valid factual or observable considerations, NOT opinions. • Be able to support/justify their choices. • Identify how to use in our everyday life 			
Evidence of Learning			
<p>Formative Assessments:</p> <ul style="list-style-type: none"> - Teacher observation data - Task completion checks - Student feedback (thumbs up/down, responses to questions/discussions) <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> - Performance Series testing - Teacher recommendations - Cognitive Skills Assessment <p>Resources/Materials:</p> <ul style="list-style-type: none"> - <i>Primary Education Thinking Skills K-3</i> - Discovery Education - Teacher created resources for lesson plans 			
<p>Modifications:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Special Education Students - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • At-Risk Students - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans </td> </tr> </table>		<ul style="list-style-type: none"> • Special Education Students - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word 	<ul style="list-style-type: none"> • At-Risk Students - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans
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- Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students’ intrinsic motivations
 - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Plans		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Lesson 1 <u>Can I Have a Stegosaurus? Can I? Please?</u> and Opinion vs. Fact	Introduction of Judge Thinking (evaluative/critical thinking) Understanding that there are different reasons (considerations/criteria) for decisions; Using supporting reasons for requests through role play; opinion vs. fact)	2 classes
Lesson 2 <u>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</u> , by Don and Audrey Wood	Continuation of Judge Thinking: Evaluate circumstances; empathize with story character in order to understand a different viewpoint; use inventor thinking to brainstorm other options and then use judge thinking to focus on possible solutions.	2 classes
Lesson 3 “The Art of Persuasion”	Continuation of Judge Thinking: Create a personal “request” for a monster from someone using criteria that is factual or observable, not opinion based.	2 classes
Lesson 4 <u>William’s Doll</u>	Continuation of Judge Thinking: Identifying factors that need to be considered when making a decision	1 class
Lesson 5 <u>Don’t Let the Pigeon Drive the Bus</u>	Continuation of Judge Thinking: Finding both positive and negative reasons in a decision	1 class
Lesson 6 <u>Emma’s Pet</u>	Continuation of Judge Thinking: Using criteria to make an educated decision when offered multiple solutions.	2 classes

Teacher Notes:

Additional Resources

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