Project Bright IDEA 2: Interest Development Early Abilities
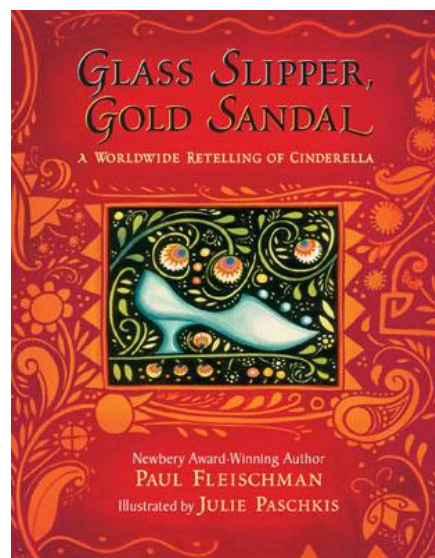
A Jacob Javits Gifted Education Program
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Concept: Patterns

Topic: Cultural Diversity

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Grade Level: 3

Big Ideas Manifested

> **Topic – Cultural Diversity**
> **Text –** *Glass Slipper, Gold Sandal*:
> **A Worldwide Cinderella**
> **Author – Paul Fleischman**
> **Publisher/Date: Henry Holt & Company/2007**

Concepts	Themes
Relationships/Family **Change** - Diversity - Power	**Relationships are unifying & dividing** **Patterns can be found in many things** - Patterns allow for predictions - All things are related, have purpose and change over time
Issues or Debates	**Problems or Challenges**
Cultural Diversity - Fairness & equality - Nature vs. Nurture - Safety vs. Risk	**Finding the relationships, patterns, and interactions.** - Courage to change - Opportunity vs. Choice - Culture vs. Society
Processes	**Theories**
Decision making **Inquiry into similarities & differences in cultural patterns.** - Inquiry into different cultures - Predict	**Patterns of change are necessary for growth** - Actions bring consequences which can be negative or positive. - We are a product of our cultural environment - There is good in all things
Paradoxes	**Assumptions or Perspectives**
Someone else's happiness is another person's misery - Beware of a wolf in sheep's clothing - Rags to riches	**My family always supports me** - Family members are valued equally - A cheerful heart is good for the soul

Concept: Patterns   **Topic:** Cultural Diversity

Suggested Text Selection(s): *Glass Slipper, Gold Sandal*

Look, Listen and Identify:

Intelligent Behaviors

   Story Focus: Listening with understanding and empathy; thinking flexibly; persisting; taking risks; finding humor

   Student Activities: Metacognition; questioning and problem posing; creating, imagining and innovating; thinking and communicating with clarity and precision; thinking interdependently; applying past knowledge to new situations; persisting

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NC Standards: Social Studies: 2.01, 2.02, 2.03, 3.01, 3.03, 4.01, 4.02
                   Language Arts: 2.03, 2.04
                   Music: 5.05
                   Math: 5.01, 5.02

Local Pacing Guide Timeline:

Thinking Skills Focus:
- ➢ Figural similarities and differences
- ➢ Figural sequences
- ➢ Figural classification

Topic Focus: Cultural Diversity

Concept Focus: Patterns

Overarching Generalizations:
- Patterns occur within all cultures
- Patterns are inevitable

More Complex Generalizations (Two or more concepts):
- Patterns and relationships change over time

Directions for Teachers:
Display sentence strips with the generalizations. Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

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Suggested Topics for Discussion:
Cultural differences, family relationships, need for rules/fairness within a culture, patterns in relationships and cultures, growth and change

Suggested Vocabulary Words for Discussion:

Patterns	Fathom	Anklet
Relationships	Curdle	Breadfruit
Culture	palace	Headman
Diversity	Lentils	Mare
Differences	Apron	Dainty
Conflict	Scour	Galloped
Widow	Sparrow	Grunting
Pan Dulce	Birch tree	Magistrate
Rice Field	Sarong	Anise
Hearth	Cloak	Wondrous
Howled	Kimono	Universal
Vowed	King-fisher	rivalry
injustice	indebted	essence
Acceptance	jealousy	

A Six-Step Process for Teaching Academic Vocabulary Terms:

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.
Robert Marzano

Vocabulary Extension:
* Charades
* Word of the Day- define together, post, listen for usage, make a tally for every time used
* Illustrations
* See It Say It Show It
* Password

Hooks:
Select a generalization(s) and essential questions. Introduce one or more of the following topics:

Six Facets of Understanding

Facet 1 – EXPLANATION
How would Cinderella's relationship change over time with her sisters if she was a boy? Describe a scene(s) from the book where the relationship would change if Cinderella was a boy.

Facet 2 – INTERPRETATION
Just like patterns change over time, how is Cinderella like an ever changing ocean wave? Critique this analogy in a journal entry.

Facet 3 – APPLICATION
How do cultural patterns in families impact relationships? If your family was going to adopt a child from another country, how would it feel to be apart of a family that didn't speak your language or share the same cultures/traditions.

Facet 4 – PERSPECTIVE
Patterns change over time just like relationships can change over time. Compare/contrast relationships in your life with that of Cinderella? Use a thinking map (double bubble, Venn Diagram, Open Compare & Contrast, etc.) to record your responses.

Facet 5 – EMPATHY
As other cultures viewpoints are introduced in the story do the patterns in Cinderella's feelings change? Discuss your thoughts and feelings using Think, Pair and Share.

Facet 6 – SELF-KNOWLEDGE
Reflect on the different cultural group's patterns and relationships that make up your community/state. Write a journal entry describing how a group(s) has made a difference in your life.

Read: *Glass Slipper, Gold Sandal*

Task Rotation Learning Activities

3-5
All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

Mastery Learner (A) **Sensing- Thinking**	Interpersonal Learner (B) **Sensing-Thinking**
Illustrate the events in Cinderella's life and include supporting details. Explain the pattern of change that you noticed throughout the story? Did anything in the story stay the same? **GIB's Q: What Gifted Intelligent Behavior did you use when you were examining the events in the story? (Questioning & problem posing; thinking flexibly)** **V_*_L__S_*_M__B__P__I__N__**	Pretend you're Cinderella. In a journal entry share your thoughts about the day AFTER your father got married to your step-mother and how your relationship with both parents will change over time? **GIB's Q: What Gifted Intelligent Behavior did you use while writing your journal entries? (Listening with understanding and empathy; Thinking about your thinking)** **V_*_L__S__M__B__P__I_*_N__**
Understanding Learner I **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Compare and contrast the book with another fairy tale of your choice. Analyze the importance of family relationships in both stories and describe any patterns you noticed. What conclusions can you make from the information you gathered? **GIB's Q: What Gifted Intelligent Behavior did you use when you compared and contrasted? (Applying past knowledge to new situations)** **V_*_L__S__M__B__P__I_*_N__**	Create a fairy tale quilt block (square) which depicts the "3's" pattern that appears throughout many fairy tales. 3's Pattern: • Beginning of story is happy/all is well • Middle overcoming evil/event which causes something to go wrong • Ending of story is the restored/return to happiness **GIB's Q: What Gifted Intelligent Behavior did you use when you selected the pattern for your quilt block? (Creating, imagining, and innovating)** **V__L__S_*_M_*_B_*_P__I_*_N__**

Real World Connections With Products: Compare, reflect, create, pretend, illustrate, observe, label, draw, imagine, perform

Real World Applications: Geographer, story teller, counselor, psychologist, fashion designer, nutritionist, wedding/event planner, veterinarian, dance instructor, immigration officer, travel agent, author, artist

Real World Terms: Map, globe, books, journals, garden, clothing, party decorations

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus: Patterns

Overarching Generalizations:
- Patterns occur within all cultures
- Patterns are inevitable

More Complex Generalizations (Two or more concepts):
- Relationships and patterns are an important part of all cultures and change over time

Materials Needed for Task Rotation and/or Task Rotation Menu

- Lined Paper
- Pencils
- Art supplies: crayons, colored pencils, markers, rulers, scissors
- Fabric/Material for quilt block
- Fabric Tape
- Chart Paper
- Journal Notebooks

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Essential Question
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- Are patterns inevitable?
- Do patterns occur in all cultures?
- Can patterns cause change?
- What can patterns reveal?
- How do we find patterns?
- Why should we study patterns in cultures?
- What happens when cultures collide?

Intelligent Behaviors:

- In what way(s) can we demonstrate the following intelligent behaviors?
    - thinking flexibly
    - applying past knowledge to new situations
    - remaining open to continuous learning
- Why is it important to remain open to continuous learning when it comes to the subject of cultural diversity?
- Based on what you know about patterns, how can you apply past knowledge to help you determine the patterns in the text?
- As humans, which intelligent behaviors could we exhibit to help better understand patterns in cultures?

Literary Perspectives:

- How did the use of figurative language in the book lead to a better understanding of the author's message about patterns?
- What is the meaning of culture and diversity?
- What are examples of cultural diversity within a given community?
- What possible conflicts can occur within a relationship?

Student/Teacher Reflections

Did the rotations lead to a better understanding of relationships?

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Math Task Rotation Learning Activities

3-5
All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
On your hundreds board, color the multiples for 2, 3, and 5. What patterns do you notice? When looking at these patterns, list what you've found and discuss your observations. **GIB'S Q: What Gifted Intelligent Behavior did you use while listing the patterns you found? What Gifted Intelligent Behavior did you use when selecting the multiples? (Applying past knowledge to new situations; thinking flexibly)** V_*_L_*_S_*_M__B__P_*_I__N__	Using symbols from the story, design and construct a quilt block that uses a tessellated pattern. Combine the tessellated blocks to create a class quilt. **GIB's Q: What Gifted Intelligent Behavior did you use when you combined the individual tessellated blocks to form the class quilt? (Persisting; Striving for accuracy & precision; taking responsible risks)** V__L_*_S_*_M__B_*_P_*_I__N__
Understanding Learner (I) Intuitive-Thinking	**Self-Expressive Learner (D)** Intuitive-Feeling
Organize your group into a pattern. Have the rest of the class determine what the pattern is and explain it. Compare their explanation of the pattern to the original rule used to create the pattern. How do the classmates' explanation of the pattern compare to the original rule used to create the pattern? **GIB's Q: What Gifted Intelligent Behavior did you use when you compared classmates' explanations to the original rule? (Thinking interdependently)** V_*_L_*_S_*_M__B_*_P_*_I__N__	Reflecting on what you learned about patterns in the story or any other fairy tale you are familiar with use at least 3 of your geometric shapes to create a pattern that reflects the story element, focusing on 3's, found in fairy tales. **GIB's Q: What Gifted Intelligent Behavior did you use when selecting your geometric shapes and constructing the pattern? (Thinking about your thinking; thinking flexibly)** V__L_*_S_*_M__B__P__I__N__

Real World Connections With Products: Analyze, compare and contrast, organize, create, explain, interpret, discuss, reflect

Real World Applications: Mathematician (math teacher), quilt maker, interior designer, architect, software designer, video game designer, information systems designer, scientist

Real World Terms: Quilt, geometric blocks, pattern examples, books

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus: Patterns

Overarching Generalizations:
- Patterns occur within all cultures

More Complex Generalizations (Two or more concepts):
- Patterns are an important part of all cultures
- Patterns are inevitable
- Patterns allow for prediction

Materials Needed for Task Rotation and/or Task Rotation Menu

- Geometric Pattern Blocks
- Hundreds Chart
- Paper, pencil
- Art supplies: crayons, colored pencils, markers, glue, scissors
- Tessellation Pattern Sheet
- Blank Paper
- Construction Paper

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- ➢ How do the classmates' explanations of the pattern compare to the original rule used to create the pattern?
- ➢ In what way did making your own rule help you understand number patterns?
- ➢ What clues suggest that patterns occur in three's in fairy tales?
- ➢ In creating your quilt piece, what patterns do you see between the tessellated quilt piece you are making and other geometric shapes?

Intelligent Behaviors:

- ➢ What gifted intelligent behavior did you use while listing the patterns you found? What gifted intelligent behavior did you use when selecting the multiples?
- ➢ What gifted intelligent behavior(s) did you use when you combined the individual tessellated blocks to form the class quilt?
- ➢ What gifted intelligent behavior(s) did you use when you compared classmates' explanations to the original rule?
- ➢ What gifted intelligent behavior(s) did you use when selecting your geometric shapes and constructing the pattern?

Literary Perspective:

- ➢ What is a pattern?
- ➢ Look for examples of the following in *Glass Slipper Gold Sandal:* patterns, geometric shapes, and multiples. How do they relate to the story?
- ➢ What lesson/patterns were taught through this book selection?

Student/Teacher Reflections

Did the rotations lead to a better understanding of relationships?
How could we build in more "naturalist" activities?

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Concept: Patterns

Topic: Cultural Diversity

Generalization(s):
- Patterns occur within all cultures
- Relationships change over time
- Patterns are inevitable

Essential Question(s):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	*Glass Slipper Gold Sandal* describes Cinderella's family and time period. Identify 4 differences between Cinderella's family and time period with your family and time period.	Compare and contrast the importance of family relationships across cultures based on the story *Glass Slipper Gold Sandal.*	Create movements or a dance that reveal the rhythmic patterns of the family structure in the story.	Based on what you read in *Glass Slipper Gold Sandal,* share your reflections on how you relate to Cinderella's life in a poem.

2	*Glass Slipper Gold Sandal* describes Cinderella's family and time period. Identify 4 differences between Cinderella's family and time period with your family and time period. Looking at the 4 differences, label the patterns &/or relationships you observed in each difference.	Create 5 analogies which compare the cultures in your family relations and those found in the story *Glass Slipper Gold Sandal.* Example: I wear jeans as to the Japanese are to kimonos.	Predict how your dance or movements would change if the story setting was based in South America only. How would the patterns in the family structure change?	Pretend you're Cinderella. In a journal share your thoughts about how your life changed AFTER your father got married to your step-mother. What emotions/feelings did you have?
3	*Glass Slipper Gold Sandal* describes Cinderella's family and time period. Construct a time line which shows the different patterns in Cinderella's life. How do these patterns compare or contrast to patterns within your life?	What was the author's purpose in writing this story? Why do you think the author included many different cultures in this particular Cinderella?	Select a song that displays the feelings and actions of Cinderella in the book *Glass Slipper Gold Sandal.*	Complete an Open Compare & Contrast about Cinderella's life before her father was married to her stepmother and now. Choose a position on the "in regard to section" taking a stance supporting your decision or position. What patterns do you notice in your Open Compare and Contrast about Cinderella?

Real World Connections With Products:

Real World Applications:

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Real World Terms:

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

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Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Student Reflections and Assessments
Task Rotation Learning Experience
3-5
All conceptual activities must include discussing and/or relating to the selected
generalization(s) through essential questions.

Mastery Learner (A)	Interpersonal Learner (B)
Sensing- Thinking	Sensing-Thinking

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Identify and illustrate 3 or more cultural patterns from the story. Describe (by discussing, illustrating, or writing) each cultural pattern. Explain the effect positive and/or negative pattern changes have had on relationships. Were any of the changes intentional or unintentional?

What are some possible changes that could occur through positive cultural relationships?

V _*_ L__S_*_M__B__P _*_ I__N__

Student groups will design, construct, and role play a fairy tale which incorporates at least 5 different cultural aspects.

When considering the characters, settings, and cultures within your fairy tale, what do you envision as an overall cultural pattern in your fairy tale?

Which gifted intelligent behaviors did you observe in your partner?
What gifted intelligent behaviors did you use to work effectively with your group?

V_*_L_*_S_*_M__B_*_P_*_I__N__

Understanding Learner I
Intuitive-Thinking

Using an Open Compare and Contrast organizer how does the main character change from the beginning to the end of the story.

How do relationships change over time?

What gifted intelligent behavior did you use while comparing and contrasting characters?

V_*_L__S__M__B__P__I__N__

Self-Expressive Learner (D)
Intuitive-Feeling

Create a dance or poem that reveals the rhythmic patterns of the family structure in the story.

Describe what you noticed about the patterns you included within your dance or poem. Relate these patterns with patterns from your family structure.

While you were designing your dance or poem, what gifted intelligent behaviors did you see?

V_*_L__S_*_M_*_B_*_P_*_I__N__

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Real World Connections With Products:

Real World Applications:

Real World Terms:

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

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Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

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Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Math Student Reflections and Assessments
Task Rotation Learning Experience
K-2
All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
V__L__S__M__B__P__I__N__	V__L__S__M__B__P__I__N__
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
V__L__S__M__B__P__I__N__	V__L__S__M__B__P__I__N__

Real World Connections With Products:

Real World Applications:

Real World Terms:

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

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Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

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Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Finger Plays, Nursery Rhymes and Songs:

Video Clips:

Paintings & Prints:

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Teacher Reflections

Literary Selection

Date   **School**   **Grade**

1. What were the strengths of the task rotations and/or other activities?

2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.

3. What would you change or add the next time you taught this lesson?

4. What opportunities for growth does the resource unit have?

5. What were "ah ha's?" for the students?   For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities