# Bright IDEA Curriculum Units Table of Contents

**Cohort 2**

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| K-2 | Relationships | Friendships |
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| K-2 | Relationships/Change | Friendship |
| K-2 | Change | Dental Health |
| K-2 | Relationships | Friendship |

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Change**

**Topic: Communities**

**Allison Whitfield and Lisa Wilson - Kindergarten**
**(Duplin and Wake Counties)**
**K-2**

# Big Ideas Manifested

| Topic –Community |
| :--- |
| Literature Selection –<u>Home</u><br>Author – Jeannie Baker |

| Concepts | Themes |
| :--- | :--- |
| Change<br>Communities<br>Relationships | Change is necessary for growth.<br>Change is inevitable.<br>Relationships are seasonal or environmental. |
| **Issues or Debates** | **Problems or Challenges** |
| Acceptance versus Rejection | Dealing with life changes.<br>Observing/accepting growth/changes in the community. |
| **Processes** | **Theories** |
| Aging as a process<br>Growth in the community | Change is good.<br>Change is all around us. |
| **Paradoxes** | **Assumptions or Perspectives** |
| The more things change, the more they seem to stay the same. | Sometimes it is hard to accept change. |

| Topic -Communities |
|---|
| **Literature Selection – <u>Be My Neighbor</u>**<br>**Author – Maya Ajmera & John D. Ivanko** |

| Concepts | Themes |
|---|---|
| Communities<br>Relationships | We are more alike than different. |
| **Issues or Debates** | **Problems or Challenges** |
| Language barriers | Population growth<br>Weather effects |
| **Processes** | **Theories** |
| Immigration<br>Voting/Laws<br>Decision Making | Continental divide |
| **Paradoxes** | **Assumptions or Perspectives** |
| Alone in a crowded city<br>Fences make good neighbors | Everyone is neighborly.<br>A house is a home. |

# Concept:    Change          Topic: Community

**Suggested Literature Selection(s):** <u>Home</u>
                                       <u>Be My Neighbor</u>

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**Look and Listen for…**

**Intelligent Behaviors:** Metacognition, Posing questions, Persistence, Creating/Imagining/Innovating

    **Story Focus:** Creating/Imagining/Innovation

    **Student Activities**  (same as above)

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**Thinking Skills Focus:** Metacognition, Posing questions, Persistence, Creating/Imagining/Innovating

**Topic Focus:** Community

**Concept Focus:** Change/Relationships

**Overarching Generalizations:** Change is inevitable.
                                     Change is necessary for growth.
                                       Relationships are seasonal or environmental.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people?
How does change affect community relationships?

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
Acceptance vs. Rejection


**Suggested Vocabulary Words for Discussion:**

| | |
|---|---|
| -community | -change |
| -map | -relationships |
| -landmarks | |
| -community helpers | |
| -neighborhood | |


**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**
    Word Sort:
        Sort the vocabulary words into subject groups.
        Sort them into words you know; words you are familiar with; and unknown words.

**Hooks:**

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

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
|---|
| "Think-pair-share" how communities and neighborhoods are different and how they change over time.<br>Essential Question: How does change affect communities? |
| **Facet 2 – INTERPRETATION** |
| Ask an adult from your neighborhood to discuss how your neighborhood has changed over time. Discuss your findings with your classmates.<br>Essential Question: How has change affected your neighborhood? |
| **Facet 3 – APPLICATION** |
| Design a map of your community or neighborhood. Be sure to include roads, buildings, rivers, and other important landmarks.<br>Essential Question: What landmarks have changed over time? |
| **Facet 4 – PERSPECTIVE** |
| Read Candy Shop by Jan Wahl. Compare how the children in each neighborhood are the same and different.<br>Essential Question: How might the children change in the next five years? |
| **Facet 5 – EMPATHY** |
| Role-play and dress the part of a community helper in your neighborhood.<br>Essential Question: How does your community helper affect a positive change? |
| **Facet 6 – SELF-KNOWLEDGE** |
| Recognize ways to improve your community/neighborhood. Write group responses on chart paper and share through a gallery walk.<br>Essential Question: How would these improvements change your community for the better? |

# Read: <u>Home</u> by Jeannie Baker

**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Construct a map of your community or neighborhood. Be sure to include roads, buildings, rivers, and other important landmarks.<br><br>Essential Question: What items are important to include on the map of your community? How would the map look different as the seasons change?<br><br>Which gifted intelligent behaviors did you use to create your community model?<br><br>**V\_\_L\_x\_S\_x\_M\_\_B\_x\_P\_\_I\_\_N\_x\_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Write a letter to a friend in another community. Explain to him/her what has changed about your community since you were born.<br><br>Essential Question: How has your community changed since you were born?<br><br>Which gifted intelligent behaviors did you utilize to write your letter?<br><br>**V\_x\_L\_x\_S\_\_M\_\_B\_\_P\_\_I\_x\_N\_\_** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Research a family in your community and a family in a community in another country. What conclusions can you draw about the two?<br><br>Essential Question: What similarities/differences did you observe between the relationships of these two families?<br><br>What gifted intelligent behaviors did you use while comparing and contrasting? | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Imagine your community in the future. Create a mural that shows how the community and environment has changed.<br><br>Essential Question: As you reflect on these changes, did they have a positive or negative effect?<br><br>Which gifted intelligent behavior assisted you in creating your future community? |

| **V_x_L_x_S__M__B__P_x_I__N_** | **V_x_L__S_x_M__B_x_P_x_I__N_x** |
|---|---|

**Real World Connections With Products:**

-construct          -create
-research          -draw conclusion
-imagine           -write


**Real World Applications:**

-Movers             -Gardner
-Sanitation workers  -Bus driver
-Mechanic           -Car salesman
-Concrete pourer    -Beautician
-Street sweeper


**Real World Terms:**

-move        -plant        -sweep
-clean       - dig         -hair
-fix         -drive        -comb
-clean       -repair       -brush
-pour        -talk         -curl
-wash        -cut          -dry
-take apart  -put together


**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change is necessary for growth.
Relationships are seasonal or environmental.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people?
How does change affect community relationships?

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

</div>

What parts of your neighborhood are important to include on the map of your community that you create?

What makes your community special? How do you describe this to your friend?

What similarities/differences can you observe between a family in your community and a family in another country?

As you reflect on the changes that occur in your community in the coming years, are the changes positive or negative?

**Materials Needed for Task Rotation and/or Task Rotation Menu**
-butcher paper          -markers
-crayons                -construction paper
-writing paper          -pencils
-paint                  -paint brush
-art paper for mural

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
As you reflect on the changes that can occur to your community in the future, what changes do you think will be positive or negative?

What similarities/differences did you observe between the relationships of these two families?

What items are important to include on the map of your community? How would the map look different as the seasons change?

**Intelligent Behaviors:**
What makes your community special? What made you decide that is was special?

**Literary Perspectives:**
How is my community like the one in the story?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Using the book, make a list of seasonal changes represented throughout the pictures.<br><br>Essential Question: What changes occur in each season and how are they significant?<br><br>What gifted intelligent behaviors did you use to create your list?<br><br>**V_x_L_x_S_x_M__B__P__I__N_x_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Play "Mix n Match" with pictures of community helpers and their tools.<br><br>Essential Question: How do community helpers cause a positive change in the community?<br><br>What gifted intelligent behavior did you use to match up with a partner?<br><br>**V_x_L_x_S_x_M__B_x_P_x_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Research the total number of immigrants who have entered the United States since 2000. Summarize this information and share it with your friends and family.<br><br>Essential Question: Using the information collected, what predictions can be made about your community?<br><br>Which gifted intelligent behavior did you use to make sense of this information?<br><br>**V_x_L_x_S__M__B__P_x_I_x_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Brainstorm a list of popular community helpers. Combine your list with a friend's. Create a graph that demonstrates the most popular community helpers.<br><br>Essential Question: Why are these community helpers popular?<br><br>What gifted intelligent behavior did you utilize generate your community helper graph?<br><br>**V_x_L_x_S_x_M__B__P_x_I__N__** |

**Real World Connections With Products:**
-list            -play
-match           -research
-brainstorm   -combine
-create

**Real World Applications:**
-Movers                    -Gardner
-Sanitation workers   -Bus driver
-Mechanic               -Car salesman
-Concrete pourer      -Beautician
-Street sweeper

**Real World Terms:**
-move            -plant            -sweep
-clean            - dig             -hair
-fix               -drive           -comb
-clean            -repair          -brush
-pour             -talk             -curl
-wash            -cut              -dry
-take apart     -put together


**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:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change is necessary for growth.
Relationships are seasonal or environmental.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people and communities?

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


What changes occur in each season and how are they significant?
How do community helpers cause a positive change in the community?

Why are these community helpers popular?
Using the information collected, what predictions can be made about your community?

**Materials Needed for Task Rotation and/or Task Rotation Menu**
-paper            -pencils
-pens            -markers
-large paper for graphing
-computer/internet access
-encyclopedias
-pictures of community helpers and tools for Mix n Match

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

What changes occur in each season and how are they significant?
How do community helpers cause a positive change in the community?
Why are some community helpers popular?
What does the information about immigrants mean?

**Intelligent Behaviors:**
What new things did I learn and how can I use them?
What gifted intelligent behaviors am I strong in?
What gifted intelligent behaviors do I need to work on?

**Literary Perspective:**
What changes occur in each season and how are they significant?

**Student/Teacher Reflections**

**Concept:** Change

**Topic:** Communities

**Generalization(s):**
Change is  inevitable.
Change is necessary for growth.
Relationships are seasonal or environmental.

**Essential Question(s):**

# Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Read Home and find three examples of change. | After reading Home and Be My Neighbor, compare how the children in each neighborhood are the same and different. | Brainstorm a list of community helpers that you think are important. | Share your likes/dislikes of the changes that have occurred in your life/community. |
| 2 | Organize a chart describing the changes that can occur in a community. | Research to find out some of the problems present in communities. Formulate a plan to address these problems. | Role-play the feeling that a child might have when immigrating to the United States. | Write a journal entry explaining what changes you see from your window. |
| 3 | Create a timeline of events shown throughout the book Home. | Explore your family history to determine what country your family ancestors originated from. | Create a dance that shows how a community interacts – members work together, alone or in smaller units. | Have a "town hall meeting" to discuss the positive and negative effects of change to your neighborhood. |

**Real World Connections With Products:**
-read            -compare
-brainstorm    -share
-organize       -research
-Role play      -write
-create          -explore
       -discuss

**Real World Applications:**
-Movers                  -Gardner
-Sanitation workers    -Bus driver

| -Mechanic | -Car salesman |
|-----------|---------------|
| -Concrete pourer | -Beautician |
| -Street sweeper | |

**Real World Terms:**

| -move | -plant | -sweep |
|-------|--------|--------|
| -clean | - dig | -hair |
| -fix | -drive | -comb |
| -clean | -repair | -brush |
| -pour | -talk | -curl |
| -wash | -cut | -dry |
| -take apart | -put together | |

**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:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change is necessary for growth.
Relationships are seasonal or environmental.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people and communities?

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

How does change affect communities and our daily lives?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **Home** by Jeannie Baker
- Paper
- Pencils/markers
- Journals
- Large paper for timeline
- Computer/internet access

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How are the changes in my life like what happened in the story?
What new things did I learn about relationships and how can I use them?

**Intelligent Behaviors:**

What gifted intelligent behavior am I strong in?
What do I need to work on?

**Literary Perspective:**

What part of the story can I use as a model of change in my writing?

**Student/Teacher Reflections:**

<div align="center">

**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.**

</div>

| Mastery Learner (A)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| (After review) Create a memory box of everything you can remember about our unit on communities and change. You can use complete sentences, words, or illustrations. | Interview a grandparent or older member of the community. Ask them to name and describe a community helper whose job has changed over the years or no longer exist today. Create an editorial |

Essential Question: Why are these ideas important? How did your ideas change as we studied the unit?

Which gifted intelligent behaviors did you use to create your memory box?

**V_x_L__S_x_M__B_x_P_x_I__N__**

with using all the information you gathered.

Essential Question: How did this community helper's job help the community? Why does it no longer exist?

Which gifted intelligent behaviors did you use to learn about this community helper?

**V_x_L__S _x_M__B__P_x_I__N__**

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**Understanding Learner (C)**
**Intuitive-Thinking**

Investigate a community of the past. How does this community compare to a present day community?

Essential Question: What changes occurred? Were they positive, negative, or both?

Which gifted intelligent behaviors did you use to create your comparison?

**V_x_L_x_S__M__B__P_x_I__N__**

**Self-Expressive Learner (D)**
**Intuitive-Feeling**

Imagine your community 20 years from now. Illustrate or write about how your life would be different. What does it look like? What has changed?

Essential Question: What changes do you think will occur in the next 20 years?

Which gifted intelligent behaviors did you use to imagine this future community?

**V_x_L__S_x_M__B__P_x_I__N__**

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**Real World Connections With Products:**
-create            -interview
-ask               -investigate
-imagine           -illustrate

**Real World Applications:**
-Movers            -Gardner
-Sanitation workers   -Bus driver
-Mechanic          -Car salesman
-Concrete pourer   -Beautician
-Street sweeper

**Real World Terms:**
-move          -plant          -sweep
-clean         - dig           -hair

| -fix | -drive | -comb |
|------|--------|-------|
| -clean | -repair | -brush |
| -pour | -talk | -curl |
| -wash | -cut | -dry |
| -take apart | -put together | |

**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:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change is necessary for growth.
Relationships are seasonal or environmental.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people?
How does change affect communities?

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

 What ideas are important to include in a memory box about our unit on communities? How did your ideas change as we progressed through the unit?
How do community helpers help the community? Why do some community helper's jobs no longer exist?
What changes have occurred in your community over the past few years?
What changes do you think will occur in the next twenty years?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

-construction paper
-lined paper
-pencils
-crayons
-markers
-dictionaries

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

Why are these ideas (for the memory box) important? How did your ideas change as we studied the unit?
What changes occurred? Were they positive, negative, or both?
What changes do you think will occur in the next 20 years?

**Intelligent Behaviors:**

Which gifted intelligent behaviors did you use to create your memory box?
Which gifted intelligent behaviors did you use to learn about this community helper?
Which gifted intelligent behaviors did you use to create your comparison?
Which gifted intelligent behaviors did you use to imagine this future community?

**Literary Perspective:**
What changes occurred? Were they positive, negative, or both?
What changes do you think will occur in the next 20 years?

**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)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| Construct a neighborhood, using mathematical shapes, that includes places to live, work and play.  Decide the best location for each. | Create a timeline that reflects the important events in your life.  Make sure the timeline is in sequential order and each event is labeled with the day, month and year. |

| | |
|---|---|
| Essential Question:  What is the relationship between these particular locations?  How does this neighborhood differ from your neighborhood?<br><br>Which gifted intelligent behaviors did you use to create your neighborhood?<br><br><br><br>**V__L_x_S_x_M__B__P_x_I__N_x_** | Essential Question:  What changes were observed in the creating of your timeline?<br><br>Which gifted intelligent behaviors did you implement to create your timeline?<br><br><br>**V__L_x_S_x_M__B__P_x_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Create a Venn diagram comparing and contrasting shapes/patterns found in one of the communities from the book <u>Be My Neighbor</u>.<br><br>Essential Question: How do the shapes and patterns compare? What is the relationship between the community shapes and patterns?<br><br>Which gifted intelligent behavior did you use to create the Venn diagram and make your comparison?<br><br><br>**V_x_L_x_S_x_M__B__P_x_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Speculate/imagine your community if all objects were in the shape of _____ (any 2 shapes can be used).  What do you think it would look like?  Create a picture.<br><br>Essential Question:  How would this change how your community looks?<br><br>Which gifted intelligent behaviors did you incorporate to complete the task?<br><br><br><br>**V__L_x_S_x_M__B__P_x_I__N_x_** |

**Real World Connections With Products:**

-research              -speculate/imagine
-create                -summarize
-share                 -compare/contrast


**Real World Applications:**

-Movers                -Gardner
-Sanitation workers    -Bus driver
-Mechanic              -Car salesman
-Concrete pourer       -Beautician

-Street sweeper

**Real World Terms:**

| | | |
|---|---|---|
| -move | -plant | -sweep |
| -clean | - dig | -hair |
| -fix | -drive | -comb |
| -clean | -repair | -brush |
| -pour | -talk | -curl |
| -wash | -cut | -dry |
| -take apart | -put together | |

**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:**
Change

**Overarching Generalizations:**
Change is inevitable.
Relationships are seasonal or environmental.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people?
How does change affect relationships between communities?

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

How does change affect communities and our daily lives?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils/markers
- Blocks and other materials for 3-D shapes
- Computer/internet access

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How does change relate to my life?
What new things did I learn about change, communities and relationships?
What is the relationship between these particular locations?  How does this neighborhood differ from your neighborhood?
What changes were observed in the creating of your timeline?
How do the shapes and patterns compare? What is the relationship between the community shapes and patterns?
How would this change how your community looks?


**Intelligent Behaviors:**

Which gifted intelligent behaviors did you use to create your neighborhood?
What changes were observed in the creating of your timeline?
Which gifted intelligent behavior did you use to create the Venn diagram and make your comparison?
Which gifted intelligent behaviors did you incorporate to complete the task?


**Literary Perspective:**

What predictions about change can I make from the text?
How does this text teach me about change?

**Student/Teacher Reflections:**

# Additional Support Materials:

# Favorite Read-Alouds:

<u>A Fine St. Patrick's Day</u> – Susan Wojclechowski
<u>Everyone Bakes Bread</u> – Norah Dooley
<u>I Read Signs</u> – Tana Hoban
<u>Watch the Stars Come Out</u> – Riki Levinson
<u>Uptown</u> – B. Collier
<u>Time to…</u> - Bruce McMillian

# Finger Plays, Nursery Rhymes and Songs:

"Hey There Neighbor"

**Video Clips:**

Richard Scarry – Video Collection  (Around My Town)
I want to be a …  Scholastic Videos


**Paintings & Prints:**

Community helper pictures


## 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**

**Project Bright IDEA 2:  Interest Development Early Abilities**

**A Jacob Javits Gifted Education Program**
**Funded by the US Department of Education**
**2004-2009**

**Concept: Conflict**
**Boy on Fairfield Street**
**Topic: Famous Authors**
**Ann Barton – Brunswick County**
**Alta Green – Rowan County**
**K-2 North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

> **Topic – Famous Authors**
> **Literature Selection – The Boy on Fairfield Street**
> **Author – Kathleen Krull**

| Concepts | Themes |
|---|---|
| **Conflict**<br>**acceptance and rejection**<br>**creativity** | **individuality versus conformity**<br>**empathy toward others**<br>**Overcoming obstacles and conflict**<br>**It's okay to be different** |
| **Issues or Debates** | **Problems or Challenges** |
| Individuality versus conformity<br>How do we treat people who are different<br>Normal vs. Different | How to accept yourself/like yourself as you are<br>How to relate to others who don't accept or like you<br>Resolving conflict to develop belief in yourself |
| **Processes** | **Theories** |
| Problem solving<br>Decision making<br>Persistence<br>Inquiry | There are many different paths to happiness and success.<br>Do what you love and love what you do. |
| **Paradoxes** | **Assumptions or Perspectives** |
| Sometimes breaking the rules is the right thing to do.<br>He was not a good student but he helps children to read<br><br>Our failures can lead to success. | Jus t be cause we experience failure, we can still be successful<br>Leading a conventional life will not always ensure happiness. |

**Big Ideas Manifested**

| Topic - |
| Literature Selection – |
| Author - |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

**Big Ideas Manifested**

| Topic - |
| :--- |
| Literature Selection – <br> Author - |

| Concepts | Themes |
| :--- | :--- |
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Concept: *Conflict*         Topic: *Famous Americans*

**Suggested Literature Selection(s):  The Boy on Fairfield Street**

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**Look and Listen for…**

**Intelligent  and Gifted Behaviors**

   **Story Focus** - Persistence, Creating, Imagining, and Innovating, Listening with Understanding and Empathy,  Applying Past knowledge to New Situations, Finding Humor, Thinking Flexibly, Remaining Open to Continuous Learning

   **Student** Activities  Metacognition,  finding humor, persisting, creating, imagining, and innovating, taking responsible risks, thinking flexibly, listening with understanding and empathy, remaining open to continuous learning,

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**Thinking Skills Focus:** Figural classification, Describing Things/ Places, Verbal Similarities and Differences

**Topic Focus:**  Famous Authors

**Concept Focus:** Conflict

**Overarching Generalizations:**
Conflict is uncomfortable
Conflict can be internal or external
Conflict can be intentional and unintentional
Conflict inhibits or promotes growth

**More Complex Generalizations (Two or more concepts):**
Conflict is part of life and can inhibit or promote growth in one's life.
**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
Bullying
Failure in school
How do we treat those who are different
How do accept our differences?
How do you feel when you get to do what you love?
Is it okay to break the rules sometimes? Explain or justify your answer
Value of learning from our mistakes
Community
Mapping
Creativity

**Suggested Vocabulary Words for Discussion:**

| | |
|---|---|
| Courage | Internal |
| Rejection | External |
| Failure | Excluded |
| Empathy | Awkward |
| Community | Studious |
| Immigrants | Accepted |
| Injustice | Encouragement |
| Exaggerating | Comic Strips |

**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:**

Discuss the vocabulary and have students use the words in complete sentences that help to indicate meaning.
Sort words into groups and use in an inductive  writing activity.
Have students create their own crossword puzzles complete with clues.
Small cooperative groups will create a map of the vocabulary word that includes the meaning, the word in a sentence, an illustration of the word, and the parts of speech that the word may be.

Role play words
Have students pair up and brainstorm synonyms and antonyms for vocabulary words. Have others in the class look at the list and guess which word is being described with the synonyms and antonyms.

**Hooks:**

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

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
| --- |
| What are some examples of conflict that people experience? How can that conflict be external? How can it be external? <br> Have students role play situations where conflict is evident, include situations where conflict is internal or external. Provide examples for students of each and then have students create their own. |
| **Facet 2 - INTERPRETATION** |
| In thinking about the conflict situations above, which ones do you think were intentional and which ones were unintentional? What does the conflict reveal about the people involved and what they are thinking and feeling? Illustrate a situation and create thought bubbles for the people involved. |
| **Facet 3 - APPLICATION** |
| What changes/ adaptations can we make to prevent or lessen conflict in our classroom so everyone feels accepted? Journal or Pair/Share and share as a class. |
| **Facet 4 - PERSPECTIVE** |
| How would you compare a day in your life with a person who is being excluded or being made fun of inappropriately? Have students create a double bubble or Venn Diagram. |
| **Facet 5 – EMPATHY** |
| Imagine you have a classmate who is being not accepted. How would you feel if you were that person? Act out your emotions without words. |
| **Facet 6 – SELF-KNOWLEDGE** |
| What do you do when you are faced with conflict? What are your strengths and weaknesses? Create a list of feelings, actions,  and consequences. List your strengths and weaknesses? |

**Read:**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Students will create a map of Ted Geisel's neighborhood. Use prior knowledge to add places they know may be in any neighborhood. Design symbols in a map key indicating places that were sources of conflict and which were places of encouragement? Which places were marked with both symbols? Why?<br><br>*Journal: Which GI behavior was I strongest in and which one do I need to work on?*<br><br>**V_\*_L__S\* M__B__P_\*I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>As a small group, role play conflict that may happen in the classroom or on the playground. Show how conflict may end negatively and how it can be resolved positively as a result of one's decision making skills.<br><br>*Discuss which GI behaviors will help someone deal with conflict and decision making.*<br><br><br>**V_\*_L__S__M__B\*P__I_\*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Have students choose a partner. Debate the pros and cons of the effects of conflict in Ted's life. Did the conflict lead to positive or negative changes? Have students justify their conclusions. Prepare to debate in front of the class.<br><br>*Journal: What GI behaviors did he use to overcome the conflicts in his life?*<br><br><br>**V_\*_L_\*_S__M__B__P_\*_I_\*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Have students analyze the illustrations in various Dr. Seuss books. Propose the following: Suppose Ted Geisel has asked you to create a new character for one of his books. Justify to your publisher why your character is appropriate for a children's book.<br><br>*Which GI behaviors helped you in completing this task? Explain.*<br><br><br>**V_\*_L_\*_S_\*_M_\*_B__P_\*_I_\*_N_\*_** |

Curriculum Goals:
    English Language Arts 2:01, 2:02, 2.04, 2.07, 3.01, 3.02 ,3.03, 3.04, 4.01,4.04, ,4.05,4.06, 5.05, 5.06
    Social Studies: 2:04,2.05, 3.01, 3.02, 3.03, 3.05, 3.06,5.01, 5.02, 5.03, 5.04, 5.05,5.06

**Real World Connections With Products:**

Create, design, decision making, analyze, justify, illustrate, write

**Real World Applications:**
Artist, author, cartographer, lawyer, publisher, journalist, poet, counselor

**Real World Terms:**
Map Key, consequences, doodle, demonstrate, brainstorm, role play

**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:**
Conflict
**Overarching Generalizations:**
Conflict is uncomfortable
Conflict can be internal or external.
Conflict can cause positive or negative changes.

**More Complex Generalizations (Two or more concepts):**
Conflict is part of life and can inhibit or promote growth in one's life.
**Essential Questions**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

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How does not feeling accepted and appreciated for who we are create conflict in our life?
How can the conflict we experience when we face rejection or failure help us to achieve a successful life?
Do we have to fit in to be successful in life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Construction Paper,
- Scissors
- glue
- crayons, markers, colored pencils
- small boxes, popsicle sticks, clay, and other small items useful in creating a map
- poster board

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What factors can cause conflict?
2. How can conflict create change?
3. How does conflict make you feel? Why?
4. How can conflict be intentional? How can it be unintentional?
5. How can conflict be external? How can be internal? Can it be both? Why or why not?
6. Can conflict help to bring about positive change? How?

**Gifted and Intelligent Behaviors:**
1. What *GIBs* are evident in Ted Giesel's life as he encountered conflict?
2. How did your GI behavior help you complete the activities?
3. Which GI behaviors were not evident when Ted Geisel encountered conflict?
4. How could Ted demonstrate the following intelligent behaviors?
    a. Managing impulsivity
    b. Striving for accuracy and precision
    c. Metacognition

**Literary Perspectives:**

1. What changes were evident in Ted Giesel's life as a result of conflict?
2. Do you think it was important for Ted to fit in? Explain why?
3. When it appropriate to break the rules? Could Ted make a different decision with a more positive result? How can a teacher help someone like Ted?
4. How does it feel to be rejected? After reading this story, evaluate how you react to those who are different. What behaviors would like to see in yourself?
5. How is your life like what happened in the story?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Students will create a table using tally marks to display the results of the survey. Include a description of the participants in the survey and how the survey was conducted.<br><br>*Why are the GI behaviors, Applying Past Knowledge to New Situations and Thinking about Thinking, important?*<br><br><br>**V_*_L_*_S_*_M__B__P_*_I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Discuss and develop in groups/whole class a survey of favorite Dr. Seuss books.  Students will decide which books to survey and who they will survey. Students will need to decide a format in which to collect their data. Students will then conduct their survey.<br>*Which GI behaviors will you need to be successful in this task?*<br><br>**V_*_L_*_S_*_M__B_*_P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Students will analyze the information from the graph. What conclusions can you make? What questions do you have now? What were your reactions to your findings?<br><br>*Could you use the GI behavior Listening with Understanding and Empathy as you considered your findings? Why or why not?*<br><br><br>**V_*_L_*_S__M__B__P_*_I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Using prior knowledge, have students recall what they know about graphs and the various kinds of graphs used to display data. Create a graph of some kind to display the information from the table created in the survey.<br><br>*Journal - How did the GI behaviors of your prior knowledge and the knowledge gained from your research helped create your graph.*<br><br><br>**V_*_L_*_S_*_M__B_*_P__I_*_N__** |

Math – 4.01, 1.01

**Real World Connections With Products:**

Create, design, decision making, analyze, decide, research, survey, data, discuss


**Real World Applications:**
Artist, lawyer, publisher, journalist, poet, counselor, business, mathematician, computer analyst, researcher


**Real World Terms:**
Analyze, table, survey, participants, display, results, reactions, data, information, collect

**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.**

<center>

**Concept Focus:**
Conflict
**Overarching Generalizations:**
Conflict is uncomfortable
Conflict can be internal or external.
Conflict can cause positive or negative changes.


**More Complex Generalizations (Two or more concepts):**
Conflict is part of life and can inhibit or promote growth in one's life.
**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

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How does not feeling accepted and appreciated for who we are create conflict in our life?

How can the conflict we experience when we face rejection or failure help us to achieve a successful life?
Do we have to fit in to be successful in life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper, pencils
- Grid paper,
- A collection of Dr. Seuss books
- Markers, crayons, poster board

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What factors can cause conflict?
2. How can conflict create change?
3. How does conflict make you feel? Why?
4. How can conflict be intentional? How can it be unintentional?
5. How can conflict be external? How can be internal? Can it be both? Why or why not?
6. Can conflict help to bring about positive change? How?
7. How does time relate to resolving conflict in our life?
8. Can we learn from our encounters with conflict?
9. Can changing your approach to conflict affect the outcome?

**Gifted and Intelligent Behaviors:**
1. What GI behaviors are evident in Ted Giesel's life as he encountered conflict?
2. Which of his GI behaviors are you most appreciative of as you think of the Dr. Seuss books?
3. Which GI behaviors can you exhibit when you encounter conflict?
4. How did your GI behavior help you complete the activities?
5. Which GI behaviors were not evident when Ted Geisel encountered conflict?
6. How could Ted demonstrate the following GI behaviors?
   a. Managing impulsivity
   b. Striving for accuracy and precision
   c. Metacognition
7. Which GI behaviors help you in your daily life?
8. Which GI behaviors do you think will help you to achieve your dreams of success in life?

**Literary Perspective:**

5. What changes were evident in Ted Giesel's life as a result of conflict?
6. Do you think it was important for Ted to fit in? Explain why?
7. When it appropriate to break the rules? Could Ted make a different decision with a more positive result? How can a teacher help someone like Ted?
8. How does it feel to be rejected? After reading this story, evaluate how you react to those who are different. What behaviors would like to see in yourself?
5. How is your life like what happened in the story?
6. What similar patterns or elements do you see in the various Dr. Seuss books? What differences do you see?
7. Compare and contrast Ted Geisel's life to Martin Luther King. How did conflict affect Dr. King's life? Do you think conflict inhibited growth or promoted growth in each of their lives?

**Student/Teacher Reflections**

**Concept: Conflict**

**Topic: Famous Authors**

**Generalization(s): Conflict is part of life and can inhibit or promote growth in one's life.**

Essential Question(s):  How can the conflict we experience when we face rejection or failure help us to achieve a successful life?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Identify the places in Ted's neighborhood and community. What places are in your neighborhood that you think were in Ted's also. | Create a chart of sources of conflict and sources of encouragement in Ted's life. | Create a cartoon character and describe how it makes you feel. | Discuss how conflict happens in the classroom and in the classroom? What are the consequences of conflict? Can we learn from conflict? |
| 2 | Draw a map of Ted's neighborhood including places that were important in his life. Use your prior knowledge to add places that you know may be in any neighborhood. Label your map. | Create a cause and effect map to describe a conflict that Ted encountered and its consequences.<br><br>What intelligent behaviors did he use to overcome the conflicts in his life? | Analyze the illustrations in various Dr. Seuss books. Speculate which animals were transformed to create some of the characters in the illustrations. Explain your conclusions. | As a small group, role play conflict that may happen in the cooperative groups Show how conflict may end negatively and how it can be resolved positively as a result of one's decision making skills. Think aloud how the work is affected by conflict. |
| 3 | Create a  3 dimensional map of Ted Geisel's neighborhood. Use your prior knowledge to add places that you know may be in any neighborhood. Label with a map key. Design symbols in a map key indicating places that were sources of conflict and which were places of encouragement? Which places were marked with both symbols? Why? | Write an interview script between Ted and a journalist that propose questions about the various obstacles and conflicts that Ted encountered. Have Ted draw conclusions about what he learned from those situations and how they changed his life. | Analyze the illustrations in various Dr. Seuss books. Imagine Ted Geisel has asked you to create a new character for one of his books. Draw an illustration of your animal. Write a letter justifying to your publisher why your character is appropriate for a children's book. | Working with a partner interview other students in the classroom about frequent conflicts that happen in class and or the playground. Ask what happens as a result of the conflict.  Reflect upon your findings and generate some solutions to share with the class . |

**Real World Connections With Products:**

Create, design, decision making, analyze, justify, illustrate, write

**Real World Applications:**
Artist, author, cartographer, lawyer, publisher, journalist, poet, counselor

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Map Key, consequences, doodle, demonstrate, brainstorm, role play

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Construction Paper,
- Scissors
- glue
- crayons, markers, colored pencils
- small boxes, popsicle sticks, clay, and other small items useful in creating a map
- poster board

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What factors caused conflict? What factors helped to prevent conflict?
2. How does conflict create change?
3. How does conflict make you feel? Why? What can you do to change your feelings?
4. How do you determine if conflict is intentional? How do you know it was unintentional?
5. How does time relate to resolving conflict in our work process?
6. Can we learn from our encounters with conflict?
7. Does conflict help you to grow as a learner? How?

**Gifted and Intelligent Behaviors:**
1. Which of his GI behaviors are you most appreciative of as you think of the Dr. Seuss books?
2. Which GI behaviors did you exhibit when you encountered conflict?
3. How did your GI behavior help you complete the activities?
4. Which activities did you use empathy? Which activity did you find it helpful to use meta-cognition?
5. What evidence do you see in your study of Ted Geisel the GI behavior of Remaining Open to Continuous Learning?
6. Which GI behaviors do you think will help you to achieve success in the classroom?

**Literary Perspectives:**

1. Are you ever tempted to break the rules in class or at home? Why? Do you think it will beneficial to you and or the class? Explain.
2. In your classroom activities, did you experience rejection or acceptance? How did feel?
3. In your classroom activities how did your actions help others feel rejected or accepted?
4. What similar patterns or elements do you see in the various Dr. Seuss books? What differences do you see?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking**<br><br>Students will make a list of important places in your neighborhood. Describe 2 people in their neighborhood/community who have encouraged them when they have encountered conflict and what they did to make a difference.<br><br>*Which GI behaviors did the people who encouraged you model in your encounters with them?*<br><br><br>V_*_L__S_*_M__B__P_*_I__N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Students will work with a partner to imagine a conflict that may happen in their neighborhood. Role play how the conflict could begin and how it could be resolved.<br><br>*Discuss what important GI behaviors help in preventing or resolving conflict.*<br><br><br>V_*_L_*_S__M__B_*_P_*_I_*_N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Give the following prompt - Write about a time in your life that you experienced conflict and how it changed your life. In your conclusion evaluate what you did as a result of the conflict and describe what you would do differently next time.<br>*Describe the GI behaviors that you think will help you and tell why.*<br><br><br>V_*_L__S__M__B__P__I_*_N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Students will imagine a cartoon character for a person who has made a difference in their life. What would he or she look like? Illustrate and then describe why they would draw him or her this way.<br><br>*Which GI behaviors helped you with this task? Why were they important?*<br><br><br>V_*_L__S_*_M__B_*_P__I_*_N__ |

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- Construction Paper,
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- small boxes, popsicle sticks, clay, and other small items useful in creating a map
- poster board

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**
**Conceptual Perspectives:**
1. Did you experience conflict with your partner or group? Explain.
2. How did conflict create change?
3. How might you or someone experience internal conflict?
4. How does time relate to resolving conflict in our life?
5. How can we learn from our encounters with conflict? What would you like to do different next time?
6. Can changing your approach to conflict affect the outcome?

**Gifted and Intelligent Behaviors:**
1. Which GI behaviors can you exhibit when you encounter conflict?
2. How did your GI behaviors help you decide how to resolve the conflicts encountered while working?
3. How did your GI behavior help you complete the activities?
4. Which GI behaviors help you in your daily life?
5. Which GI behaviors do you think will help you to achieve your dreams of success in life?

**Literary Perspective:**
1. Compare and contrast your life to Ted Geisel. Which events in his life can you relate and empathize with most, why?
2. After reading his books and The Boy on Fairfield Street, how has your perspective on his work and the work authors changed?
3. What similar patterns or elements do you see in the various Dr. Seuss books? What differences do you see?
4. Compare and contrast Ted Geisel's life to Martin Luther King. How did conflict affect Dr. King's life? Do you think conflict inhibited growth or promoted growth in each of their lives?

**Student/Teacher Reflections**

**Math Student Reflections and Assessments**
**Task Rotation Learning Experience**
**K-2**
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| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Have students analyze the information from the graph. What conclusions can you make? What questions do you have now? What were your reactions to your findings?<br><br>*How might the GI behavior Thinking about Thinking help you draw your conclusions? How would listening and understanding with empathy help to understand the results?*<br><br><br><br>**V_*_L_*_S__M__B__P__I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Create a graph of some kind to display the information from the table created in the survey.<br><br>*In your journal, discuss how GI behaviors of using past knowledge to new situations and creating, imagining, and innovating helped create the graph.*<br><br><br><br>**V_*_L_*_S_*_M__B_*_P_*_I_*_N__** |

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Create, design, decision making, analyze, decide, research, survey, data


**Real World Applications:**
Artist, author, lawyer, publisher, journalist, poet, counselor, business


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- Grid paper,
- A collection of Dr. Seuss books
- Markers, crayons, poster board

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. How did you experience conflict as you completed the tasks?
2. Which conflicts would you consider external? Which conflicts were internal?
3. What factors created conflict as you were working?
4. Did the conflicts create change? Were they positive or negative?
5. How did the conflict make you feel? Why?
6. Do you think the conflict helped to improve your work and or products? Why or why not?

7. What did you learn from your encounters with conflict?

**Gifted and Intelligent Behaviors:**
1. Which of his GI behaviors are you most appreciative of as you think of the Dr. Seuss books?
2. Which GI behaviors can you exhibit as you encounter conflict when creating your survey and graph?
3. How did your GI behavior help you complete the activities?
4. Which GI behaviors were not evident when you encountered conflict?
5. How could you demonstrate the following GI behaviors?
   a. Managing impulsivity
   b. Striving for accuracy and precision
   c. Metacognition
6. Which GI behaviors help you in your daily life?
7. Which GI behaviors do you think will help you to achieve success as you work?

**Literary Perspective:**

1. Priortize the important events of Ted's life. Create a time line of his life.
2. Estimate how many books by Dr. Seuss or Ted Geisel in your library. Use your media specialist and research to find your answer.
3. When was Ted Geisel's first and last book written? How long was his writing career?
4. Observe the illustrations in a favorite Dr. Seuss books. Create your own math problems.
5. Compare and contrast illustrations in two of his books.
6. What similar patterns or elements do you see in the various Dr. Seuss books? What differences do you see?
7. After a favorite Dr. Seuss book, compose math problems that relate to the story?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**
A collection of Dr. Seuss books
**Henry and the Kite Dragon**
**Bake Shop Ghost**
**Private and Confidential**
**Mystic Horse**
**Paul Revere's Ride**
**Sequoyah**
**The Bully Blockers Club**

**Finger Plays, Nursery Rhymes and Songs:**
Research classroom, web, and other resources for more songs, poems, finger plays.

**Video Clips:**
 Dr. Seuss videos and movies

**Paintings & Prints:**

# 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**

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009



**Concept: Change**

**Topic: Communities**

**Allison Whitfield and Lisa Wilson - Kindergarten**
**(Duplin and Wake Counties)**
**K-2**

# Big Ideas Manifested

<table>
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**Topic –Community**

**Literature Selection –<u>Home</u>**
**Author – Jeannie Baker**

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</table>

| Concepts | Themes |
|---|---|
| Change<br>Communities<br>Relationships | Change is necessary for growth.<br>Change is inevitable.<br>Relationships are seasonal or environmental. |
| **Issues or Debates** | **Problems or Challenges** |
| Acceptance versus Rejection | Dealing with life changes.<br>Observing/accepting growth/changes in the community. |
| **Processes** | **Theories** |
| Aging as a process<br>Growth in the community | Change is good.<br>Change is all around us. |
| **Paradoxes** | **Assumptions or Perspectives** |
| The more things change, the more they seem to stay the same. | Sometimes it is hard to accept change. |

## Big Ideas Manifested

Topic -Communities

Literature Selection – __Be My Neighbor__
Author – Maya Ajmera & John D. Ivanko

| Concepts | Themes |
|---|---|
| Communities<br>Relationships | We are more alike than different. |
| **Issues or Debates** | **Problems or Challenges** |
| Language barriers | Population growth<br>Weather effects |
| **Processes** | **Theories** |
| Immigration<br>Voting/Laws<br>Decision Making | Continental divide |
| **Paradoxes** | **Assumptions or Perspectives** |
| Alone in a crowded city<br>Fences make good neighbors | Everyone is neighborly.<br>A house is a home. |

# Concept:    Change        Topic: Community

**Suggested Literature Selection(s):** <u>Home</u>
                                        <u>Be My Neighbor</u>

---

**Look and Listen for…**

**Intelligent Behaviors:** Metacognition, Posing questions, Persistence, Creating/Imagining/Innovating

    **Story Focus:** Creating/Imagining/Innovation

    **Student Activities**   (same as above)

---

**Thinking Skills Focus:** Metacognition, Posing questions, Persistence, Creating/Imagining/Innovating

**Topic Focus:** Community

**Concept Focus:** Change/Relationships

**Overarching Generalizations:** Change is inevitable.
                              Change is necessary for growth.
                              Relationships are seasonal or environmental.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people?
How does change affect community relationships?

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
Acceptance vs. Rejection


**Suggested Vocabulary Words for Discussion:**

| | |
|---|---|
| -community | -change |
| -map | -relationships |
| -landmarks | |
| -community helpers | |
| -neighborhood | |


**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**
> Word Sort:
>> Sort the vocabulary words into subject groups.
>> Sort them into words you know; words you are familiar with; and unknown words.

**Hooks:**

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

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
| --- |
| "Think-pair-share" how communities and neighborhoods are different and how they change over time.<br>Essential Question: How does change affect communities? |
| **Facet 2 – INTERPRETATION** |
| Ask an adult from your neighborhood to discuss how your neighborhood has changed over time. Discuss your findings with your classmates.<br>Essential Question: How has change affected your neighborhood? |
| **Facet 3 – APPLICATION** |
| Design a map of your community or neighborhood. Be sure to include roads, buildings, rivers, and other important landmarks.<br>Essential Question: What landmarks have changed over time? |
| **Facet 4 – PERSPECTIVE** |
| Read Candy Shop by Jan Wahl. Compare how the children in each neighborhood are the same and different.<br>Essential Question: How might the children change in the next five years? |
| **Facet 5 – EMPATHY** |
| Role-play and dress the part of a community helper in your neighborhood.<br>Essential Question: How does your community helper affect a positive change? |
| **Facet 6 – SELF-KNOWLEDGE** |
| Recognize ways to improve your community/neighborhood. Write group responses on chart paper and share through a gallery walk.<br>Essential Question: How would these improvements change your community for the better? |

# Read: <u>Home</u> by Jeannie Baker

**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>Sensing- Thinking | **Interpersonal Learner (B)**<br>Sensing-Thinking |
|---|---|
| Construct a map of your community or neighborhood. Be sure to include roads, buildings, rivers, and other important landmarks.<br><br>Essential Question: What items are important to include on the map of your community? How would the map look different as the seasons change?<br><br>Which gifted intelligent behaviors did you use to create your community model?<br><br>**V__L_x_S_x_M__B_x_P__I__N_x_** | Write a letter to a friend in another community. Explain to him/her what has changed about your community since you were born.<br><br>Essential Question: How has your community changed since you were born?<br><br>Which gifted intelligent behaviors did you utilize to write your letter?<br><br>**V_x_L_x_S__M__B__P__I_x_N__** |
| **Understanding Learner (C)**<br>Intuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| Research a family in your community and a family in a community in another country. What conclusions can you draw about the two?<br><br>Essential Question: What similarities/differences did you observe between the relationships of these two families?<br><br>What gifted intelligent behaviors did you use while comparing and contrasting? | Imagine your community in the future. Create a mural that shows how the community and environment has changed.<br><br>Essential Question: As you reflect on these changes, did they have a positive or negative effect?<br><br>Which gifted intelligent behavior assisted you in creating your future community? |

| V_x_L_x_S__M__B__P_x_I__N_ | V_x_L__S_x_M__B_x_P_x_I__N_x |
|---|---|

**Real World Connections With Products:**

-construct         -create
-research         -draw conclusion
-imagine         -write

**Real World Applications:**

-Movers             -Gardner
-Sanitation workers   -Bus driver
-Mechanic           -Car salesman
-Concrete pourer     -Beautician
-Street sweeper

**Real World Terms:**

-move         -plant         -sweep
-clean         - dig         -hair
-fix             -drive         -comb
-clean         -repair         -brush
-pour         -talk         -curl
-wash         -cut         -dry
-take apart     -put together

**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:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change is necessary for growth.
Relationships are seasonal or environmental.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people?
How does change affect community relationships?

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

What parts of your neighborhood are important to include on the map of your community that you create?

What makes your community special? How do you describe this to your friend?

What similarities/differences can you observe between a family in your community and a family in another country?

As you reflect on the changes that occur in your community in the coming years, are the changes positive or negative?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

-butcher paper      -markers

-crayons      -construction paper

-writing paper      -pencils

-paint      -paint brush

-art paper for mural

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

As you reflect on the changes that can occur to your community in the future, what changes do you think will be positive or negative?

What similarities/differences did you observe between the relationships of these two families?

What items are important to include on the map of your community? How would the map look different as the seasons change?

**Intelligent Behaviors:**

What makes your community special? What made you decide that is was special?

**Literary Perspectives:**

How is my community like the one in the story?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Using the book, make a list of seasonal changes represented throughout the pictures.<br><br>Essential Question: What changes occur in each season and how are they significant?<br><br>What gifted intelligent behaviors did you use to create your list?<br><br>**V_x_L_x_S_x_M__B__P__I__N_x_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Play "Mix n Match" with pictures of community helpers and their tools.<br><br>Essential Question: How do community helpers cause a positive change in the community?<br><br>What gifted intelligent behavior did you use to match up with a partner?<br><br>**V_x_L_x_S_x_M__B_x_P_x_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Research the total number of immigrants who have entered the United States since 2000. Summarize this information and share it with your friends and family.<br><br>Essential Question: Using the information collected, what predictions can be made about your community?<br><br>Which gifted intelligent behavior did you use to make sense of this information?<br><br>**V_x_L_x_S__M__B__P_x_I_x_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Brainstorm a list of popular community helpers. Combine your list with a friend's. Create a graph that demonstrates the most popular community helpers.<br><br>Essential Question: Why are these community helpers popular?<br><br>What gifted intelligent behavior did you utilize generate your community helper graph?<br><br>**V_x_L_x_S_x_M__B__P_x_I__N__** |

**Real World Connections With Products:**
-list              -play
-match          -research
-brainstorm    -combine
-create

**Real World Applications:**
-Movers                    -Gardner
-Sanitation workers    -Bus driver
-Mechanic                 -Car salesman
-Concrete pourer        -Beautician
-Street sweeper

**Real World Terms:**
-move              -plant              -sweep
-clean             - dig               -hair
-fix                 -drive              -comb
-clean             -repair             -brush
-pour              -talk               -curl
-wash             -cut                -dry
-take apart       -put together

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change is necessary for growth.
Relationships are seasonal or environmental.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people and communities?

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

</div>

What changes occur in each season and how are they significant?
How do community helpers cause a positive change in the community?

Why are these community helpers popular?
Using the information collected, what predictions can be made about your community?

**Materials Needed for Task Rotation and/or Task Rotation Menu**
-paper            -pencils
-pens             -markers
-large paper for graphing
-computer/internet access
-encyclopedias
-pictures of community helpers and tools for Mix n Match

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

What changes occur in each season and how are they significant?
How do community helpers cause a positive change in the community?
Why are some community helpers popular?
What does the information about immigrants mean?

**Intelligent Behaviors:**
What new things did I learn and how can I use them?
What gifted intelligent behaviors am I strong in?
What gifted intelligent behaviors do I need to work on?

**Literary Perspective:**
What changes occur in each season and how are they significant?

**Student/Teacher Reflections**

**Concept:** Change

**Topic:** Communities

**Generalization(s):**
Change is  inevitable.
Change is necessary for growth.
Relationships are seasonal or environmental.

**Essential Question(s):**

# Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Read Home and find three examples of change. | After reading Home and Be My Neighbor, compare how the children in each neighborhood are the same and different. | Brainstorm a list of community helpers that you think are important. | Share your likes/dislikes of the changes that have occurred in your life/community. |
| 2 | Organize a chart describing the changes that can occur in a community. | Research to find out some of the problems present in communities. Formulate a plan to address these problems. | Role-play the feeling that a child might have when immigrating to the United States. | Write a journal entry explaining what changes you see from your window. |
| 3 | Create a timeline of events shown throughout the book Home. | Explore your family history to determine what country your family ancestors originated from. | Create a dance that shows how a community interacts – members work together, alone or in smaller units. | Have a "town hall meeting" to discuss the positive and negative effects of change to your neighborhood. |

**Real World Connections With Products:**
-read          -compare
-brainstorm    -share
-organize      -research
-Role play     -write
-create        -explore
       -discuss

**Real World Applications:**
-Movers              -Gardner
-Sanitation workers    -Bus driver

-Mechanic          -Car salesman
-Concrete pourer     -Beautician
-Street sweeper

**Real World Terms:**

| | | |
|---|---|---|
| -move | -plant | -sweep |
| -clean | - dig | -hair |
| -fix | -drive | -comb |
| -clean | -repair | -brush |
| -pour | -talk | -curl |
| -wash | -cut | -dry |
| -take apart | -put together | |

**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:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change is necessary for growth.
Relationships are seasonal or environmental.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people and communities?

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

How does change affect communities and our daily lives?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **Home** by Jeannie Baker
- Paper
- Pencils/markers
- Journals
- Large paper for timeline
- Computer/internet access

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How are the changes in my life like what happened in the story?
What new things did I learn about relationships and how can I use them?

**Intelligent Behaviors:**

What gifted intelligent behavior am I strong in?
What do I need to work on?

**Literary Perspective:**

What part of the story can I use as a model of change in my writing?

**Student/Teacher Reflections:**

<div align="center">

**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.**

</div>

| Mastery Learner (A)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| (After review) Create a memory box of everything you can remember about our unit on communities and change. You can use complete sentences, words, or illustrations. | Interview a grandparent or older member of the community. Ask them to name and describe a community helper whose job has changed over the years or no longer exist today. Create an editorial |

Essential Question: Why are these ideas important? How did your ideas change as we studied the unit?

Which gifted intelligent behaviors did you use to create your memory box?

**V_x_L__S_x_M__B_x_P_x_I__N__**

with using all the information you gathered.

Essential Question: How did this community helper's job help the community? Why does it no longer exist?

Which gifted intelligent behaviors did you use to learn about this community helper?

**V_x_L__S _x_M__B__P_x_I__N__**

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### Understanding Learner (C)
**Intuitive-Thinking**

Investigate a community of the past. How does this community compare to a present day community?

Essential Question: What changes occurred? Were they positive, negative, or both?

Which gifted intelligent behaviors did you use to create your comparison?

**V_x_L_x_S__M__B__P_x_I__N__**

### Self-Expressive Learner (D)
**Intuitive-Feeling**

Imagine your community 20 years from now. Illustrate or write about how your life would be different. What does it look like? What has changed?

Essential Question: What changes do you think will occur in the next 20 years?

Which gifted intelligent behaviors did you use to imagine this future community?

**V_x_L__S_x_M__B__P_x_I__N__**

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**Real World Connections With Products:**
-create          -interview
-ask             -investigate
-imagine         -illustrate

**Real World Applications:**
-Movers              -Gardner
-Sanitation workers  -Bus driver
-Mechanic            -Car salesman
-Concrete pourer     -Beautician
-Street sweeper

**Real World Terms:**
-move        -plant        -sweep
-clean       - dig         -hair

| -fix | -drive | -comb |
|------|--------|-------|
| -clean | -repair | -brush |
| -pour | -talk | -curl |
| -wash | -cut | -dry |
| -take apart | -put together | |

**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:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change is necessary for growth.
Relationships are seasonal or environmental.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people?
How does change affect communities?

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

 What ideas are important to include in a memory box about our unit on communities? How did your ideas change as we progressed through the unit?
How do community helpers help the community? Why do some community helper's jobs no longer exist?
What changes have occurred in your community over the past few years?
What changes do you think will occur in the next twenty years?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

-construction paper
-lined paper
-pencils
-crayons
-markers
-dictionaries

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

Why are these ideas (for the memory box) important? How did your ideas change as we studied the unit?
What changes occurred? Were they positive, negative, or both?
What changes do you think will occur in the next 20 years?

**Intelligent Behaviors:**

Which gifted intelligent behaviors did you use to create your memory box?
Which gifted intelligent behaviors did you use to learn about this community helper?
Which gifted intelligent behaviors did you use to create your comparison?
Which gifted intelligent behaviors did you use to imagine this future community?

**Literary Perspective:**
What changes occurred? Were they positive, negative, or both?
What changes do you think will occur in the next 20 years?

**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)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| Construct a neighborhood, using mathematical shapes, that includes places to live, work and play. Decide the best location for each. | Create a timeline that reflects the important events in your life. Make sure the timeline is in sequential order and each event is labeled with the day, month and year. |

| Essential Question: What is the relationship between these particular locations? How does this neighborhood differ from your neighborhood?<br><br>Which gifted intelligent behaviors did you use to create your neighborhood?<br><br><br>**V__L_x_S_x_M__B__P_x_I__N_x_** | Essential Question: What changes were observed in the creating of your timeline?<br><br>Which gifted intelligent behaviors did you implement to create your timeline?<br><br><br>**V__L_x_S_x_M__B__P_x_I__N__** |
|---|---|
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Create a Venn diagram comparing and contrasting shapes/patterns found in one of the communities from the book <u>Be My Neighbor</u>.<br><br>Essential Question: How do the shapes and patterns compare? What is the relationship between the community shapes and patterns?<br><br>Which gifted intelligent behavior did you use to create the Venn diagram and make your comparison?<br><br><br>**V_x_L_x_S_x_M__B__P_x_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Speculate/imagine your community if all objects were in the shape of _____ (any 2 shapes can be used). What do you think it would look like? Create a picture.<br><br>Essential Question: How would this change how your community looks?<br><br>Which gifted intelligent behaviors did you incorporate to complete the task?<br><br><br>**V__L_x_S_x_M__B__P_x_I__N_x_** |

**Real World Connections With Products:**

-research               -speculate/imagine
-create                   -summarize
-share                     -compare/contrast


**Real World Applications:**

-Movers                         -Gardner
-Sanitation workers       -Bus driver
-Mechanic                      -Car salesman
-Concrete pourer           -Beautician

-Street sweeper

**Real World Terms:**

| | | |
|---|---|---|
| -move | -plant | -sweep |
| -clean | - dig | -hair |
| -fix | -drive | -comb |
| -clean | -repair | -brush |
| -pour | -talk | -curl |
| -wash | -cut | -dry |
| -take apart | -put together | |

**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:**
Change

**Overarching Generalizations:**
Change is inevitable.
Relationships are seasonal or environmental.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
How does change affect relationships between people?
How does change affect relationships between communities?

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

How does change affect communities and our daily lives?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils/markers
- Blocks and other materials for 3-D shapes
- Computer/internet access

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How does change relate to my life?
What new things did I learn about change, communities and relationships?
What is the relationship between these particular locations?  How does this neighborhood differ from your neighborhood?
What changes were observed in the creating of your timeline?
How do the shapes and patterns compare? What is the relationship between the community shapes and patterns?
How would this change how your community looks?


**Intelligent Behaviors:**

Which gifted intelligent behaviors did you use to create your neighborhood?
What changes were observed in the creating of your timeline?
Which gifted intelligent behavior did you use to create the Venn diagram and make your comparison?
Which gifted intelligent behaviors did you incorporate to complete the task?


**Literary Perspective:**

What predictions about change can I make from the text?
How does this text teach me about change?

**Student/Teacher Reflections:**

## Additional Support Materials:

## Favorite Read-Alouds:

A Fine St. Patrick's Day – Susan Wojclechowski
Everyone Bakes Bread – Norah Dooley
I Read Signs – Tana Hoban
Watch the Stars Come Out – Riki Levinson
Uptown – B. Collier
Time to… - Bruce McMillian

## Finger Plays, Nursery Rhymes and Songs:

"Hey There Neighbor"

**Video Clips:**

Richard Scarry – Video Collection  (Around My Town)
I want to be a …  Scholastic Videos


**Paintings & Prints:**

Community helper pictures


# 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

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Kindergarten**

**Concept: Relationships**

**Topic: Animals**

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**K-2**
**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

# Big Ideas Manifested

Topic – Animals

Literature Selection – **Honey…Honey…Lion**
Author -  Jan Brett

| Concepts | Themes |
|---|---|
| <ul><li>Relationships</li><li>Patterns</li><li>Change</li></ul> | <ul><li>Friendships</li><li>Tradition</li><li>Family</li></ul> |
| **Issues or Debates** | **Problems or Challenges** |
| <ul><li>Life vs. Death</li><li>Nature vs. nurture</li></ul> | <ul><li>Responsible for actions</li><li>Selfishness</li></ul> |
| **Processes** | **Theories** |
| <ul><li>Problem solving</li><li>Adjusting to challenges</li></ul> | <ul><li>For every action, there is an equal and opposite reaction.</li></ul> |
| **Paradoxes** | **Assumptions or Perspectives** |
| <ul><li>Do unto others, as you would have them do unto you.  Golden Rule</li></ul> | <ul><li>The early bird catches the worm.</li><li>Me first</li></ul> |

Laura Walden, Karina Cameron, and Laura Hannah                    2

# Big Ideas Manifested

> **Topic –** Animals
>
> **Literature Selection –** <u>**Jungle Drums**</u>
> **Author – Graeme Base**

| Concepts | Themes |
|---|---|
| • Conflict<br>• Relationships | • Friendship |
| **Issues or Debates** | **Problems or Challenges** |
| • Individuality vs. conformity | • How to accept yourself as you are<br>• How to relate to others who do not accept or like you. |
| **Processes** | **Theories** |
| • Trial and error<br>• Observation<br>• Problem solving<br>• Problem making | • The grass is always greener on the other side. |
| **Paradoxes** | **Assumptions or Perspectives** |
| • You can make more problems while trying to solve a problem. | • Beauty is only skin deep. |

# Concept:   Relationships                    Topic:  Animals

**Suggested Literature Selection(s):  <u>Honey…Honey…Lion</u>**

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**Look and Listen for…**

**Gifted Intelligent Behaviors:  Metacognition, posing questions, creating – imagining – innovating, persistence, finding humor**

     **Story Focus:  Persistence, finding humor, creating – imagining - innovating**

     **Student Activities:  Persistence, finding humor, creating – imagining - innovating**

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**Thinking Skills Focus: Verbal / Figural – Figural Sequencing**

**Topic Focus:  Animals**

**Concept Focus:  Relationships**

**Overarching Generalizations:**
- Everything is related in some way
- All relationships are purposeful
- Relationships change over time

**More Complex Generalizations (Two or more concepts):**
- How do Gifted Intelligent Behaviors allow relationships to change?
- How can conflicts cause relationships to 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.

**Suggested Topics for Discussion:**
- Identify various animals
- Relationships between animals and animals, humans and humans

**Suggested Vocabulary Words for Discussion:**
- Africa
- Honey guide
- Scolded
- Broadcasting
- Echo
- Reeds
- Papyrus
- Dashed
- Reward

**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:**
- Discuss words and meanings
- Illustrate meanings of words
- Show connections of words

**Hooks:**

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

### Six Facets of Understanding

| **Facet 1 – EXPLANATION** |
|---|
| What do you predict will happen to relationships in your classroom if one person is greedy?  Illustrate a classroom where there is a greedy person and one without.  What changes do you notice between the two pictures? |

| **Facet 2 - INTERPRETATION** |
|---|
| Have you ever experienced greediness directed to you or a friend?  Tell a story about how the greedy friend affected your friendship in your classroom. |

| **Facet 3 - APPLICATION** |
|---|
| How can we create a perfect relationship?  Build a person.  Using the parts given to you by your teacher.  What makes a perfect relationship? |

| **Facet 4 - PERSPECTIVE** |
|---|
| How would you compare/contrast a day in your life without relationships? |

| **Facet 5 – EMPATHY** |
|---|
| Imagine you have a friend that is being greedy.  How would you handle the situation?  Role-play a situation that tells us what a good friend would do if their friend were being greedy?  Do you think a relationship where one friend is greedy is a good relationship?  Explain your answer. |

| **Facet 6 – SELF-KNOWLEDGE** |
|---|
| What character traits do you possess?  Are you a good friend to others?  What are your strengths and weaknesses of being a good friend?  Make an "I wonder" poster.  Ask one question each day.  The question map will stay in the classroom throughout the unit study. |

**Read:** Honey…Honey…Lion
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Identify the beginning, middle, and end of the story by drawing pictures to represent the sequence of the story.<br><br>How did the relationship between the animals change from the beginning of the story to the end?<br><br>What gifted intelligent behaviors did you see the animals portraying? | With a partner create a map of Honeybird and Badger's adventures.  Start the map at the tree and end at the Lion's den.<br><br>With your partner, decide your favorite part of the story and write a sentence describing it.<br><br>What gifted intelligent behaviors did you use to create the map and choose your favorite part. |
| **V__L_*_S_*_M__B_*_P__I__N__** | **V_*_L_*_S_*_M__B__P__I_*_N_*_** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Make a list of the pros and cons for Ngiri (the little warthog) to change his external appearance.<br><br>Decide if you would change or stay as you are.  Explain your reasons for making that decision.<br><br>What Gifted Intelligent Behaviors did you use when deciding whether to change or not? | Create a new African animal to add to Honey…Honey…Lion.  Discuss the animal, draw the physical characteristics and include the habitat.<br><br>Explain what positive and negative changes this new animal will add to the story.<br>Which gifted intelligent behaviors where helpful in making your decision in completing this task? |
| **V_*_L_*_S__M__B__P_*_I__N__** | **V_*_L_*_S_*_M__B__P__I_*_N_*_** |

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**Real World Connections With Products:**  sequence, create, explain, list, decide, imagine, discuss

**Real World Applications:**  topographer, park ranger, politician, author, illustrator

**Real World Terms:**  debate, draw, write, paint, create, explore, measure

**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:**
*Relationships*

**Overarching Generalizations:**
*Everything is related in some way*
*All relationships are purposeful*
*Relationships change over time*

**More Complex Generalizations (Two or more concepts):**
*How do gifted intelligent behaviors allow relationships to change?*
*How can conflicts cause relationships to change over time?*

**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
*How do relationships help people work together to meet their basic needs and wants?*
*What does it look like when people in families and communities are getting along with each other?*

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils
- Crayons

**MetaCognitive Discussion (Essential Questions)**
**(Whole Group)**

**Conceptual Perspectives:**

- What makes relationships?
- Why are relationships important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does being greedy affect relationships?

**Gifted Intelligent Behaviors:**

- Which Gifted Intelligent Behaviors could we exhibit in building relationships?
- How do you demonstrate these Gifted Intelligent Behaviors on a daily basis?
- Which Gifted Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

**Literary Perspectives:**

- Identify the African Animals in both Honey...Honey…Lion and Jungle Drums.
- What similarities did you notice in the relationships between the characters in Honey...Honey…Lion and Jungle Drums.

**Student/Teacher Reflections**

Have a student act as the Honeybird and lead the rest of the class (badgers) through the woods to the honey. Honeybird student chooses sounds to make for class to repeat as they go through the different areas in the woods.

**Math Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Sort animals by movement:  run, walk, swim, and fly. Graph the animals and analyze.<br><br>Summarize by least to most common methods of movement.<br><br>Explain how you had to be persistent during this activity.<br><br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Create a pattern using the African Animals and have your partner guess the rule.<br><br>Together with your partner, come up with a rhythm and movement pattern.<br><br>Explain how you used creativity, imagination, and innovation to create your pattern.<br><br><br><br>**V_*_L__S_*_M__B_*_P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Problem Solving with a partner:<br><br>There is a family of 3 warthogs wrestling in the mud. How many legs are there in all?  Work with a partner to draw and share a solution to the problem.  Explain how you solved the problem.<br><br>What happens if a friend joins the family?<br><br>What Gifted Intelligent Behaviors are used to solve the problem?<br><br><br><br>**V_*_L_*_S_*_M__B__P_*_I__N_*_** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create an ordinal animal counting book.  Count and order the animals.  Use ordinals first through tenth.<br><br>How is the Gifted Intelligent Behavior, create, imagine, and innovate, reflected in your ordinal counting book?<br><br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** |

**Real World Connections With Products:** Sort, create, problem solve, order, explain, summarize

**Real World Applications:** Zoologist, author, illustrator, artist, mathematician, statistician

**Real World Terms:** Write, draw, create, calculate, paint, compute, train, research

**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.**

<div align="center">

**Concept Focus:**
*Relationships*

**Overarching Generalizations:**
*Everything is related in some way*
*All relationships are purposeful*
*Relationships change over time*

**More Complex Generalizations (Two or more concepts):**
*How do gifted intelligent behaviors allow relationships to change?*
*How can conflicts cause relationships to change over time?*

**Essential Question(s):**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
*How is creative, imaginative, and innovative problem solving common in relationships?*

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Animal cutouts
- Paper
- Crayons

**MetaCognitive Discussion (Essential Questions)**
**(Whole Group)**

**Conceptual Perspectives:**

- What makes relationships?
- Why are relationships important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does being greedy affect relationships?

**Intelligent Behaviors:**

- Which Gifted Intelligent Behaviors could we exhibit in building relationships?
- How do you demonstrate these Gifted Intelligent Behaviors on a daily basis?
- Which Gifted Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors:  finding humor, persistence, and creating-innovating-imagining?

**Literary Perspective:**

- What were the common methods of problem solving that were used in Honey...Honey…Lion and Jungle Drums.
- What classifications could you use to sort the animals found in Honey...Honey…Lion and Jungle Drums.

**Student/Teacher Reflections**

Inductive Learning:  "Collective Memory"
Have teams of four make a pattern.  Student #1 views another team's pattern for 10 seconds.  Student returns to his/her team and directs team members to reproduce the pattern.  Repeat for other three students.

**Concept:** Relationships

**Topic:** Animals

**Generalization(s):** Everything is related in some way; All relationships are purposeful; Relationships change over time

**Essential Question(s):** Given the information you know about animals, what hypothesis do you have as to why they develop relationships?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| **1** | List the characters in Honey…Honey…Lion and name one characteristic of each. | Compare and contrast the warthog and giraffe's appearance in Jungle Drums. | Design a bubble map to display the attributes found in a good relationship. | Which African Animal from Honey…Honey…Lion is your favorite? Explain your reasoning. |
| **2** | Create a scrapbook to show the events in the beginning, middle, and end of the book, Honey…Honey…Lion | Make a list of pros and cons for the warthog to change his appearance. | Hypothesize ways that you could develop a good relationship. | Construct a WANT AD to find your favorite African Animal a new friend. |
| **3** | Using technology, report on two facts about the two main characters in the story, Honey…Honey…Lion | Debate internal verses external beauty with your classmates. | Invent or design a new cover for the story, Honey…Honey…Lion | Produce a letter to the editor of a newspaper telling how a relationship you have with someone is similar to the one in the story, Honey…Honey…Lion |

**Real World Connections With Products:** List, create, report, construct, hypothesize, debate, design, invent, produce, explain

**Real World Applications:**  Editor of Newspaper, author, illustrator, politician, zoologist, psychologist

**Real World Terms:** Edit, write, draw, debate, train, research, explain, interrupt

**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.**

<div align="center">

**Concept Focus:**
*Relationships*

**Overarching Generalizations:**
*Everything is related in some way*
*All relationships are purposeful*
*Relationships change over time*

**More Complex Generalizations (Two or more concepts):**
*How do intelligent behaviors allow relationships to change?*
*How can conflicts cause relationships to change over time?*

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
*What are the pros and cons of relationships?*

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Crayons
- Computers
- Poster board

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**

**Conceptual Perspectives:**

- What makes relationships?
- Why are relationships important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does being greedy affect a relationship?

**Intelligent Behaviors:**

- Which Gifted Intelligent Behaviors could we exhibit in building relationships?
- How do you demonstrate these Gifted Intelligent Behaviors on a daily basis?
- Which Gifted Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

**Literary Perspective:**

- Compare and contrast the main relationships in the two stories: Honey…Honey…Lion and Jungle Drums.
- Compare and contrast the Honeybird in Honey…Honey…Lion and the Warthog in Jungle Drums.

**Student/Teacher Reflections:**

Have the students construct a mural of pictures showing relationships of people or animals. Use magazines to find the pictures.

**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)**<br>**Sensing- Thinking**<br><br>Construct a flow chart to sequence the journey the Honeybird took while teaching the badger his lesson.<br><br>Explain the positive and negative changes the journey had on how the badger behaved.<br><br>How did the Honeybird show perseverance on his journey?<br><br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Discuss sharing with a partner and role-play ways to help each other share throughout our school day.<br><br>How does sharing affect relationships?<br><br>What Gifted Intelligent Behaviors do you use when sharing with a friend?<br><br><br><br>**V_*_L__S__M__B_*_P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Create a Venn Diagram to compare and contrast the Intelligent Behaviors exhibited by the two main characters in Honey…Honey…Lion.<br><br>What Gifted Intelligent Behaviors do they share?<br><br>What Gifted Intelligent Behaviors are different?<br><br><br><br>**V__L__S_*_M__B__P__I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Imagine you are an African Animal.  Select one song from the CD you are given.  Use instruments and create music and movements for your group to perform in front of the class.<br><br>How did doing this activity affect your relationship with your group members?<br><br>Explain how you were creative, imaginative, and innovative during this activity.<br><br><br><br>**V_*_L__S__M_*_B_*_P__I_*_N_*_** |

**Real World Connections With Products:**  Discuss, create, imagine, explain, construct, select


**Real World Applications:**  Dance teacher, choreographer, author, writer, actor/actress


**Real World Terms:**  dance, create, write, design, act


**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.**

<div align="center">

**Concept Focus:**
*Relationships*

**Overarching Generalizations:**
*Everything is related in some way*
*All relationships are purposeful*
*Relationships change over time*

**More Complex Generalizations (Two or more concepts):**
*How do gifted intelligent behaviors allow relationships to change?*
*How can conflicts cause relationships to change over time?*

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
*How did the sequence of events in the story affect the relationship of the two main characters?*

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- African Music tape/CD
- Musical instruments
- Tape recorder/CD player
- Crayons/Markers

**MetaCognitive Discussion (Essential Questions)**
**(Whole Group)**

**Conceptual Perspectives:**

- What makes relationships?
- Why is a relationship important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does greediness affect a relationship?

**Intelligent Behaviors:**

- How do you show perseverance when going on a journey?
- How do you demonstrate these Gifted Intelligent Behaviors when sharing with a friend in class?
- Which Gifted Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

**Literary Perspective:**

- Identify the animals in the book and choose your favorite animal.
- Why did you choose this animal?

**Student/Teacher Reflections**

Conduct a class reenactment of the book, Honey…Honey…Lion. Students will choose an animal from the story and role-play their chosen animals.

# 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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Categorize and sort attribute blocks by color, size, and shape.<br><br>Graph shapes according to the number of sides. Extrapolate your results.<br><br>How did you use metacognition in solving this problem?<br><br>What other Gifted Intelligent Behaviors do you use to solve this problem? | Sort animals according to a classification of your choice. Have your partner guess your sorting rule. Take a position and defend your rule.<br><br>What questions did your partner ask in guessing the rule that you used?<br><br>What other Gifted Intelligent Behaviors did your partner use in finding the rule? |
| V_*_L_*_S_*_M__B_*_P__I__N__ | V_*_L_*_S_*_M__B_*_P_*_I__N_*_ |
| **Understanding Learner I**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Using the story, Honey…Honey…Lion, create your own word problem.<br><br>Think, Pair, and Share to pose solutions to your partner's word problem.<br><br>What Gifted Intelligent Behaviors do you use to solve the problem? | Create an original African pattern using three colors and design a flag.<br><br>Present flag and describe the pattern to the class.<br><br>Display flags in a class scrapbook.<br><br>How did you use creating, imaging and innovation in designing your flag? |
| V_*_L_*_S__M__B__P_*_I__N__ | V_*_L_*_S_*_M__B__P__I__N__ |

**Real World Connections With Products:** Categorize, sort, graph, defend, create, extrapolate, think, pair, share, describe

**Real World Applications:** Math teacher, author, designer, publisher

**Real World Terms:** Teach, publish, solve, create, design, innovate

**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.**

<div align="center">

**Concept Focus:**
Relationships

**Overarching Generalizations:**
*Everything is related in some way*
*All relationships are purposeful*
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**More Complex Generalizations (Two or more concepts):**
*How do gifted intelligent behaviors allow relationships to change?*
*How can conflicts cause relationships to change over time?*

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
*How is creative, imaginative, and innovative problem solving common in relationships?*

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Attribute blocks
- Paper
- Crayons
- Graph paper
- Scissors
- Glue

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**

**Conceptual Perspectives:**

- What makes a relationship?
- Why is a relationship important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does greediness affect a relationship?

**Intelligent Behaviors:**

- Which Gifted Intelligent Behaviors do you use to solve problems?
- How do you demonstrate these Intelligent Behaviors on a daily basis?
- Which Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

**Literary Perspective:**

- Count the different kinds of animals in the story. Draw the animals you found and number them.

**Student/Teacher Reflections:**

Reenact a word problem that uses animals. Discuss the possible ways to solve the problem and reach an answer as a class.

**Additional Support Materials:** These materials are not directly in our unit but can be used as other materials to use throughout the duration of the unit.

**Favorite Read-Alouds:**
- <u>Warthog in the Kitchen</u> By: Pamela Duncan Edwards, Henry Cole
- <u>Platypus Lost</u> By: Janet Stevens
- <u>Miss Bindergarten Takes a Field Trip With Kindergarten</u> By: Joseph Slate
- <u>Julius</u> By: Angela Johnson
- <u>Mouse and Moose</u> By: Michael Harry

**Finger Plays, Nursery Rhymes and Songs:** *These finger plays and others can be found at www.thebestkidsbooksite.com/fingerplays-for-kids.cfm*

- Five Monkeys
- Elephant
- Jungle Animals

**Video Clips:**

- Jungle Book
- Lion King

**Paintings & Prints:**

- African Art (masks, cloths, etc.)

# NCSCOS (Kindergarten)

**Language Arts:**

2.01

2.09

3.04

4.01

4.03

4.04

**Math**

1.01e

3.02

4.01

4.02

5.01

5.02

**Science**

1.01

1.02

1.03

**Social Studies**

1.04

3.01

5.02

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Change**

**Topic: Me and My Family**

**K-2**

**Written by: Jana Jackson and Wanda McLamb**

**Big Ideas Manifested**

Topic – Me and My Family

Literature Selection – Remember, Grandma
Author – Laura Langston

| Concepts | Themes |
|---|---|
| Change<br>Relationships | Enduring Love |
| **Issues or Debates** | **Problems or Challenges** |
| Memory vs. Love<br>Familiar vs. Unfamiliar | Understanding Aging<br>Deal/Adapt to change |
| **Processes** | **Theories** |
| Empathy and sacrificing | Circle of Life<br>Love conquers all |
| **Paradoxes** | **Assumptions or Perspectives** |
| Grandparent becomes child<br>Reversal of roles | Children are ones that need support and adults provide it. |

# Big Ideas Manifested

| Topic - |
| :--- |
| Literature Selection – |
| Author - |

| Concepts | Themes |
| :--- | :--- |
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

## Big Ideas Manifested

| |
|---|
| **Topic -** |
| **Literature Selection –** <br> **Author -** |

<br>

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept:  Change                Topic: Me and My Family

**Suggested Literature Selection(s): Remember, Grandma**

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**Look and Listen for…**

**Intelligent Behaviors:** Metacognition, Posing Questions, Creating, Imagining & Innovating, Finding Humor and Persistence

     **Story Focus**   : Finding Humor and Persistence


     **Student Activities  :** Finding Humor and Persistence

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**Thinking Skills Focus:** Chapter 2 Similarities and Differences


**Topic Focus:**  Me and My Family

**Concept Focus:** Change

**Overarching Generalizations:**
Change generates additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.



**More Complex Generalizations (Two or more concepts):**
All relationships are purposeful and 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.

**Suggested Topics for Discussion:**
Seasons, Roles of Family Members, Age/Aging, Plants and Planting, Cooking and Measuring

**Suggested Vocabulary Words for Discussion:**
Gallery (Art)
Remembering/Forgetting
Chopin
Bach
Preserves
Bruised
Rationing
Whooshy
Sting
Prowl
Confused

**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:**
**Synonyms for the word sting, whooshy.**
**Types of galleries.**

**Hooks:**

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

**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
|---|
| Show the students a picture of an elderly person and have them illustrate how she looked as a child. How would you describe the changes you noticed? |

| **Facet 2 - INTERPRETATION** |
|---|
| Invite a grandmother to the class, to tell stories of change in families over her life span. Evaluate as a class life today with long ago by using a venn diagram.  What changes do you see from her life span? |

| **Facet 3 - APPLICATION** |
|---|
| How can we bring about a positive change in an elderly persons life? Students will create cards for elderly residents of a local nursing home. Possibility create a pen pal relationship. |

| **Facet 4 - PERSPECTIVE** |
|---|
| Using a double bubble map, compare and contrast your life to your grandmas.  Draw two pictures.  One drawing should be of something special grandma did when she was a little girl.  The other picture will be of you and something special you like to do.  How are the special times in your life similar or different to the life of grandma's? |

| **Facet 5 – EMPATHY** |
|---|
| Role play an elderly person demonstrating the physical, speech, and mannerisms in their body.  What changes did you find hard or easy to immolate?  How do you feel as an elderly person? |

| **Facet 6 – SELF-KNOWLEDGE** |
|---|
| Reflect on your prior knowledge of the elderly.  Brainstorm individually everything you know about elderly people.  Put your ideas on sticky notes.  Each idea should be placed on a separate note.  Share your notes with your classmates.  As a class, decide how you could group the notes.  What labels could you assign each group? Why? |

**Read:** Remember, Grandma
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Show pictures of what grandma looked like at a younger age and what she looks like now. Children will describe the physical changes of grandma over time. How many years did it take grandma to look this way? Then use the provided pictures to construct a realistic illustration of grandma making sure she has the correct body parts.<br><br>**V*__L*__S*__M__B*__P*__I*__N*__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Create a map of your neighborhood, label the correct streets, houses, etc. Decide where you would want your grandma to live and label with a heart. Reflect your reasoning by using think, pair and share with a partner telling your decision and why.<br><br>**V*__L*__S*__M__B__P*__I*__N*__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Use a double bubble map to compare and contrast what would be better for grandma staying at home or at the nursing home. On a chart, list your conclusions telling why? After charting your conclusions, find a partner with a different the opposite view and reflect on your decision and discuss your chart.<br>How did you pose good questions in your discussion with your partner?<br>How did you use your GIB in making your decision?<br><br>**V*__L__S*__M__B*__P*__I*__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>What if their was a potion or food created that made you not age. What do you think would happen to family, friendships, the world if they were given the item? Would you choose to drink the potion or eat the food? List the pro/cons using colored sticky notes. (Pink for pro/blue for con). Sort and discuss as a small group. Graph your responses telling if you would eat or not. How did you use the GIB (Metacognition) in making your decision?<br><br>**V*__L*__S*__M__B__P*__I*__N*__** |

**Real World Connections With Products:**
Construct, decide, discuss, graph, compare, contrast, list, sort, chart, label, describe, create, reflect

**Real World Applications:**
Data Analysis, Artist, Cartographer

**Real World Terms:**
Analysis, create, plan, draw, map

**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.**

<center>

**Concept Focus:**
Change
**Overarching Generalizations:**
Change is inevitable.
Change generates additional change.
Change can be either positive or negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
All relationships are purposeful and change over time.
**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

</center>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Chart paper
- Sticky notes
- Pictures
- Butcher paper
- Pencil
- Crayons
- Paper

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1.How has physical change affected grandma through the years?
2. What would happen to grandma if you change her living arrangements? Would the change be positive or negative?

**Intelligent Behaviors:**
1.What GIB did you use while constructing your portrait of grandma?
2. How did you use your GIB in making your decision about drinking the potion?

**Literary Perspectives:**
    1. What characteristics did the author give grandma in the story?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Construct each seasons characteristics using pictures of trees, clothing, weather , etc.  Put the seasons in order and label them. Use pictures provided to attach to bulletin board or large poster board to construct the characteristics of each season. | Read a selected text as a class, on various seasonal holidays. Reflect on the holidays and write about your favorite holiday. In your writing include the season that the holiday falls in. |
| **V__L*__S*__M__B*__P*__I*__N*__** | **V*__L*__S*__M__B__P__I*__N*__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| With task rotation leader, demonstrate computer strategies for research of seasons in China and their characteristics. The students will investigate the qualities of the seasons and holidays in different countries. How are the seasons different in other countries and why?<br><br>Discuss and chart responses in groups. | Create an interpretive dance for each season (one group will be assigned a season.) by assuming the role a leaf plays in each season.  Students will be expected to teach their dance to their classmates. |
| **V*__L*__S*__M__B*__P*__I*__N*__** | **V*__L*__S*__M*__B*__P*__I*__N*__** |

**Real World Connections With Products:**
Constructing, labeling, reflecting, writing, illustrating, demonstrating, investigating, discussing, creating, teaching


**Real World Applications:**
Computer tech., writer, dancer, artist, communications, author, reporter, teacher


**Real World Terms:**
Teach, design, writes, reports, processes data, interprets, illustrates, creates


**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change generates additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
All relationships are purposeful and change over time.
**Essential Question(s):**
**(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**

- Computer lab
- Additional text
- Seasonal pictures
- Bulletin Board  or large poster
- Musical instruments
- Writing paper
- Chart paper
- Labels of Seasons

**MetaCognition  Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. How can change be seen in each season?
2. What factors in temperature cause change?
**3.** How does the change in seasons effect our holidays and how they are celebrate

**Intelligent Behaviors:**

1. How did you exhibit the GIB finding humor when creating your dance?
2. How did you show persistence when searching the internet?
3. How did you create , imagine and innovate while you constructed the seasons?

**Literary Perspective:**

1. After reading the text about holidays and seasons, how can I use this knowledge in my writing and drawing?

**Student/Teacher Reflections**

**Concept:** Change

**Topic:** Me and My Family

**Generalization(s):** Change generates additional change. Change can be positive/negative. Change is inevitable. Change is necessary for growth.

**Essential Question(s):**

How do people/things change over time?   Can change be positive/negative? Why?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | In small groups identify and describe the characters in the story. Write 1 fact about each character. | Using a double bubble map, compare/contrast grandma to Margaret. Why are they alike/different? | Use a web map to brainstorm what might happen if grandma had to move. | Write in your journal about your favorite character, telling why that character is your favorite. |
| 2 | Draw pictures to illustrate the sequence of the story. | On a chart list the causes that have affected grandma's memory and the effect on the family. | As a small group or partner, predict what might happen if grandma goes to the nursing home. Chart your results. | Pretend you are Margaret, write a letter to grandma include things in your letter that will remind her of your love and special times together. |
| 3 | Create a time line of events that have changed your life. | Debate positive and negative effects of putting grandma in a nursing home. | Invent a product to encourage or assist grandma's memory. Use recycled products in your invention. | After the debate about the nursing home, take a position, either pro or con, and reflect through writing what your decision would be for grandma and why. |

**Real World Connections With Products:**
Compare, contrast, describe, brainstorm, write, sequence, list, predict, create, debate, invent, make

**Real World Applications:**
Lawyer, Inventor, Care-giver, Historian, Futurist, Nurse, Editor, Commentator

**Real World Terms:**
Debate, invent, research, predict, prescribe, write, review

**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.**

<div align="center">

**Concept Focus:**
Change
**Overarching Generalizations:**
Change is inevitable.
Change generates additional change.
Change can be either positive or negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
All relationships are purposeful and change over time.
**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Chart Paper
- Markers
- Pencils
- Journal
- Crayons
- Recycled objects
- Construction paper
- Pictures
- Sentence strips

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. How does change in grandma's environment affect her memory?
2. Will grandma continue to change over time?
3. How has change in your life effected you?
**4.** Reflect on what would happen if grandma did not change.

**Intelligent Behaviors:**

1. How did you use the GIB of finding humor in your debate?
2. How did you use persistence in creating your timeline?
3. How well did you think about your thinking (metacognition) in group activities and how did this effect your participation in the discussions?

**Literary Perspective:**
1. How did the characters change in the story?
2. How are grandma and Margaret alike and different in the story?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking**<br><br>Produce a realistic product showing 2 physical changes a person experiences as they age.<br><br>What GIB did you use as you drew your pictures?<br>What factors can cause the change?<br><br><br><br>**V__L__S*__M__B__P__I*__N*__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Find a partner, take a position of an elderly or young person. As you role play put yourself in that role. Share your feelings about how your physical and mental changes have effected your lifestyle and dependence on others.<br>Was the GIB empathy shown in your expressions?<br>Do you think change is positive or negative? Why?<br>Do you think change is inevitable? Why?<br><br>**V*__L__S*__M__B*__P*__I*__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Research the internet on an elderly person. Illustrate your understanding by drawing pictures of people and the physical changes they experience as they age.<br>What physical changes are seen over time? Why? How would you use the GIB of finding humor as you see physical changes over time?<br>Why is change necessary?<br><br><br><br>**V__L__S*__M__B__P__I*__N*__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br><br>What if people didn't change over time?<br>Role play the positive and negative affects of people not changing? Was the GIB persistence exhibited in this task?<br><br>Compose a scenario and record it on a cassette. What do you think life would be like if people did not change?<br><br><br>**V*__L__S__M__B*__P*__I*__N__** |

**Real World Connections With Products:**
Take a position, compose, record, research, role play


**Real World Applications:**
Care-giver, nurse, nursing home attendants, social worker, writer, actor


**Real World Terms:**
Physical, mental, feelings, elderly, positive, negative, lifestyle , dependence, caring, compose, make decisions


**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:**
Change
**Overarching Generalizations:**
Change generates additional change.
Change can be positive or negative.
Change is inevitable.
Change is necessary for growth.


**More Complex Generalizations (Two or more concepts):**
All relationships are powerful and change over time.
**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**

- Drawing paper
- Crayons
- Pencils
- Props for role playing (cane, walker, wig, glasses, dress up clothes and hats)

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
1. Why is change necessary?
2. Do you think change is positive or negative? Why?
3. What factors can cause change?
**4.** Do you think change is inevitable? Why?

**Intelligent Behaviors:**

1. Was the GIB persistence exhibited in composing the scenario?
2. How do you demonstrate the intelligent behaviors on a daily basis?
3. How did the GIB help you complete the activities?
4. Was the GIB listening with empathy shown in your expressions of role playing?

**Literary Perspective:**

1. What do you think it would be like to walk in the shoes of an elderly person?
2. What lessons do you think the author wants its readers to learn?
3. As you reflect on the story, what are your views on the elderly and change?

**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)**<br>**Sensing- Thinking**<br><br>Create a time line of the 4 seasons. Label the time line with the season names and illustrate the seasonal changes by the tree you would see during that season. Did you exhibit the GIB of creating, imaging and innovating ?<br><br><br><br><br>V__L*__S*__M__B__P*__I*__N*__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Having worked on the seasons-decide on your favorite season. In your journal describe the season and tell why it is your favorite. Draw a picture to illustrate. Discuss your thinking (metacognition) that helped you complete this activity.<br><br><br><br><br>V*__L*__S*__M__B__P__I*__N*__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Research on the internet trees that grow in our area. After researching record the trees that grow best in our climate and orally discuss your findings. Based on your findings discuss why you think these trees grow best in our area.<br>Did you use the GIB of persisting ? Why?<br><br><br><br><br>V*__L*__S__M__B*__P*__I*__N*_ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>What if you lived in China, what would summer be like? Design a seasonal picture using pattern blocks adding details, including the weather, clothing and activities that you might be seen.<br>Did you use the GIB creating, innovating and imaging ? How?<br><br><br><br>V*__L*__S*__M__B*__P__I*__N*__ |

**Real World Connections With Products:**
Create, research, discussing, investigate, construct, writing, design


**Real World Applications:**
Computer technician, writer, artist, author, architect, agriculturalist, grower, meteorologist, farmer

**Real World Terms:**
Writer, design, illustrate, creates, build, grow, explore, investigate, measure, cultivates


**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.**

<div align="center">

**Concept Focus:**
Change
**Overarching Generalizations:**
Change generates additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.
**More Complex Generalizations (Two or more concepts):**
All relationships are purposeful and change over time.
**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

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**Meta Cognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. How are our seasons different from one another resulting from the change in temperature?
2. How can the change of seasons be positive or negative?
3. What factors cause the change in seasons?



**Intelligent Behaviors:**


1. Did you exhibit the GIB of innovating, imaging and creating when constructing your seasonal picture of China?
2. Did you use the GIB of persisting while researching on the computer?
3. Discuss your thinking (metacognition) that helped you complete the activity.

**Literary Perspective:**

1. How does the author Laura Langston demonstrate the seasonal changes in Remember, Grandma?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils
- Crayons
- Internet Assess
- Computers
- Pattern Blocks
- Chart paper
- Markers
- Journals

**Meta Cognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. How are our seasons different from one another resulting from the change in temperature?
2. How can the change of seasons be positive or negative?
3. What factors cause the change in seasons?

**Intelligent Behaviors:**

1. Did you exhibit the GIB of innovating, imaging and creating when constructing your seasonal picture of China?
2. Did you use the GIB of persisting while researching on the computer?
3. Discuss your thinking (metacognition) that helped you complete the activity.

**Literary Perspective:**

1. How does the author Laura Langston demonstrate the seasonal changes in Remember, Grandma?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**<u>Other Bright Idea Books</u>**
    Home
    Hanna In The Time Of The Tulips
    Candy Shop
    The Bully Blockers Club
    Bake Shop Ghost
    Knocking On Wood
    Circle Unbroken
    The Flyers
    Don Quixote
    The Printer
    Hannah Is My Name
    Sequoyah

**Finger Plays, Nursery Rhymes and Songs:**

Greg and Steve CD (Seasons)
Dr. Jean CD (Seasonal)
Fingerplay – The Leaves Are Falling Down For Fall

**Video Clips:**

**Paintings & Prints:**

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Relationships**

**Topic: Friendship**
**Caryn Young\Brunswick and Pam Brothers\Rowan-Salisbury**
**K-2**

North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

**Big Ideas Manifested**

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**Topic – Friendship**

**Literature Selection – <u>Private and Confidential</u>**
**Author – Marion Ripley**

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| Concepts | Themes |
|---|---|
| Relationship<br>Change<br>Exploration<br>Conflict | Empathy toward a friend<br>Man's inhumanity to man<br>It's okay to be different<br>Communication |
| **Issues or Debates** | **Problems or Challenges** |
| Disability vs. Normal<br>Acceptance vs. Rejection<br>Courage vs. Fear<br>Braille vs. Written word<br>Prejudice vs. Diversity | Facing and overcoming challenges<br>Acceptance<br>Communication with different people<br>   (ability and cultural) |
| **Processes** | **Theories** |
| Empathy<br>Decision making<br>Problem Solving | Disabilities are not as limiting as they appear at first glance.<br>All people can be successful.<br>Progress will make life better for all. |
| **Paradoxes** | **Assumptions or Perspectives** |
| The blind can see.<br>She gained more by being willing to change. | Handicaps hinder learning.<br>Handicapped people are adequate.<br>Things are not always as they appear.<br>Handicapped people cannot be productive in society. |

**Big Ideas Manifested**

Topic -

Literature Selection –
Author -

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

**Big Ideas Manifested**

| Topic - |
| --- |
| Literature Selection – <br> Author - |

| Concepts | Themes |
| --- | --- |
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Concept:  Relationships        Topic:  Friendships

## Suggested Literature Selection(s):  Private and Confidential

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**Look and Listen for…**

**Gifted Intelligent Behaviors:** Remaining Open to Continuous Learning, Listening with Empathy and Understanding, and Applying Past Knowledge to New Situations.

**Story Focus:** Remaining open to continuous Learning, Listening with Empathy and Understanding, and Applying Past Knowledge to New Situations.

**Student Activities:** Persisting; Questioning and Problem Posing; Metacognition; Creating, Imagining and Innovating; Thinking Flexibly; Striving for Accuracy and Empathy; Thinking and Communicating with Clarity and Precision; Thinking Interdependently

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**Thinking Skills Focus:** <u>Beginning Thinking Skills</u>-Parks and DeArmas
      Chapter 3 – Figural Sequences

**Topic Focus:  Friendship**

**Concept Focus: Relationships**

**Overarching Generalizations:**
1. **Relationships change over time**
2. Everything is related in some way
3. All relationships are purposeful
4. Growth is necessary in relationships

**More Complex Generalizations (Two or more concepts):**
1. Conflicts change in relationships
2. Relationships change over time
3. Relationships can be positive and negative

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

**Suggested Topics for Discussion:**
- Countries
- Days of week
- Friendship
- Communications
- Acceptance vs. Rejection
- U.S. Postal System
- Problem solving and decision making
- Time differences

**Suggested Vocabulary Words for Discussion:   (Language Arts Objective 3.03)**

- Empathy
- Acceptance
- Conflict
- Braille
- Communication
- Private
- Friendship
- Confidential
- Pen pal
- Infer
- Recall
- Differentiating
- Australia
- Announcement
- Airmail
- Brailling machine

**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:**
- **Discuss words and meanings in complete sentences**
- **Children use vocabulary in daily activities in complete sentences**
- **Illustrations of words and phrases**
- **Role play of words**
- **Synonym\Antonym chart**
- **Memory game – matching words and definitions or words and pictures**
- **Think\pair\share**
- **Word of the Day**
- **Collective memory grouping**
- **Picture-word-induction**

**Hooks:**

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

## Six Facets of Understanding

| Facet 1 – EXPLANATION |
|---|
| **What do you predict will happen to Laura and Malcolm's relationship if Laura did not write in Braille at the end of the story? Explain your thinking to a partner.** |

| Facet 2 - INTERPRETATION |
|---|
| **Illustrate other ways to communicate in relationships. Tell a story about your picture include what type of relationship your picture represents. (example: mother/child, grandparent/grandchild, friend/friend etc.)** |

| Facet 3 - APPLICATION |
|---|
| **Imagine you have a blind friend. Design a new Braille Alphabet using your choice of the following materials: sequins, rice, sand, beads, noodles, glue, clay, shaving cream and cereal. How would your invention affect your relationship?** |

| Facet 4 - PERSPECTIVE |
|---|
| **Analyze two different relationships you have within your family. Compare and contrast the two using a graphic organizer.** |

| Facet 5 – EMPATHY |
|---|
| **Assume the role of Malcolm by role-playing his handicap. Consider how Malcolm feels when he got a letter he could not read. How might this affect a relationship?** |

| Facet 6 – SELF-KNOWLEDGE |
|---|
| **How could my past knowledge about listening with empathy and understanding within relationships help strengthen current relationships?  Publish your own book showing this gifted intelligent behavior.** |

**Task Rotation Learning Activities**
# NCSCOS: Lang. Arts-2.06, 2.07,4.04, 3.01  S.S.-3.01
**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br><br>Retell the story in your writing journal explaining how the relationship in the story changed over time.<br>Illustrate your story.<br>List the gifted intelligent behaviors that you see in the story. Tell why the behavior fits the situation.<br><br><br><br>V*L_S*M__B__P__I__N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br><br>The students will sit in a circle and share one relationship that changed over time. What gifted intelligent behavior did you use the most in this group sharing?<br><br><br><br>V__L__S__M__B__P*I__N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Make a list of the pros and cons of having a handicapped friend. What gifted intelligent behaviors would you need to show in order to be a good friend to this person?<br><br><br><br>V*_L__S__M__B__P__I*_N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Discuss with a partner a time when you had a conflict with a friend.<br>How did this change your friendship?<br>Create a rap song to show a positive change in the friendship.<br>What gifted intelligent behavior helped you in completing this task?<br><br><br>V*_L__S__M*_B__P*_I__N_ |

**Real World Connections With Products:**
Organize, analyze, evaluate, identify, describe, problem-solving, decision making, create, demonstrate, illustrate, compare, contrast

**Real World Applications:**
Author, artist, speaker, musician, journalist

**Real World Terms:**
Edit, illustrate, write, publish, communicate, discuss, solve, share, brainstorm, list, sing\rap

**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.**

<div align="center">

**Concept Focus:**
**Relationships**

**Overarching Generalizations:**
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships

**More Complex Generalizations (Two or more concepts):**
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

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

</div>

1.  If you are a good friend, what gifted intelligent behaviors could you teach to someone who isn't?
2.  What gifted intelligent behavior did Laura use when she explored another way to communicate to Malcolm?
3.  In the story, what were some of the gifted intelligent behaviors the characters displayed? How did you recognize them?
4.  How might you use Laura's experience to learn even more effective ways to solve such problems?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- journal
- pencil
- crayons
- tape recorder\CD player
- music with upbeat, no lyrics

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What makes a friend?
2. Why are having friends important?
3. What gifted intelligent behavior could you use to solve conflict in a relationship?
4. How are friendships built and broken?
5. How can relationships be positive or negative?
6. How do we demonstrate friendship on a daily basis?
7. Why is it important for handicapped children to have friends?
8. How do people in relationships express their thoughts and feelings?

**Intelligent Behaviors:**
1. Which gifted intelligent behavior could we exhibit to help with making friends with handicapped children?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not being shown in this book?
4. How could the character, Laura, demonstrate the following gifted intelligent behaviors:
   - **Remaining Open to Continuous Learning**
   - **Listening with Empathy and Understanding**
   - **Applying Past Knowledge to New Situations**
5. How could the character, Malcolm, demonstrate the following gifted intelligent behaviors:
   - **Remaining Open to Continuous Learning**
   - **Listening with Empathy and Understanding**
   - **Applying Past Knowledge to New Situations**
6. What gifted intelligent behaviors should true friends use?

**Literary Perspectives:**
1. Which character in <u>Private and Confidential</u> do you relate to and why?
2. Does this book remind you of any other books you have read?

**Student/Teacher Reflections**
   - **Think\pair\share**
   - **Word of the Day**
   - **Collective memory grouping**
   - **Picture-word-induction**

# Math Task Rotation Learning Activities
## NCSCOS: 1.01, 1.03, 4.01
## K-2
### 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** |

| | |
|---|---|
| Solve the following story problem: Laura mailed two letters to Malcolm in January. She mailed six letters in February. How many letters did Laura mail altogether? Is their friendship changing? How do you know? What gifted intelligent behavior do you observe? | Interview five of your friends. Ask them to relate their feelings of having a pen pal. Organize your data showing how many children like and dislike having a pen pal. What gifted intelligent behavior did your friends use? *Teacher assigns pen pals for a two-week period. |
| **V__L*_S__M__B__P__I__N__** | **V*_L*_S__M__B__P*_I__N__** |

| Understanding Learner (C) | Self-Expressive Learner (D) |
|---|---|
| **Intuitive-Thinking** | **Intuitive-Feeling** |

Understanding Learner (C):

Summarize the following data:

Letters Sent

| week | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Laura | 3 | 6 | 9 | |
| Malcolm | 2 | 4 | 6 | |

*Teacher would expand on this chart to enable students to fill in for 7 weeks.

Fill in the blanks on the chart.
What gifted intelligent behaviors are you using when you analyze this data?

**V__L*_S__M__B__P__I__N__**

Self-Expressive Learner (D):

### *15 second test*
#### Test 1
Children write numbers 1-20 with their right hand on an index card. Discuss feelings.
#### Test 2
Children write numbers 1-20 with their left hand on an index card. Discuss feelings.
How did your feelings change from test 1 to test 2?
Why do you think they were different?
After performing this task does your feelings about disabilities change in any way? Explain.

**V*_L*_S*_M__B*_P__I*_N__**

**Real World Connections With Products:**
Organize, analyze, evaluate, identify, describe, problem-solving, decision making, create, demonstrate, compare, contrast, interview, summarize


**Real World Applications:**
Mathematician, data analysis, interviewer


**Real World Terms:**
Problem-solving, solution, reading, observing, summarizing, interviewing, record data, perform, discuss and share

**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.**

<div align="center">

**Concept Focus:**
Relationships


**Overarching Generalizations:**
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships


**More Complex Generalizations (Two or more concepts):**
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative


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

</div>

1. If you have a pen pal, what gifted intelligent behaviors would you exhibit?
2. What gifted intelligent behavior did Laura use when she wrote a letter to Malcolm?
3. In the story, what were some of the gifted intelligent behaviors the characters used when communicating with each other?
4. How might you use Laura's experience to learn even more effective ways to communicate with handicapped friends?

**Materials Needed for Task Rotation and/or Task Rotation Menu**
- Math journal
- Pencil
- Crayons
- Index cards
- Teacher made interview sheet and chart with data
- Timer\clock

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. What makes a friend?
2. Why are having friends important?
3. What gifted intelligent behavior could you use to solve a story problem?
4. How are friendships built and broken?
5. How can relationships be positive or negative?
6. How do we demonstrate friendship on a daily basis?
7. Why is it important for handicapped children to have friends?
8. How do people in relationships express their thoughts and feelings?

**Intelligent Behaviors:**

1. Which gifted intelligent behavior do you observe when solving problems?
2. What gifted intelligent behavior do you use when interviewing a friend?
3. What gifted intelligent behavior do you use when analyzing data?
4. What gifted intelligent behavior do you use when you are outside of your comfort zone?

**Literary Perspective:**

1. What were the common methods of problem solving that were used in <u>Private and Confidential</u> and <u>The Printer</u>?
2. What do you observe when noticing change(s) in relationships in <u>Private and Confidential</u> and <u>The Printer</u>?

**Student/Teacher Reflections**

- Inductive Learning: Collective memory
- Mix and Match
- Show and Tell from the interview

**Concept:** Relationships

**Topic:** Friendship

**Generalization(s):** Relationships can change over time

**Essential Question(s):** Given the information you know about disabilities what hypotheses could you make as to why disabilities could change a friendship?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Identify relationships in the story that are showing change. | Compare/Contrast how Laura and Malcolm are alike and different. | Brainstorm how the story might have been different if Laura had a disability too? | What part of the story do you like best? |
| 2 | Create a flow map to sequence the events of the story from the beginning to the end. | Draw a double bubble map of Laura and Malcolm's similarities and differences. | Write a friendly letter from Malcolm describing his life before Laura's letter in Braille and how it changed his life after her letter in Braille. | In your personal journal tell a way you feel different from others. Share your response with a partner. Tell how you think this might affect your friendship with a friend. |
| 3 | Write a readers theater script. | Research a famous person with a handicap. Did the handicap change their life? Was this change positive or negative? | Create puppets. One puppet with a handicap and one without. Put on a puppet show showing a friendly situation that displays listening with empathy and understanding. | If you were a child with a severe handicap, what could you do to strengthen a friendship? |

**Real World Connections With Products:** identify, compare/contrast, create, draw, write, research, perform, share

**Real World Applications:** Author, Actor, Researcher, Artist, Designer

**Real World Terms:** edit, write, act, perform, discover, explore, solve, make, create, draw, produce, design

**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:** Relationships

**Overarching Generalizations:**
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships

**More Complex Generalizations (Two or more concepts):**
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

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

1. If you have a disability, what gifted intelligent behaviors would you use to communicate with a friend?
2. What gifted intelligent behavior did Laura use when she wrote a letter in Braille to Malcolm?
3. In the story, what were some of the gifted intelligent behaviors the characters used when communicating with each other?
4. How might you use Laura's experience to learn even more effective ways to communicate with handicapped friends?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper and pencil\markers
- Personal journal
- Double bubble map
- Flow map
- Reference books on famous people with disabilities
- Materials to make puppets
- Puppet stage

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
- What makes a friend?
- Why are having friends important?
- What gifted intelligent behavior could you use to solve conflict in a relationship?
- How are friendships built and broken?
- How can relationships be positive or negative?
- How do we demonstrate friendship on a daily basis?
- Why is it important for handicapped children to have friends?
- How do people in relationships express their thoughts and feelings?

**Intelligent Behaviors:**

- Which gifted intelligent behavior could we exhibit in building relationships?
- How do you demonstrate these gifted intelligent behaviors on a daily basis?
- Which gifted intelligent behaviors are not being shown that contribute to friendship?
- In what ways could we demonstrate the following gifted intelligent behaviors:
    - Listening with empathy and understanding
    - Open to continuous learning
    - Thinking flexibly

**Literary Perspective:**
- Compare and Contrast the main characters relationship in <u>Private and Confidential</u> and <u>The Printer.</u>
- Compare the handicaps in <u>Private and Confidential</u> and <u>The Printer.</u>

**Student/Teacher Reflections:**

Have students construct a mural or scrapbook of their research on a famous person with a disability.

**Student Reflections and Assessments**
**Task Rotation Learning Experience**
**NCSCOS: Lang. Arts-3.02, 2.07, 3.04, 3.01, 4.05, 2.08**
**K-2**
**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** |
| Teacher will read aloud two friendship books: <u>The Bully Blockers Club</u> and <u>The Printer</u>. List ways those relationships changed over time.<br><br>List the gifted intelligent behaviors that these two books have in common. | Teacher will put students in small groups (3-4). Students will role-play using puppets, music, etc. showing change in a relationship that happens over a period of time.<br>Each group will perform for a student audience.<br>Audience will evaluate if the change is positive or negative and which gifted intelligent behavior they observed. |
| **V*__L__S__M__B__P__I*__N__** | **V*__L*__S__M*__B*__P*__I__N__** |
| **Understanding Learner (C)** | **Self-Expressive Learner (D)** |
| **Intuitive-Thinking** | **Intuitive-Feeling** |
| Teacher will display a series of pictures showing change in a relationship.<br>Student will explain his/her interpretation of how that relationship has changed over time.<br><br>What gifted intelligent behaviors are observed in the pictures? | Create a flow map beginning with your own birth and ending with the present. Illustrate how your relationship with mom and\or dad changed over this period of time. Predict what your relationship will be like in ten years. Imagine what you both would look like and illustrate.<br><br>What gifted intelligent behavior would you use in completing this time line\flow map. |
| **V*__L__S*__M__B__P__I__N__** | **V_*_L_*_S_*_M__B__P__I_*_N__** |

**Real World Connections With Products:** organize, identify, analyze, evaluate, describe, problem-solving, decision making, create, demonstrate, illustrate, compare/contrast, discuss, role-play, brainstorm

**Real World Applications:** historian, actor, author, Liberian, teacher, friend to friend, student to author, mother to child, child to grandparent

**Real World Terms:** past, present, future, history, then, now, perform, research, read

**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.**

<div align="center">

**Concept Focus:**
Relationships

**Overarching Generalizations:**
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships

**More Complex Generalizations (Two or more concepts):**
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

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

1. If you have a disability, what gifted intelligent behaviors would you use to compare The Bully Blocker's Club and The Printer?
2. What gifted intelligent behavior would you use to evaluate your friends performance?
3. In the series of pictures, what were some of the gifted intelligent behaviors that you had to interpret?
4. When thinking about your life and change in a relationship, what gifted intelligent behavior did you use?

**Materials Needed for Task Rotation and/or Task Rotation Menu**
- Paper/pencil
- Musical instruments
- Tape recorder
- Note cards
- Picture cards
- Bully Blocker's Club
- The Printer
- Markers\crayons
- Graphic organizers

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
1. What are the relationships you see?
2. Why are relationships important?
3. How do people in relationships express their thoughts and feelings?

**Intelligent Behaviors:**
1. In what ways could we demonstrate the following gifted intelligent behaviors:
   - **Remaining open to continuous Learning**
   - **Listening with Empathy and Understanding**
   - **Applying Past Knowledge to New Situations**
2. What similar gifted intelligent behaviors do you see between <u>Private and Confidential</u> and <u>The Printer</u>?

**Literary Perspective:**
   - Identify the characters in the books and choose your favorite character. Why did you choose this particular character?

**Student/Teacher Reflections**
   - Conduct a class play reenacting the plot of the book. Choose the most obvious gifted intelligent behavior.

**Math Student Reflections and Assessments**
**Task Rotation Learning Experience**
**NCSOCS: 1.03, 2.01, 5.02, 4.01, 4.02**
**K-2**
**All conceptual activities must include discussing and/or relating to the selected**
**generalization(s) through essential questions.**

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### Mastery Learner (A)
**Sensing- Thinking**

Create a story problem using this information:
- Two friends (pen pals)
- Choose number of letters mailed
- Show evidence of change in friendship

Did your relationship change in a positive or negative way?

Explain your thinking using complete sentences.

What gifted intelligent behavior did you demonstrate?

**V__L*_S__M__B__P__I__N__**

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### Interpersonal Learner (B)
**Sensing-Thinking**

Using survey of interview from the beginning of the unit. Interview same five friends in your class. Ask them to relate their feelings of having a pen pal after pen pal experience. Compare to prior interview. Graph and organize data using graph paper. Did their feelings change? What changes does your display data show? What gifted intelligent behavior did you observe? Explain.

**V_*_L_*_S_*_M__B__P_*_I_*_N__**

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### Understanding Learner (C)
**Intuitive-Thinking**

Construct a timeline on chart paper showing how many letters Laura and Malcolm sent to each other in ten weeks. Summarize data.

Letters Sent

| week | 8 | 9 | 10 | 11 |
|---------|----|----|----|----|
| Laura | 24 | 27 | | |
| Malcolm | 16 | 18 | | |

Explain changes in problem.

What gifted intelligent behavior did you use to solve this problem? Explain.

**V_*_L_*_S_*_M__B__P__I_*_N__**

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### Self-Expressive Learner (D)
**Intuitive-Feeling**

Measure the given distance on your map from USA to Australia using non-standard units.

With a partner you will measure the same map but with different non-standard units. One partner will be blindfolded while trying to complete this task. Switch roles.

Discuss with your partner how this made you feel and what gifted intelligent behavior you used to complete each task?

**V*__L*__S*__M__B*__P*__I*__N__**

**Real World Connections With Products:**  Create, survey, interview, construct, explain, summarize, organize, measure, compare, graph


**Real World Applications:**  Post master, student, reporter, surveyor


**Real World Terms:**  deliver, count, send, think, create, interview, share, report, organize, measure, distance, precision


**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.**

<div align="center">

**Concept Focus:**
Relationships


**Overarching Generalizations:**
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships


**More Complex Generalizations (Two or more concepts):**
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative


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

</div>

1. If you have a pen pal, what gifted intelligent behaviors would you exhibit?
2. What gifted intelligent behavior did Laura use when she wrote a letter to Malcolm?
3. In the story, what were some of the gifted intelligent behaviors the characters used when communicating with each other?
4. How might you use Laura's experience to learn even more effective ways to communicate with handicapped friends?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper\pencil
- Chart paper\graph paper
- Non-standard measuring manipulatives

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. What makes a friend?
2. Why are having friends important?
3. What gifted intelligent behavior could you use to solve a story problem?
4. How are friendships built and broken?
5. How can relationships be positive or negative?
6. How do we demonstrate friendship on a daily basis?
7. Why is it important for handicapped children to have friends?
8. How do people in relationships express their thoughts and feelings?

**Intelligent Behaviors:**

1. Which gifted intelligent behavior do you observe when solving problems?
2. What gifted intelligent behavior do you use when interviewing a friend?
3. What gifted intelligent behavior do you use when analyzing data?
4. What gifted intelligent behavior do you use when you are outside of your comfort zone?

**Literary Perspective:**

1. What were the common methods of problem solving that were used in Private and Confidential and The Printer?
2. What do you observe when noticing change(s) in relationships in Private and Confidential and The Printer?

**Student/Teacher Reflections**

- Inductive Learning: Collective memory
- Mix and Match
- Show and Tell from the interview

**Additional Support Materials:**

**Favorite Read-Alouds:**
- Hachiko
- Jungle Drums
- The Printer
- Bully Blocker's Club
- Be My Neighbor
- Honey…Honey…Lion!

**Finger Plays, Nursery Rhymes and Songs:**
- Humpty Dumpty
- Jack and Jill
- Mary had a Little Lamb
- Barney Song (I Love You…)
- People are Strange by Jim Morrison
- Princess Pooh (McGraw-Hill Series)

**Video Clips:**
- Arthur wears glasses
- Character education videos
- Magic School Bus

**Paintings & Prints:**

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept:**
**Conflict**
**Topic:**
**Relationships**
**K-2**

Wendy Parker & Terri Harbin

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

# Big Ideas Manifested

Topic -Relationships

Literature Selection –The Bully Blockers Club
Author –Teresa Bateman

| Concepts | Themes |
|---|---|
| Conflict | Conflict may allow for synthesis and change. |
| **Issues or Debates** | **Problems or Challenges** |
| Bullying | Building a positive community |
| **Processes** | **Theories** |
| Problem-Solving | Bullies often target children who are alone or different |
| **Paradoxes** | **Assumptions or Perspectives** |
| All for one and one for all | Bullies feel secure in themselves |

# Concept:  Conflict     Topic:  Relationships

**Suggested Literature Selection(s):** <u>**The Bully Blockers Club**</u>

<div style="border:1px solid">

**Look and Listen for…**

**Gifted intelligent Behaviors**

  **Story Focus** Thinking About Your Thinking**,** Questioning and Posing Problems, Persisting, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Remaining Open to Continuous Learning, Listening and Understanding with Empathy, Applying Past Knowledge with New Situations

  **Student Activities** Thinking About Your Thinking**,** Questioning and Posing Problems, Persisting, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Remaining Open to Continuous Learning, Listening and Understanding with Empathy, Applying Past Knowledge with New Situations

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**Thinking Skills Focus:  Analogies with shapes (pg. 107)**

**Topic Focus:  Relationships**

**Concept Focus:  Conflict**

**Overarching Generalizations:  Conflict may allow for synthesis and change.**
  Conflict can be positive or negative.
  Conflict teaches.
  Conflict can bring about change.

**More Complex Generalizations (Two or more concepts):  Conflict is a part of life and can bring about positive or negative relationships.**

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
**Suggested Vocabulary Words for Discussion:**

| | | |
|---|---|---|
| **Tolerance** | **communicate** | **community** |
| **Environment** | **management** | **threatened** |
| **Awareness** | **conflict resolution** | **bullying** |
| **Advice** | **supervisor** | **brilliant** |
| **attitude** | | |

**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:**

**Hooks:**

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

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
| --- |
| Read this comic strip story and think about the conflict.  How did this come about?  Explain why this is a conflict. |

| Facet 2 – INTERPRETATION |
| --- |
| Think back on a time when you had a conflict with your family or friends.  Tell the story of this conflict by drawing a picture and writing a few sentences. |

| Facet 3 – APPLICATION |
| --- |
| Design a comic strip that shows a conflict between two people.  What do you think the people learned from this conflict? |

| Facet 4 – PERSPECTIVE |
| --- |
| What would be some positive and negative outcomes of conflict (either at home or at school)?  What are some possible reactions? (give students an example) |

| Facet 5 – EMPATHY |
| --- |
| How might you and your classmate reach an understanding about a certain conflict that you might have experienced. |

| Facet 6 – SELF-KNOWLEDGE |
| --- |
| How do I know when I'm doing something that might start a conflict? |

**Read:**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| After reading the story, <u>The Bully Blockers Club,</u> list two positive outcomes of the conflict and two negative outcomes of the conflict. How did these bring about change?<br><br>What gifted intelligent behaviors did you use to identify the outcomes?<br><br><br><br>V_*_L__S__M__B__P__I_*_N__ | Write a letter to a friend explaining a certain conflict that you may have had. Decide what positive and negative outcomes there were from that conflict. Include these outcomes in your letter.<br><br>What gifted intelligent behaviors did you incorporate in your letter?<br><br><br><br>**V_*_L__S__M__B__P_*_I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br>Using the story <u>The Bully Blockers Club</u>, compare and contrast the relationship of the two main characters at the beginning of the story and at the end of the story. Show the similarities and differences on a venn diagram.<br><br>What gifted intelligent behaviors did you use to create your Venn diagram?<br><br><br><br>V_*_L_*_S_*_M__B__P_*_I__N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Design an ending to the story where Lotty and Grant become good friends. Draw pictures with dialogue bubbles to show this new ending. What effects does this friendship have on the students?<br><br>What gifted intelligent behaviors did Lotty and Grant need to use to become good friends?<br><br><br>**V_*_L__S_*_M__B__P__I_*_N__** |

**Real World Connections with Products:** List-decide, evaluate, organize, categorize
Venn Diagram-construct ,draw, evaluate, categorize, organize, planning, designing, producing
Dialogue with bubbles-creating, designing, deciding, evaluating, judging
Letter-create, decide, critiquing, organizing

**Real World Applications:** collectors, household managers, event planners, artists, comic-strip artist, insurance underwriters, authors, publishers, editors, reporters, mathematician

**Real World Terms:** font, format, boldface, italics, type, abbreviation, compare, title, category, sorting, grouping, plan, intersection, overlap, circle, data, dialogue, punctuation, grammar, friendship, relationship, greeting, body, closing

**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: Conflict**

**Overarching Generalizations: Conflict may allow for synthesis and change.  Conflict teaches.  Conflict can be positive or negative, Conflict can bring about change.**

**More Complex Generalizations (Two or more concepts):**
**Conflict is apart of life and can bring about positive or negative relationships**
**Essential Question**
**How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**

**(Include concept and gifted 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**

- The Bully Blockers Club book, lined-paper, crayons, colored pencils, construction paper, pencils, markers

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How can a conflict be positive and negative?
How can conflict teach?
How can conflict bring about change?

**Gifted intelligent Behaviors:**

How do you need to use persistence to solve a conflict?
How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

**Literary Perspectives:**
How is the conflict in the story related to an event that has happened in our classroom?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| Mastery Learner (A)<br>**Sensing- Thinking** | Interpersonal Learner (B)<br>**Sensing-Thinking** |
|---|---|
| Given a set of pattern blocks and a shape template, the students will make the given shape in four different ways. The students should trace their solutions on the template.<br><br>What gifted intelligent behaviors did you need to use to solve this problem?<br><br><br><br>**V__L_*_S_*_M__B_*_P__I_*_N_*_** | Students work in groups of four and are given a candy bar to divide equally among the members in the group. Students must decide how to divide the candy bar so that everyone gets a fair share. Groups will then write the fraction that names each piece. Write and draw your solution on a piece of paper.<br><br>What gifted intelligent behaviors did you and your friends have to use so that you would all be satisfied?<br><br>**V__L_*_S_*_M__B__P_*_I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Sammy and Sally have each solved a problem differently. They both think that their solutions are correct, but they have different answers. Sally's solution is on the yellow paper and Sammy's solution is on the blue paper. Compare and contrast Sammy's and Sally's solutions in your math journal.<br><br>What gifted intelligent behaviors did you need to use to resolve the differences in their answers?<br><br>**V__L_*_S_*_M__B__P__I_*_N__** | Set up a classroom store. Given a certain amount of money to shop with, the students will generate possible combinations of things that they could buy with that money. The students will describe and draw pictures of the items they buy in their math journal.<br><br>What gifted intelligent behaviors did the students need to use to generate possible combinations?<br><br>**V_*_L_*_S_*_M__B_*_P__I_*_N__** |

1.03      Create, model, and solve problems that involve addition, subtraction, equal grouping and division into halves, thirds, and fourths (record in fraction form)

1.05      Create and solve problems using strategies such as modeling composing and decomposing quantities, using doubles, and making tens and hundreds

3.01      Combine simple figures to create a given shape.

**Real World Connections with Products: Design-structure, planning, monitoring, comparing,**
**Drawing-dividing, judging, planning, evaluating**
**Journal Response-comparing, classifying, organizing, critiquing**
**Drawing of purchased items-predicting, parsing, organizing, using, checking, planning**

**Real World Applications: Architect, Mathematician, Astronaut, artist**

**Real World Terms: compare, contrast, equally, template, patterns, fractions, divide, separate, solution, describe, draw, generate, create**

**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: Conflict**

**Overarching Generalizations: Conflict may allow for synthesis and change.  Conflict teaches.  Conflict can be positive or negative, Conflict can bring about change.**

**More Complex Generalizations (Two or more concepts):**
**Conflict is apart of life and can bring about positive or negative relationships**
**Essential Question**
**How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**

**(Include concept and gifted 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**

- Pattern blocks, subject notebooks for journals, pencils, template, candy bar (or picture),
- Items for store (labels for items), play money

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How can a conflict be positive and negative?
How can conflict teach?
How can conflict bring about change?

**Gifted intelligent Behaviors:**

How do you need to use persistence to solve a conflict?
How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

**Literary Perspective:**

**Student/Teacher Reflections**

**Concept:  Conflict**

**Topic:   Relationships**

**Generalization(s): Conflict may allow for synthesis and change.**
                **Conflict teaches.**
                **Conflict can be positive or negative.**
                **Conflict brings about change.**

**Essential Question(s): How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**

# Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Think about the picture. Using words and pictures, describe the conflict in the picture. | Write one or more questions about the conflict going on the picture. | Create a word web with the word "Conflict" in the middle. Write words that you think about conflict. | Think about a time you had to choose between two games that you enjoy playing. List the things you like and dislike about each game. |
| 2 | Using the sentence strips provided sequence the dialogue from start to finish. | Given a picture of conflict the student explains the possible cause(s) and effect(s) that are happening in the picture. | Create a WANTED poster of positive qualities that a friend should have in order to resolve conflicts. | Listen to a piece of music. Think about how the parts of the music sounded different. Reflect on how different parts of music made you feel while you were listening. |
| 3 | Given a blackline master of a timeline or template students will construct a timeline showing major events that have occurred in their life. This timeline should include choices, decisions, and any learning experiences they may have encountered. | Given newspaper clippings students will research a recent conflict in the community. Make a display showing the two sides of the conflict. | Think back to a recent conflict in our school, students will invent a solution to that conflict. | With a partner create an advertisement taking a stand on whether or not we should recycle paper in our school. |

**Real World Connections With Products:** recognizing, explaining, classifying, categorizing, identifying, organizing, structuring, analyzing, critiquing, creating, evaluating, constructing,

**Real World Applications:** Authors, publishers, editors, historians, scientist, musicians, teachers

**Real World Terms:** timeline, display, cause, effect, recycle, community, newspaper, position paper, WANTED poster, reflect

**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.**

<div align="center">

**Concept Focus: Conflict**

**Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.**

**More Complex Generalizations (Two or more concepts):**
**Conflict is apart of life and can bring about positive or negative relationships**

**Essential Question**
**How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**
**Include concept and gifted intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Pictures of conflict, journals, word-web template, sentence strips, construction paper, markers, pencils, listening center, music, black-line master of timeline, newspaper clippings
-

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How can a conflict be positive and negative?
How can conflict teach?
How can conflict bring about change?

**Gifted intelligent Behaviors:**

How do you need to use persistence to solve a conflict?
How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

**Literary Perspective: Literary Perspectives:**
How is the conflict in the story related to an event that has happened in our classroom?

**Student/Teacher Reflections:**

**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) | Interpersonal Learner (B) |
|---|---|
| **Sensing- Thinking** | **Sensing-Thinking** |
| After reading this story, list two positive outcomes of the conflict and two negative outcomes of the conflict. Prepare a presentation to show your classmates how the two outcomes brought about change.<br><br>What gifted intelligent behaviors did you use to identify the outcomes?<br><br><br><br>V*  L__S__M__B__P*  I*  N__ | With a partner, think about what you know about bullying. Each partner chooses a character. Role play the given situation on the cards with your partner. Evaluate what your character learned from this conflict. Switch roles and then evaluate what the other character learned from the conflict.<br><br>What gifted intelligent behaviors did you and your partner use to evaluate the situation?<br><br><br><br>V* L__S__M__B* P* I* N__ |
| **Understanding Learner (C)** | **Self-Expressive Learner (D)** |
| **Intuitive-Thinking** | **Intuitive-Feeling** |
| Using the story compare and contrast the relationship of the two main characters at the beginning of the story and at the end of the story. Show the similarities and differences on a Venn diagram.<br><br>What gifted intelligent behaviors did you use to create your Venn diagram?<br><br><br><br>V_*_L_*_S_*_M__B__P_*_I__N__ | Think about a time in your life when you were faced with a difficult decision. Draw pictures with dialogue bubbles to show this situation and how you came to your solution. What were the positive and/or negative outcomes? What did you learn from your decision? Predict how you would handle a similar situation in the future.<br><br>What gifted intelligent behaviors did  use to make your decision?<br><br><br><br>V_*_L__S_*_M__B__P_*_I_*_N__ |

**SS**    **1.01**   **Identify and describe attributes of responsible citizenship.**

           **1.02**   **Demonstrate responsible citizenship in the school, community, and other social environments.**

           **1.04**   **Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.**

**Real World Connections With Products: analyzing, organizing, critiquing, planning, generating, evaluating, executing, comparing, recalling, attributing**

**Real World Applications: Mathematician, statistician, teachers, actor, comic-strip artist, public speaker, artist**

**Real World Terms: outcomes, presentation, role-play, evaluate, compare, contrast, relationship, similarities, Venn-Diagram, decision, dialogue, solution, situation**

**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.**

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

**Concept Focus: Conflict**

**Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.**

**More Complex Generalizations (Two or more concepts):**
**Conflict is apart of life and can bring about positive or negative relationships**

**Essential Question**
**How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Poster board, picture of a conflict, situation cards, Venn-Diagram template, markers, crayons, pencils
-

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How can a conflict be positive and negative?
How can conflict teach?
How can conflict bring about change?

**Gifted intelligent Behaviors:**

How do you need to use persistence to solve a conflict?
How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

**Literary Perspective: Literary Perspectives:**
How is the conflict in the story related to an event that has happened in our classroom?

**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.**

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### Mastery Learner (A)
**Sensing- Thinking**

Everyone in your class was asked to bring in a photograph of them as a baby to display on a bulletin board. As each person brought in their picture, the teacher discovered that there was a problem fitting them together on the bulletin board. They are all rectangles but of different sizes. You decide to help your teacher by using your knowledge and experience with 2 dimensional figures to fit these pictures together so that nobody's picture gets left out or covered up. Use the pieces of construction paper to represent the pictures and piece them together on the pretend bulletin board so that it is fair to everyone.

What gifted intelligent behaviors did you need to use to solve this problem?

**V__L_*_S_*_M__B_*_P__I__N_*_**

### Interpersonal Learner (B)
**Sensing-Thinking**

Imagine you are eating dinner at a friend's house with two of your friends. Each person has had an equal amount of food. Each person is still a little bit hungry, and there is only one piece of pizza left. This is creating a bit of unintended conflict. Discuss with your partner how you would divide this last piece of pizza so that all three friends will be satisfied. Draw your solution on a piece of paper.

What gifted intelligent behaviors did the friends have to use so that they would all be satisfied?

**V__L_*_S_*_M__B__P_*_I__N__**

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### Understanding Learner (C)
**Intuitive-Thinking**

Julia and Johnny have each divided some shapes into parts. They both think that their solutions are equal parts, but they have different answers. Julia's solution is on the yellow paper and Johnny's solution is on the blue paper. Compare and contrast Julia and Johnny's solutions. In your math journal, explain which answers on Julia's paper are equal parts and which answers on Johnny's paper are equal parts. Were there any that were not equal parts? Explain.

What gifted intelligent behaviors did you need to use to resolve the differences in their answers?

**V__L_*_S_*_M__B__P__I_*_N__**

### Self-Expressive Learner (D)
**Intuitive-Feeling**

You have 312 marbles, and you are worried that you might lose some or someone may accidentally take your marbles. You want to put them in containers so that you can see what you have and count them quickly. You decide that it is best to group them so that you can use skip counting instead of counting them one at a time. Use unifix cubes to represent your marbles and draw your containers on a piece of construction paper. Decide how you will group your marbles, and design containers for your marbles to show how they are grouped.

What gifted intelligent behaviors did you have to use to organize your marbles?

**V  L * S * M  B * P  I * N**

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1.03   Create, model, and solve problems that involve addition, subtraction, equal grouping and division into halves, thirds, and fourths (record in fraction form)

1.05   Create and solve problems using strategies such as modeling composing and decomposing quantities, using doubles, and making tens and hundreds

3.01    Combine simple figures to create a given shape.

**Real World Connections With Products:  organizing, checking, planning, creating, comparing, executing, differentiating, summarizing, explaining, critiquing, designing, creating, constructing**

**Real World Applications: photographer, designer, meteorologist, publisher, chef, teacher, professional organizer, artist**

**Real World Terms:  photograph, display, bulletin-board, present, knowledge, dimensional, figures, pretend, creating, role-play, unintended, solution, equal parts, compare, contrast, represent, design**

**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: Conflict**

**Overarching Generalizations: Conflict may allow for synthesis and change.  Conflict teaches.  Conflict can be positive or negative, Conflict can bring about change.**

**More Complex Generalizations (Two or more concepts):**
**Conflict is apart of life and can bring about positive or negative relationships**
**Essential Question**
**How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Photographs, construction paper, scissors, pizza template, staples, yellow paper (for solution), blue paper (for solution), subject notebook journal, unifix cubes, markers, pencils
-

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How can a conflict be positive and negative?
How can conflict teach?
How can conflict bring about change?

**Gifted intelligent Behaviors:**

How do you need to use persistence to solve a conflict?
How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

**Literary Perspective: Literary Perspectives:**
How is the conflict in the story related to an event that has happened in our classroom?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds: <u>Charlotte's Web</u>, <u>The Chocolate Touch</u>, <u>The BFG</u>**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips: Toy Story, Mulan, Finding Nemo**

**Paintings & Prints:**

# 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' Gifted intelligent Behaviors? Please discuss how each Gifted 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**

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Change**

**Topic: Citizenship**

**K-2**

Margaret (Peg) Caines [Guilford County] and Natacha Lewis [Rowan-Salisbury]

## Big Ideas Manifested

> **Topic - Citizenship**
>
> **Literature Selection – <u>The Bake Shop Ghost</u>**
> **Author – Jacqueline K. Ogburn**

| Concepts | Themes |
|---|---|
| Conflict<br>Relationships<br>Citizenship | Friendship<br>Hobbies<br>Ownership |
| **Issues or Debates** | **Problems or Challenges** |
| Courage vs. Fear<br>Perseverance vs. Quitting | How to prove your worth/value<br>Understanding others' actions |
| **Processes** | **Theories** |
| Problem-solving<br>Decision-making<br>Baking/Cooking | Afterlife |
| **Paradoxes** | **Assumptions or Perspectives** |
| Persistence to overcome obstacles<br>Giving yet selfish | Everyone needs love<br>Change is inevitable<br>Hard work pays off |

# Concept: Change                                    Topic: Citizenship

**Suggested Literature Selection(s):** <u>The Bake Shop Ghost</u>

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**Look and Listen for…**

**Gifted intelligent behaviors**

      **Story Focus –** Persisting; Creating, Imagining, and Innovating; Finding Humor; Questioning and Posing Problems; Metacognition

      **Student Activities -** Persisting; Creating, Imagining, and Innovating; Finding Humor; Questioning and Posing Problems; Metacognition; Thinking Flexibly; Striving for Accuracy and Precision; Taking Responsible Risks; Listening with Understanding and Empathy; Thinking and Communicating with Clarity and Precision; Thinking Interdependently

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**Thinking Skills Focus:** Verbal/Figural
                            Similarities/Differences
                            Describing People and Things

**Topic Focus:** Citizenship

**Concept Focus:** Change

**Overarching Generalizations:**
- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
- Relationships change over time.
- Relationships can change either negative/positive.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
- Empathy
- Citizenship
- Communities
- Emotions
- Birthdays
- Baking
- Equipment used in baking
- Measurement

**Suggested Vocabulary Words for Discussion:**
- Memories
- Recipe
- Sweetness
- Cranky
- Haunting
- Creating
- Orphan
- Equipment
- "Piece of cake"
- Similar/Different
- Value
- Emotion
- Feeling

**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:**
- Discuss words and meanings
- Illustrations
- Role-play
- Real world examples

**Hooks:**

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

**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
|---|
| What do you predict you will look like when you grow up?  What job will you have in your community?  Paint a picture of yourself grown and describe your job. |

| **Facet 2 - INTERPRETATION** |
|---|
| Look at these items individually and decide what they are used for?  What job could you do with the pieces of equipment?  Do you need more than one? (Teacher puts on or pretends to use each piece of baker's tools until complete)  Does having all of them change your original thoughts? |

| **Facet 3 - APPLICATION** |
|---|
| Create your own cupcake.  How does the batter change from beginning to end?  On a folded sheet of paper draw how the dough changed after baking. |

| **Facet 4 – PERSPECTIVE** |
|---|
| Which of these desserts tastes best?  How are they similar/different?  Create a class graph of each student's favorite. |

| **Facet 5 – EMPATHY** |
|---|
| Imagine how these people feel in the given situations.  How might you feel if this happened to you?  Show the emotion on your face. (Teacher holds up variety of picture cards (Ex. Scraped knee, present) |

| **Facet 6 – SELF-KNOWLEDGE** |
|---|
| What is something you are good at?  What would you like to do better?  Create an advertisement that shows your special ability.  Do you think your abilities will change as you grow? |

**Read:** The Bake Shop Ghost

# Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Organize a birthday party for the ghost Cora Lee.  What decorations would you need?  Who would you invite?  What food would you serve?  Would you play games?  Present your party plans in a creative way.  How would you change your plans if the party was not for a ghost but for a live person?  What gifted gifted intelligent behaviors would the party's guests need to display to make Cora Lee feel comfortable.<br><br>**V_*_L_*_S__M__B__P__I_*_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Design a birthday card for any character you choose in the story on Kid Pix.  Will giving your card change how the character feels?  How would you decide which character to create the card for?  What gifted gifted intelligent behaviors did you use in making your decision?<br><br><br><br>**V_*_L_*_S_*_M__B__P_*_I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Pretend you are a reporter for a local news channel.  If you saw a ghost what questions would you ask during the interview?  Create a book that tells All About Ghosts.  How would your interview change if you were afraid/not afraid of the ghost?  How were you successful in using the gifted intelligent behavior of questioning and posing problems?<br><br><br>**V_*_L__S_*_M__B__P__I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Do you know the "Happy Birthday" song?  Create an original birthday song for someone you love.  Teach your new song to someone in our class.  What prior knowledge did you use in helping you create your new song.  What changed from the old song to the new one? (Ex. Words, tune, etc.)  How did the gifted intelligent behavior of thinking flexibly help you during the song writing process?<br><br>**V_*_L_*_S__M_*_B_*_P__I_*_N__** |

**Real World Connections With Products:**
- Organize, present, design, decide, create, interview, teach, plan, represent

**Real World Applications:**
- Baker, store owner, artist, entrepreneur, singer

**Real World Terms:**
- bake, mix, batter, equipment, ownership, managing, creations, funeral, memories

**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:** Change

**Overarching Generalizations:**
- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
- Relationships change over time.
- Relationships can change either negative/positive.

**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How does the gifted intelligent behavior of creating, imaging, and innovating improve/change your ability to be a good citizen?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Booklets (All About Ghosts)
- Construction
- Markers and crayons
- Scissors
- Paste
- Party idea books
- Kid Pix computer program
- Reporter hat and microphone
- Blank tapes and recorder

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. How does good citizenship toward others change relationships?
1. What is citizenship?
2. What new things did I learn about citizenship?
3. What is change?
4. Why do people change?
5. How does a community change?
6. What changes when someone dies?
7. How do relationships change over time?
8. How can change affect relationships either negative/positive?
9. How could change generate additional change?
10. How is change necessary for growth?
11. What new things did I learn about change and how can I use them?

**Gifted intelligent behaviors:**
1. Which gifted intelligent behavior was I strongest in? Which gifted intelligent behavior do I need to work on?
2. What new things about the gifted intelligent behavior finding humor did I use? How can I use them again?
3. Based on what you know about change, how can you apply what you know to new situations in relationships?
4. What gifted gifted intelligent behaviors help you show good citizenship?

**Literary Perspective:**
1. What part of the author's story can I use as a model of good citizenship in my writing?
2. Why did the author write "Cora Lee must have poured all of her sweetness into her work"? How does this help us understand with her?
3. Who is the main character and why do you think so?

**Student/Teacher Reflections**

**Math Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Look at each ingredient of a cake recipe and decide how they will change when mixed together.  Follow the directions to produce an individual cake.  How did the ingredients change as you mixed them together?  On a sheet of paper draw each ingredient as it looked in the beginning.  On the back of the paper draw what the ingredients changed into?  How does the gifted intelligent behavior metacognition help you follow the steps?<br><br>V_*_L_*_S_*_M__B_*_P__I_*_N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner, choose symbols for each of your birthday months.  Working together, create a pattern using the symbols and label the pattern.  How would your pattern change if you added another person?  How successful were you in using the gifted intelligent behavior of thinking interdependently?<br><br>V_*_L_*_S_*_M__B_*_P_*_I_*_N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Predict your classmates' favorite dessert. (Chocolate or Vanilla cake)  Take a survey of our classroom community and graph your results.  What changes do you notice between your predictions and the actual results?  Were they the same?  How were they different?  What gifted gifted intelligent behaviors helped you be successful in this task?<br><br>V_*_L_*_S_*_M__B__P_*_I_*_N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Age changes the way you move.  Match the pictures with their corresponding numerical ages.  Place them in sequential order on the floor.  Create a dance that shows how you grow/move at each numerical age, from a baby to an older person like the character Cora Lee.  How did your movements change as you pretended to grow older?  How did the gifted intelligent behavior of finding humor help you create the dance?<br><br>V__L_*_S_*_M_*_B_*_P__I_*_N__ |

**Real World Connections With Products:**
- produce, use, decide, follow, create, draw, predict, graph, dance

**Real World Applications:**
- baker, artist, store owner, dancer

**Real World Terms:**
- recipe, ingredients, directions, symbols, pattern, movement

**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:** Change

**Overarching Generalizations:**
- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
- Relationships change over time.
- Relationships can change either negative/positive.

**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How does the gifted intelligent behavior of thinking flexibly help you change your thinking when new information is given?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Cut out symbols for each month
- Construction paper
- Markers and crayons
- Scissors
- Paste
- Ingredients for making individual desserts
- Clipboard surveys
- Laminated pictures of people of various ages

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. How does good citizenship toward others change relationships?
2. What is citizenship?
3. What new things did I learn about being a good citizen?
4. What is change?
5. Why do people change?
6. How does a community change?
7. What changes when someone dies?
8. How do relationships change over time?
9. How can change affect relationships either negative/positive?
10. How could change generate additional change?
11. How is change necessary for growth?
12. What new things did I learn about change and how can I use them?

**Gifted intelligent behaviors:**
1. Which gifted intelligent behavior was I strongest in? Which gifted intelligent behavior do I need to work on?
2. What new things about the gifted intelligent behavior finding humor did I use? How can I use them again?
3. Based on what you know about change, how can you apply what you know to new situations in relationships?
4. What gifted gifted intelligent behaviors help you show good citizenship?

**Literary Perspective:**
1. What part of the author's story can I use as a model to be a good citizen?
2. Why did the author write "Cora Lee must have poured all of her sweetness into her work"? How does this help us understand her?
3. Who is the main character and why do you think so?

**Student/Teacher Reflections**

**Concept: Change**

**Topic: Empathy**

**Generalization(s):**
- Change can be either positive/negative.
- Change is necessary for growth.
- Relationships change over time.
- 

**Essential Question(s):** How do these activities develop our understanding of the concept of change in relationships?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | How many people bought Cora Lee's shop? Use the book to count them. Compare your answer to a partner's. | Sort the baking utensils and match with corresponding labels. What can you do if you're not sure of the answer? | Use marzipan to create a cake decoration. Display in our Marzipan Museum. You can eat it later! How is your decoration unique? | Look through magazines. Cut out pictures of desserts. Add to our classroom collage. How will the GIB of persistence help you do a better job? |
| 2 | Make a chart or list of needed items to open a bake shop. Could you run this shop alone or would you need help? | Summarize the story on the flow/story map. Share your completed map with your study buddy. | Imagine what would happen if a ghost lived in a pet shop? Draw a picture of what you might see. How is it different than a ghost in a bake shop? | How would a ghost dance? Choose a piece of music and create/perform a dance. Teach your dance to a partner. |
| 3 | Design a menu with your store name, 5 dessert choices, and prices to advertise your new bake shop. Present your menu to your class. | Why was Annie better prepared to handle the situation with Cora Lee? Make a resume of Annie's life experiences that gave her the confidence to deal with a ghost. | Invent another solution so Cora Lee would let a new owner bake in her shop. How many solutions can you invent? Which solution was the best? | Make a for sale sign. Convince people they need to buy the shop even though a ghost lives there. What would be the advantages of having your own ghost? |

**Real World Connections With Products:**
- Summarize, predict, invent, solve, design, list, review, display, create, perform

**Real World Applications:**
- Baker, store owner, dancer, artist, writer, designer, realtor

**Real World Terms:**
- Resume, advertise, menu, map, marzipan, collage, signs, solution, ghost

**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:** Change

**Overarching Generalizations:**
- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
- Relationships change over time.
- Relationships can change either negative/positive.

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How do these activities develop our understanding of the concept of change in relationships?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Marzipan
- Magazines
- Scissors
- Paste
- Posterboard
- Music selections
- Markers and crayons
- Story map or flow map
- Baking tools and pre-made labels

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What is change?
2. Why do people change?
3. How does a community change?
4. What changes when someone dies?
5. How do relationships change over time?
6. How can change affect relationships either negative/positive?
7. How could change generate additional change?
8. How is change necessary for growth?
9. What new things did I learn about change and how can I use them?
10. What is a citizenship?
11. How do good citizens help a community?

**Gifted intelligent behaviors:**
1. Which gifted intelligent behavior was I strongest in? Which gifted intelligent behavior do I need to work on?
2. What new things about the gifted intelligent behavior finding humor did I use? How can I use them again?
3. Based on what you know about change, how can you apply what you know to new situations in relationships?

**Literary Perspective:**
1. The author named 43 types of luscious desserts. Why did the author choose to do that?
2. What part of the author's story can I use as a model of change in my writing?
3. Why did the author write certain words to show the gifted intelligent behavior of finding humor?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking**<br><br>Draw three or four pictures of the bake shop ghost demonstrating how she changed from beginning, middle, and end of the story.  Was the change negative or positive?  Was the change necessary for her growth?  How would the story have changed if the bake shop ghost had not used the intelligent behavior of persistence?<br><br><br>V_*_L_*_S_*_M__B__P__I_*_N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With your partner, assume the roles of the characters Cora Lee and Annie.  Through role play convince each other why the bake shop ghost should/shouldn't change.  How did the relationship between Cora Lee and Annie change over time?  What do you think would change the ghost's feelings from sad and angry to happy?  What gifted intelligent behaviors did Annie use to figure out what Cora Lee needed to be happy?<br><br>V_*_L__S__M__B_*_P_*_I_*_N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Choose any two bake shop owners from the story and compare their relationships with Cora Lee.  Create a Venn diagram showing their similarities and differences.  Did their relationships with Cora Lee change for the positive or negative?  What gifted intelligent behaviors did each owner use?  How?<br><br><br>V__L_*_S_*_M__B__P__I_*_N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create an original birthday cake.  How would you change this plain birthday cake into a cake that illustrates your interests and strongest gifted intelligent behaviors?  What did you put on your cake that has shown you've changed as you have grown?  What gifted intelligent behaviors did you use in creating your cake? How?<br><br><br>V__L__S_*_M__B_*_P__I_*_N__ |

**Real World Connections With Products:**
- compare/contrast, debate, explain, sequence, illustrate, create, convince, demonstrate, draw conclusions

**Real World Applications:**
- baker, store owner, artist, entrepreneur, funeral director

**Real World Terms:**
- bake, mix, batter, equipment, ownership, managing, creations, funeral, memories

**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:** Change

**Overarching Generalizations:**
- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
- Relationships change over time.
- Relationships can change either negative/positive.

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How does the intelligent behavior of persistence change the characters' understanding of empathy as it pertains to good citizenship in the story?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Construction paper
- Crayons
- Markers
- Paint
- Costumes for Cora Lee and Annie
- Cake decorations (stickers, glitter, ribbon, etc.)
- Pictures of bake shop owners on cards

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
1. How does good citizenship toward others change relationships?
2. What is good citizenship?
3. What new things did I learn about being a good citizen?
4. What is change?
5. Why do people change?
6. How does a community change?
7. How do good citizens help a community?
8. What changes when someone dies?
9. How do relationships change over time?
10. How can change affect relationships either negative/positive?
11. How could change generate additional change?
12. How is change necessary for growth?
13. What new things did I learn about change and how can I use them?

**Gifted intelligent behaviors:**
1. Which gifted intelligent behavior was I strongest in?  Which gifted intelligent behavior do I need to work on?
2. What new things about the gifted intelligent behavior finding humor did I use?  How can I use them again?
3. Based on what you know about change, how can you apply what you know to new situations in relationships?
4. What gifted gifted intelligent behaviors help you show good citizenship?

**Literary Perspective:**
1. What part of the illustrations in the story taught me about empathy?
2. Why does the illustrator put all the swoops and swirls in each picture?

**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)**<br>**Sensing- Thinking**<br><br>Create a timeline of your birthdays at 1, 5, 10, 20, and 80.  How will you change as you grow older?  Cora Lee had a lemon-pucker mouth.  Will you look like Cora Lee when you grow old?  What gifted intelligent behaviors did you use to be successful in creating the timeline?  How did you use the gifted intelligent behaviors?<br><br><br>**V_*_L_*_S_*_M__B__P__I_*_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner, use the plates and cookies to create a game that reinforces sets of numbers 1-30.  How would your game change if you were allowed to eat the cookies?  Did you and your partner create different games?  How did the intelligent behavior of communicating with clarity and precision help you explain the rules to your partner?<br><br><br>**V_*_L_*_S_*_M__B_*_P_*_I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>You have $1 to spend in the bake shop.  You can either buy 1 doughnut or 3 cookies.  Which choice would you make?  Why?  How would your decision change if you brought a friend along and still had $1 to spend?  How did you use the intelligent behavior of thinking flexibly to make your decision?<br><br><br>**V_*_L_*_S__M_*_B__P_*_I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Think of your favorite dessert/food.  Develop a recipe.  List your ingredients and sequence the steps to follow in order to make it.  Write it down to include in our class cookbook.  How would you change your recipe to make enough for the whole class?  What would happen to your recipe if you did not use the intelligent behavior of metacognition?<br><br><br>**V_*_L_*_S_*_M__B__P__I_*_N__** |

**Real World Connections With Products:**
- Create, list, sequence, choose, decide

**Real World Applications:**
- Consumer, baker, store owner, artist, game maker

**Real World Terms:**
- Recipe, cookbook, number set, timeline, shopper

**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:** Change

**Overarching Generalizations:**
- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
- Relationships change over time.
- Relationships can change either negative/positive.

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How does the gifted intelligence behavior of communicating with clarity and precision help you with these task rotations?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Construction paper
- Crayons
- Markers
- Recipe cards
- Plates
- Cookies (real or pretend)

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
1. How does good citizenship toward others change relationships?
2. What is good citizenship?
3. What new things did I learn about being a good citizen?
4. What is change?
5. Why do people change?
6. How does a community change?
7. What changes when someone dies?
8. How do relationships change over time?
9. How can change affect relationships either negative/positive?
10. How could change generate additional change?
11. How is change necessary for growth?
12. What new things did I learn about change and how can I use them?

**Gifted intelligent behaviors:**
1. Which gifted intelligent behavior was I strongest in?  Which gifted intelligent behavior do I need to work on?
2. What new things about the gifted intelligent behavior communicating with clarity and precision? How can I use them again?
3. Based on what you know about communicating clearly, how can you apply this to relationships?
4. What gifted gifted intelligent behaviors help you show citizenship?

**Literary Perspective:**
1. Why did the author say "Cora Lee had a lemon-pucker mouth"? What imagery was he trying to provide?  Do you think her look changed because of empathy?

**Student/Teacher Reflections**

**Additional Support Materials:**

**Various resources:**
Internet
Instructional Magazines

**Favorite Read-Alouds:**
*Honey, Honey Lion*
*Arthur's Birthday Party*
*Elmer*
Variety of cookbooks
*Henry and the Kite Dragon*
*Bully Blockers Club*
*A Fine St. Patrick's Day*
*Be My Neighbor*
*Candy Shop*
*Hachiko*
*The Best Cake in the World*

**Finger Plays, Nursery Rhymes and Songs:**
"Happy Birthday"
Poem by Peg Caines:  "Donuts, cookies, cakes, and more –
                    I went to buy at the bakery store –
                    I left my bag,
                    But, I don't care
                    I think I saw a ghost in there."
Poem by Peg Caines:  "A piece of pie is a triangle
                    Doughnuts and cookies are round.
                    But a square on my plate from my Birthday cake
                    Is the best shape to eat I have found."
Poem by Peg Caines:  "What's in the oven I asked my mom?
                    You'll see in a minute is her same old song.
                    She bakes sweets for dessert.
                    They're good as can be.  I can hardly wait to see."
                    What's in the oven I ask my dad.
                    It's yucky he says it will taste bad.
                    Don't try it he says with a great big grin,
                    I know he just wants more for him."

**Video Clips:**

**Paintings & Prints:**

# 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' Gifted 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Relationships**

**Topic: Neighbors/Community**

**K-2**

Dr. Kathy Godfrey, Wake County School System
Kim Walton, Rowan-Salisbury School System

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

| Topic – Neighbors, Diversity, Community |
|---|
| Literature Selection – <u>Be My Neighbor</u><br>Author – Ajmera & Ivankdo |

| Concepts | Themes |
|---|---|
| Relationships<br>Environment<br>Interactions | Every thing is related in some way.<br>Patterns can be found in many things.<br>Environment can predict buildings, dress, transportation, places of worship, places for play, schools, shopping, special events and celebration, and responsibilities.<br>Interactions are everywhere. |
| **Issues or Debates** | **Problems or Challenges** |
| Differences vs. similarities<br>What is a neighbor?<br> What constitutes a neighborhood? | Recognizing the similarities through the different cultures.<br>Changing the perception of a neighbor.<br>Finding the relationships, patterns, and interactions. |
| **Processes** | **Theories** |
| Compare/contrast<br>Analyzing<br>Predict | All people are the same.<br>Home is where the heart is.<br>We depend on one another. |
| **Paradoxes** | **Assumptions or Perspectives** |
| You can be a neighbor even if you live far away.<br>You can be the same as me even if you and your environment are very different from mine. | A neighborhood is more than just where you live.<br>Communities are tied to their geography, i.e., they can be a village, town, or city. |

**Big Ideas Manifested**

| | |
|---|---|
| **Topic – Conflict, cultural understanding**<br><br>**Literature Selection – <u>Henry and the Kite Dragon</u>**<br>**Author – Bruce Edward Hall** | |

| Concepts | Themes |
|---|---|
| Relationships<br>Change | **Cultures are divers.** |
| **Issues or Debates** | **Problems or Challenges** |
| **Superiority vs. prejudices**<br>**Diversity vs. acceptance** | **How to stay calm in frustrating situations (grandfather)** |
| **Processes** | **Theories** |
| Problem solving<br>  Compromise, consensus | **Things aren't always what they seem.** |
| **Paradoxes** | **Assumptions or Perspectives** |
| **Persistence  in the face of destruction**<br>**People who started out in opposition ended up in agreement**. | **China Town is a small, dirty place; not very safe** |

**Big Ideas Manifested**

| Topic -                              |
|--------------------------------------|
| Literature Selection –<br>Author -   |

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept:   Relationships
# Topic: Neighborhood/Communities

**Suggested Literature Selection(s): Be My Neighbor**

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**Look and Listen for…**

**Intelligent Behaviors**

   **Story Focus  Second Grade:** Metacognition
Questioning and Posing Problems
Creating, Imagining, and Innovating
Thinking Flexibly
Listening with Empathy
Responding with Wonderment and Awe
Remaining open to continuous learning
Applying past knowledge to new situations
   **Student Activities  Second Grade:** Metacognition
Questioning and Posing Problems
Creating, Imagining, and Innovating
Thinking Flexibly
Listening with Empathy
Responding with Wonderment and Awe
Remaining open to continuous learning
Applying past knowledge to new situations

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**Thinking Skills Focus:**   **Second Grade: Figural similarities and differences**

**Topic Focus:  Neighborhoods/Communities are alike and different.**

**Concept Focus:  Relationships**

**Overarching Generalizations:**
  **Everything and everyone are related in some way.**

**More Complex Generalizations (Two or more concepts):**
  Relationships are in a state of flux.
  Relationships can be seasonal or environmental.
  Relationships can be simple or complex.
  Relationships are unifying and dividing.
  Relationships can be harmonious or discordant.
  All things affect and are affected by their relationships with their environment.

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

**Suggested Topics for Discussion:**
Differences vs. similarities
What is a neighbor?
What constitutes a neighborhood?

**Suggested Vocabulary Words for Discussion:**

| | | | |
|---|---|---|---|
| Neighborhood | Town | Village | City |
| Community | Habits | Customs | Apartment |
| Population | Climate | Worship | Cathedral |
| Synagogue | Mosque | Beliefs | Temple |
| Park | Plazas | Streets | Backyard |
| Ice rinks | Markets | Homemade | Public transportation |
| Trains | Celebrations | Festivals | Block party |
| Parade | Cultural Events | | National Holidays |
| Responsibilities | Neighbor | Mail Carriers | Elderly |
| Cooperation | Respect | Friendship | Home |
| Country | Unique | Itinerary | Thinking Maps |

**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:**
**Word Sort – Make flashcards of the words. Sort them into groups of words you know and can explain, words you have heard but cannot explain, and unknown words.**
**Graphics – Within your group, pick a flashcard and draw a visual of the word, writing the word in neat writing at the bottom; explain to the group why you illustrated the way you did; make a vocabulary quilt on wall of words and drawings.**
**What Have I Seen? - Call out words from the word quilt and students stand up to indicate that they have seen an example of the word. Randomly call on students to tell where they saw the example.**

**Hooks:**

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

### Six Facets of Understanding

| **Facet 1 – EXPLANATION** |
| :--- |
| Describe what it means that "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different."  Could you or would you be comfortable playing with a "neighbor" who is very different from you?  Explain your thinking. |

| **Facet 2 - INTERPRETATION** |
| :--- |
| Invite a "neighbor" from a different country to your classroom to discuss, share, and answer questions about their far away neighborhood.  How is their neighborhood like yours and how is it different? |

| **Facet 3 - APPLICATION** |
| :--- |
| How could we apply our new knowledge of what a neighborhood is to educate family and friends? |

| **Facet 4 - PERSPECTIVE** |
| :--- |
| How might a neighborhood look from _____ point of view?  What is the evidence for your thinking? |

| **Facet 5 – EMPATHY** |
| :--- |
| What would it be like to walk in the shoes of a child in _____?  What is the evidence for your thinking? |

| **Facet 6 – SELF-KNOWLEDGE** |
| :--- |
| Here are my views about neighborhoods shaped by _____.  How can I best show my views? |

**K-2**
**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** |
| You are going to take a visitor on a tour of your neighborhood.  List the important places you would go.  Be sure to include interesting and different components | With a partner, agree to focus on one component of a neighborhood. Each partner should select one specific neighborhood and then the partners should trade.  Relate the specific component you are given to your neighborhood and articulate this with your partner. |
| V_*_L_*_S_*_M__B__P_*_I__N_*_ | V_*_L__S__M__B__P*__I__N__ |
| **Understanding Learner (C)** | **Self-Expressive Learner (D)** |
| **Intuitive-Thinking** | **Intuitive-Feeling** |
| With a partner choose two components of a neighborhood/community.  Make a list of the advantages of the chosen component.  Each partner tries to persuade the other partner that his/her component is the most important in the relationship within the neighborhood/community. | Choose a strip from the box.  Each strip has one component of a neighborhood/community on it.  Role play the component while your partner tries to guess which one it is. Take turns until all strips have been used. |
| V_*_L__S__M__B__P_*_I__N__ | V_*_L__S__M__B_*_P_*_I__N__ |

**NCSCOS 2<sup>nd</sup> Grade Language Arts Objectives:**
2.02  Use test for a variety of functions, including literary, informational, and practical.
2.03  Read expository materials for answers to specific questions.
2.04  Pose possible how, why, and what if questions to understand and/or interpret text.
2.07  Discuss similarities and differences in events and characters across stories.
3.01  Use personal experiences and knowledge to interpret written and oral messages.
3.03  Explain and describe new concepts and information in own words.
3.04  Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (read aloud by teacher, literature circles, interest groups, book clubs).

**NCSCOS 2<sup>nd</sup> Grade Social Studies Objectives:**
3.01  Compare similarities and differences between oneself and others.
3.02  Describe similarities and differences among families in different communities
3.03  Compare similarities and differences among cultures in various communities.
3.04  Identify multiple roles performed by individuals in their families and communities.
3.05  Identify individuals of diverse cultures and describe on their contributions to society.
4.01  Analyze the effects of change in communities and predict future changes.
4.02  Analyze environmental issues, past and present, and determine their impact on different cultures.
5.03  Compare and contrast the physical features of communities and regions.
5.06  Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence.

**NCSCOS 2<sup>nd</sup> Grade Mathematics Objectives:**
1.10  Use problem-solving strategies such as diagrams, organized lists, manipulatives, act out, guess and check, pictures; use calculators when appropriate.
2.03  Identify and make figures with line symmetry.
2.04  Identify and make congruent figures.
3.01  Sort by one or more attributes; describe rules used.
3.02  Identify classification and patterning in the environment.
3.06  Define and continue pattern units; translate into other forms.
4.01  Collect, sort, organize, and display information in charts, graphs, and tables with correct labeling.
4.02  Summarize and interpret information in charts, graphs, and tables with correct labeling.
4.03  Collect and display data over a period of time.

**NCSCOS 2<sup>nd</sup> Grade Information Skills Objectives:**
3.01  Describe personal cultural heritage and environment.
3.02  Collect information about diverse cultures, environment and peoples.
3.03  Identify bias and stereotypes.
3.04  Relate cultural similarities and differences to personal life experiences.
3.05  Describe how information and ideas are influenced by prior knowledge and personal experience.

**Real World Connections With Products:**
Application ( create, imagine, express, explore investigate)

**Real World Applications:**
 Any community helper, architect, sales, chamber of commerce, travel agent, bus driver, parks and recreation

**Real World Terms:**
List, relate, persuade, role play, demonstrate, label, create, describe, interpret, express, interactions

**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations:**
**Everything and everyone are related in some way.**

**More Complex Generalizations (Two or more concepts):**
</div>

Relationships are in a state of flux.
Relationships are seasonal or environmental.
Relationships can be simple or complex.
Relationships are unifying and dividing.
Relationships can be harmonious and discordant.
All things affect and are affected by their relationships with their environment.

<div align="center">

**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
</div>

- How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships?
- Which intelligent behavior would you use to identify and create relationships with your neighbor?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Markers, crayons, paper, box of strips listing components of a neighborhood/community

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**
**Conceptual Perspectives:**

**1.Why are relationships necessary for neighborhoods/communities?**
**2.How do relationships generate new relationships within neighborhood/communities?**
**3. How can relationships be positive or negative?**
**4. How do relationships generate change in the components of a neighborhood/community?**
**5. How do relationships in neighborhood/communities change over time?**
**6. How you recognize relationships?**

**Intelligent Behaviors:**

1. What intelligent behaviors did you see in the story that fostered relationships?
2. How were intelligent behaviors used in the book to foster relationships?
3. What intelligent behaviors do you see as your strength?
    *thinking flexibly,
    *applying past knowledge to new situations
    *remaining open  o continuous learning
    *managing impulsivity
    *thinking interdependently
4. How do you use your intelligent behaviors in your neighborhood on a daily basis?
5. How did you intelligent behaviors help you complete the activities?
    *persisting
    *managing impulsivity
    *metacognition
    *creating, imaging, and innovating

**Literary Perspectives:**

1. What would it be like to live in another neighborhood in another part of the world?
2. What would happen if there were no relationships within your neighborhood/community?
3. How do the actions of the people in a neighborhood bring about relationships ?
4. What is the meaning of "Be My Neighbor – Wherever you Live"?  Can you be anyone's neighbor?  Why or why not?
5. Observe the pictures that illustrate each component of the neighborhood.  What do the pictures reveal about the relationships in the neighborhood/community?
6. How do you think helping your neighbors and friends would make you feel?  Look at the children pictured in the book?  Do you feel the same?  Why or why not?
7. How can you work together to make your neighborhood a better place?
8. What does Mr. Rogers want us to think and feel about neighborhoods?
9. As we reflect on the book, what are your views about relationships and neighborhoods/communities?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Use the pictures provided.  Make a list of the lines of symmetry that you see within prescribed geometric shapes.<br><br><br><br><br><br>**V_x_L_x_S__M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Using the pictures provided, pick a picture.  How does this picture make you feel?  Write a rap/song/poem to the tune of "Row, row, row your boat" to show how you feel.<br><br><br><br><br><br>**V__L_x_S__M_x_B__P__I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Draw a picture typical of what you would see somewhere in a neighborhood/community.  Trade it with a partner and identify all the lines of symmetry within prescribed geometric shapes that you can find.  Compare and contrast your findings with the original artist.<br><br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Using the picture provided, improve on the picture by adding at least six more lines of symmetry within the geometric objects.  Share with another student and articulate why the lines indicated are lines of symmetry.<br><br><br><br>**V_*_L_*_S*_M__B__P_*_I_*_N__** |

**Real World Connections With Products:**
**Construct, written expression, oral expression, movement, articulate, compare, contrast**


**Real World Applications: Any community helper, architect, sales, chamber of commerce, travel agent, bus driver, parks and recreation**


**Real World Terms: symmetry,**

**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.**

<p align="center"><b>Concept Focus: Relationships</b></p>

<p align="center"><b>Overarching Generalizations:</b><br>
<b>Everything and everyone are related in some way.</b></p>


<p align="center"><b>More Complex Generalizations (Two or more concepts):</b></p>

Relationships are in a state of flux.
Relationships are seasonal or environmental.
Relationships can be simple or complex.
Relationships are unifying and dividing.
Relationships can be harmonious and discordant.
All things affect and are affected by their relationships with their environment.

<p align="center"><b>Essential Question(s):</b><br>
<b>(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)</b></p>

How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships? Which intelligent behaviors would you use to strengthen relationships with your neighbor?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Crayons, markers, paper, pictures of houses, tape recorder, dry erase boards, markers


<p align="center"><b>CONCEPT:  Relationships</b></p>


**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**
**Conceptual Perspectives:**

**1.Why are relationships necessary for neighborhoods/communities?**
**2.How do relationships generate new relationships within neighborhood/communities?**
**3. How can relationships be positive or negative?**
**4. How do relationships generate change in the components of a neighborhood/community?**
**5. How do relationships in neighborhood/communities change over time?**
**6. How you recognize relationships?**

**Intelligent Behaviors:**
1. What intelligent behaviors did you see in the story that fostered relationships?
2. How were intelligent behaviors used in the book to foster relationships?
3. What intelligent behaviors do you see as your strength?
   *thinking flexibly,
   *applying past knowledge to new situations
   *remaining open  o continuous learning
   *managing impulsivity
   *thinking interdependently
4. How do you use your intelligent behaviors in your neighborhood on a daily basis?
5. How did you intelligent behaviors help you complete the activities?
   *persisting
   *managing impulsivity
   *metacognition
   *creating, imaging, and innovating

**Literary Perspective:**
1. What would it be like to live in another neighborhood in another part of the world?
2. What would happen if there were no relationships within your neighborhood/community?
3. How do the actions of the people in a neighborhood bring about relationships ?
4. What is the meaning of "Be My Neighbor – Wherever you Live"?  Can you be anyone's neighbor?  Why or why not?
5. Observe the pictures that illustrate each component of the neighborhood.  What do the pictures reveal about the relationships in the neighborhood/community?
6. How do you think helping your neighbors and friends would make you feel?  Look at the children pictured in the book?  Do you feel the same?  Why or why not?
7. How can you work together to make your neighborhood a better place?
8. What does Mr. Rogers want us to think and feel about neighborhoods?
9. As we reflect on the book, what are your views about relationships and neighborhoods/communities?

**Student/Teacher Reflections**

**Concept: Relationships**

**Topic: Neighborhoods/Communities**

**Generalization(s): Everything and everyone are related in some way.**

Relationships are in a state of flux.
Relationships are seasonal or environmental.
Relationships can be simple or complex.
Relationships are unifying and dividing.
Relationships can be harmonious and discordant.
All things affect and are affected by their relationships with their environment.

**Essential Question(s):** How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships?
Which intelligent behavior would you use to strengthen relationships with your neighbor?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Retell the story <u>Be My Neighbor.</u> | Using a Venn Diagram, compare/contrast one different neighborhood/ community in <u>Be My Neighbor</u> with your neighborhood. | Create a bubble map of intelligent behaviors that a neighbor could have. | Prioritize the components of a community/neighborhood from 1 being your favorite to 6 being your least favorite. |
| 2 | Design a flow chart to show the main components of a community /neighborhood. | Analyze the value of a community in the book <u>Be My Neighbor.</u> | Predict what it would be like in your neighborhood/community if you lived in_____. What kind of transportation would you use? What special events/celebrations are going on? What would your home be like? | Create an infomercial to convince others that your neighborhood is a place they would want to live. |

| 3 | Create a MapQuest. How would you get from your house to your church/school/grocery store? Give specific instructions. What type of transportation would you use? | Interpret the effects of the environment on the different components of the neighborhood/community. Create a chart to document the effects. | Create questions that you would ask your neighbor if you wanted to find out the responsibilities that they have in your neighborhood. Pretend to interview the neighbor and give the responses that he/she might give. | Prioritize the components of a neighborhood from most important to least important. Write an explanation of your reasons. |

**Real World Connections With Products: interpret, create, prioritize, interview, give directions, analyze, predict, retell, design**


**Real World Applications: travel agent, real estate agent, tour guide, AAA, environmentalist, city council, chamber of commerce, county commissioner, school board member, any political office, department of transportation**

**Real World Terms: mapquest, symmetry**

**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: Relationships

**Overarching Generalizations:**
**Everything and everyone are related in some way.**


**More Complex Generalizations (Two or more concepts):**
Relationships are in a state of flux.
Relationships are seasonal or environmental.
Relationships can be simple or complex.
Relationships are unifying and dividing.
Relationships can be harmonious and discordant.
All things affect and are affected by their relationships with their environment.

- How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships?
- Which intelligent behaviors would you use to strengthen relationships with your neighbor?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Crayons, markers, paper, book – **Be My Neighbor**

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**
**Conceptual Perspectives:**

**1.Why are relationships necessary for neighborhoods/communities?**
**2.How do relationships generate new relationships within neighborhood/communities?**
**3. How can relationships be positive or negative?**
**4. How do relationships generate change in the components of a neighborhood/community?**
**5. How do relationships in neighborhood/communities change over time?**
**6. How you recognize relationships?**

**Intelligent Behaviors:**

1. What intelligent behaviors did you see in the story that fostered relationships?
2. How were intelligent behaviors used in the book to foster relationships?
3. What intelligent behaviors do you see as your strength?
   *thinking flexibly,
   *applying past knowledge to new situations
   *remaining open o continuous learning
   *managing impulsivity
   *thinking interdependently
4. How do you use your intelligent behaviors in your neighborhood on a daily basis?
5. How did you intelligent behaviors help you complete the activities?
   *persisting
   *managing impulsivity
   *metacognition
   *creating, imaging, and innovating

**Literary Perspective:**

1. What would it be like to live in another neighborhood in another part of the world?

2. What would happen if there were no relationships within your neighborhood/community?
3. How do the actions of the people in a neighborhood bring about relationships?
4. What is the meaning of "Be My Neighbor – Wherever you Live"? Can you be anyone's neighbor? Why or why not?
5. Observe the pictures that illustrate each component of the neighborhood. What do the pictures reveal about the relationships in the neighborhood/community?
6. How do you think helping your neighbors and friends would make you feel? Look at the children pictured in the book? Do you feel the same? Why or why not?
7. How can you work together to make your neighborhood a better place?
8. What does Mr. Rogers want us to think and feel about neighborhoods?
9. As we reflect on the book, what are your views about relationships and neighborhoods/communities?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking**<br><br>Demonstrate your knowledge of a neighborhood/community by drawing a picture of your neighborhood and label the different components.<br><br>**V_*_L__S_*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Create a diary entry replicating a day in the life of a child your age living in a neighborhood in another country. Describe in detail the interactions you have had with others in your neighborhood.<br><br>**V_x_L__S__M__B__P__I_x_N__** |
| --- | --- |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br>Choose one component of a neighborhood/community and summarize similarities and differences across communities interpreting the relationships. Interpret using a graphic organizer, diorama, or interview questions to demonstrate your understanding.<br><br>**V_x_L__S_x_M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Choose one component of neighborhoods/communities and imagine how one from a different community would relate within your neighborhood. Express your idea in music, drawing, an advertisement, role play, poetry, jump rope rhyme/rap, or travel brochure.<br><br>**V_x_L__S_x_M_x_B_x_P__I_x_N__** |

|  |  |
|---|---|

**Real World Connections:**
Application (express, imagine, create, demonstrate, explore, investigate);Evaluate (interpret);

**Real World Connections With Products:**

Construct, written expression, oral expression, movement,

**Real World Applications:**
Any community helper, architect, sales, chamber of commerce, travel agent, bus driver, parks and recreation

**Real World Terms**
List, relate, persuade, role play, demonstrate, label, create, describe, interpret, express, interactions

**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.**

<center>

**Concept Focus: Relationships**

**Overarching Generalizations:**
**Everything and everyone are related in some way.**

**More Complex Generalizations (Two or more concepts):**
</center>

Relationships are in a state of flux.
Relationships are seasonal or environmental.
Relationships can be simple or complex.
Relationships are unifying and dividing.
Relationships can be harmonious and discordant.
All things affect and are affected by their relationships with their environment.

<center>

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

How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships? Which intelligent behavior would you use to strengthen relationships with your neighbor?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper, crayons, markers, shoeboxes, construction paper, glue, scissors, musical instruments, taper recorder

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group):**

**Conceptual Perspectives:**
**1.Why are relationships necessary for neighborhoods/communities?**
**2.How do relationships generate new relationships within neighborhood/communities?**
**3. How can relationships be positive or negative?**
**4. How do relationships generate change in the components of a neighborhood/community?**
**5. How do relationships in neighborhood/communities change over time?**
**6. How you recognize relationships?**

**Intelligent Behaviors:**

1. What intelligent behaviors did you see in the story that fostered relationships?
2. How were intelligent behaviors used in the book to foster relationships?
3. What intelligent behaviors do you see as your strength?
   *thinking flexibly,
   *applying past knowledge to new situations
   *remaining open  o continuous learning
   *managing impulsivity
   *thinking interdependently
4. How do you use your intelligent behaviors in your neighborhood on a daily basis?
5. How did you intelligent behaviors help you complete the activities?
   *persisting
   *managing impulsivity
   *metacognition
   *creating, imaging, and innovating

**Literary Perspective:**
1. What would it be like to live in another neighborhood in another part of the world?
2. What would happen if there were no relationships within your neighborhood/community?
3. How do the actions of the people in a neighborhood bring about relationships ?
4. What is the meaning of "Be My Neighbor – Wherever you Live"?  Can you be anyone's neighbor?  Why or why not?
5. Observe the pictures that illustrate each component of the neighborhood.  What do the pictures reveal about the relationships in the neighborhood/community?
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7. How can you work together to make your neighborhood a better place?
8. What does Mr. Rogers want us to think and feel about neighborhoods?
9. As we reflect on the book, what are your views about relationships and neighborhoods/communities?

**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)**<br>**Sensing- Thinking**<br><br>Refer to the book, <u>Be My Neighbor</u> and list and describe examples of symmetry.<br><br><br><br><br><br><br><br><br><br>**V_x_L_x_S_x_M__B__P__I__N_x_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Reflect on the advantages and disadvantages of living in a symmetrical house. Which one would you prefer to live in and why?<br><br><br><br><br><br><br><br><br>**V_x_L_x_S__M__B__P_x_I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Design and draw a house with symmetry and a house without symmetry. Label the lines of symmetry and write 2 statements to prove/disprove the symmetry or lack of symmetry.<br><br><br><br><br><br><br><br><br><br>**V__L_x_S_x_M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Imagine and create your own house with unusual types of symmetry. Create at least five unusual rooms/arrangements within your house.<br><br><br><br><br><br><br><br><br>**V_x_L_x_S_x_M__B__P__I__N__** |

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**Real World Connections With Products: reflect, create, list, prove/disprove, analyzing, evaluating**


**Real World Applications: architect, builder, construction, artist, interior designer**


**Real World Terms:architecture, interior design, balance**


**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: Relationships


**Overarching Generalizations:**
**Everything and everyone are related in some way.**


**More Complex Generalizations (Two or more concepts):**
Relationships are in a state of flux.
Relationships are seasonal or environmental.
Relationships can be simple or complex.
Relationships are unifying and dividing.
Relationships can be harmonious and discordant.
All things affect and are affected by their relationships with their environment.


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

How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships? Which intelligent behavior would you use to strengthen relationships with your neighbor?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Crayons, markers, paper, rulers, geometric shapes from **Building Thinking Skills,** graph paper

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**

**Conceptual Perspectives:**
1.Why are relationships necessary for neighborhoods/communities?
2.How do relationships generate new relationships within neighborhood/communities?
3. How can relationships be positive or negative?
4. How do relationships generate change in the components of a neighborhood/community?
5. How do relationships in neighborhood/communities change over time?
6. How you recognize relationships?

**Intelligent Behaviors:**

1.  What intelligent behaviors did you see in the story that fostered relationships?
2.  How were intelligent behaviors used in the book to foster relationships?
3.  What intelligent behaviors do you see as your strength?
    *thinking flexibly,
    *applying past knowledge to new situations
    *remaining open  o continuous learning
    *managing impulsivity
    *thinking interdependently
4.  How do you use your intelligent behaviors in your neighborhood on a daily basis?
5.  How did you intelligent behaviors help you complete the activities?
    *persisting
    *managing impulsivity
    *metacognition
    *creating, imaging, and innovating

**Literary Perspective:**
1.  What would it be like to live in another neighborhood in another part of the world?
2.  What would happen if there were no relationships within your neighborhood/community?
3.  How do the actions of the people in a neighborhood bring about relationships ?
4.  What is the meaning of "Be My Neighbor – Wherever you Live"?  Can you be anyone's neighbor?  Why or why not?
5.  Observe the pictures that illustrate each component of the neighborhood.  What do the pictures reveal about the relationships in the neighborhood/community?
6.  How do you think helping your neighbors and friends would make you feel?  Look at the children pictured in the book?  Do you feel the same?  Why or why not?
7.  How can you work together to make your neighborhood a better place?
8.  What does Mr. Rogers want us to think and feel about neighborhoods?
9.  As we reflect on the book, what are your views about relationships and neighborhoods/communities?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips:**

**Paintings & Prints:**

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Conflict**

**Topic: Citizenship**

**K-2**

Carolyn Harrington – Lincoln Elementary, Brunswick County
Mary J. Woodcock – B.F. Grady Elementary, Duplin County

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

# Big Ideas Manifested

> ## Topic – Citizenship
>
> **Literature Selection –*The Bully Blockers Club***
> **Author – Teresa Bateman**

| Concepts | Themes |
|---|---|
| Conflict, Relationships, Power, Change, Exploration, Systems | Good vs. evil;  Aggressive vs. Passive; Positive vs. negative relationships |
| **Issues or Debates** | **Problems or Challenges** |
| Bullying vs. friendship;  majority rules | How to deal with bullies; finding a nonviolent solution. |
| **Processes** | **Theories** |
| Talked to parents; family used different strategies; students organized themselves into a united front | United we stand…. Bullies have low self-esteem |
| **Paradoxes** | **Assumptions or Perspectives** |
| Fighting for peace;  Appearance of strength is the result of weakness; insecure bully | Strongest always win;  Safety in numbers; Survival of the fittest; Strength in Numbers |

# Big Ideas Manifested

> **Topic -   Conflict**
>
> **Literature Selection –** *A Fine St. Patrick's Day*
> **Author – Susan Wojciechowski**

| Concepts | Themes |
|---|---|
| - Conflict<br>- Relationships<br>- Change | - Caring for others<br>- Kindness<br>- Community<br>- Values |
| **Issues or Debates** | **Problems or Challenges** |
| - Selfish vs. unselfish | - How to win the contest<br>- How to paint the entire town green in time for the contest.<br>- Help get the cows out of the river. |
| **Processes** | **Theories** |
| - Decision making<br>- Problem solving<br>- Prioritizing | - There are consequences for your actions.<br>- Each man for himself<br>- What goes around comes around |
| **Paradoxes** | **Assumptions or Perspectives** |
| - Sacrifice for gain<br>- | - It is best to help those in need<br>- Acceptance will win over indifference |

# Concept: Conflict                     Topic:  Citizenship

**Suggested Literature Selection(s):** *The Bully Blockers Club*
                                       *A Fine St. Patrick's Day*

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**Look and Listen for…**

**Intelligent Behaviors:**

    **Story Focus:**  Listening with understanding and empathy, metacognition, thinking
        flexibly, taking responsible risks, persistence

    **Student Activities:** Listening with understanding and empathy, metacognition,
        thinking flexibly, taking responsible risks, persistence

---

**Thinking Skills Focus:** *Building Better Thinking Skills*, Sandra Parks: Similarities and
Differences

**Topic Focus:  Citizenship**

**Concept Focus: Conflict**

**Overarching Generalizations:**
-Positive vs. Negative relationships (conflict can be positive or negative)

**More Complex Generalizations (Two or more concepts):**
-conflict can bring about change
- conflict can be unifying
-relationships can 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.

**Suggested Topics for Discussion:** what is Bullying; what it means to be a good citizen;
definition of conflict, school and classroom rules; what is cooperation?.

**Suggested Vocabulary Words for Discussion**:  tattletale, safe, unsafe, scared, lonely, angry, emotions


**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:** Concentration

**Hooks:**

Video about bullying
Role play a conflict situation between teacher and assistant.
Discussion about what took place.


**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
|---|
| Think Pair Share – Think about a bully.  Choose a partner and share with him/her the characteristics that describe a bully.  How might these characteristics lead to a conflict? |

| **Facet 2 – INTERPRETATION** |
|---|
| Given what you know about a bully, tell about the characteristics of a bully. When encountering a bully in what ways could the conflict be a negative or positive experience? |

| **Facet 3 – APPLICATION** |
|---|
| Teacher will give students a prompt to perform.  The students will decide whether the outcome will be positive or negative. How might positive conflict help us to understand others?  How might negative conflict help us to change our thinking? |

| **Facet 4 – PERSPECTIVE** |
|---|
| The teacher will describe a situation to the students. How might this situation be viewed from the bully's perspective? What are the different points of view about the conflict? |

| **Facet 5 – EMPATHY** |
|---|
| Imagine that your friend is being bullied.  How might you feel if it happened to you?  Create a poster that demonstrates a conflict that you were involved in.  What changes may be made to produce a positive change if a similar conflict occurs the next time? |

| **Facet 6 – SELF-KNOWLEDGE** |
|---|
| In your journal write about the characteristics that make you a good friend.  How can I best show being a good friend?  How are my views about bullying shaped by my experiences with conflict?  Which gifted intelligent behaviors will help you to become a better friend? |

**Read:**

# Task Rotation Learning Activities

## K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Sequence the conflict, its resolution and its resulting change in the stories read. (*The Bully Blockers Club* and *A Fine St. Patrick's Day)*<br><br>In what ways did the conflict bring about change?<br><br>Which gifted intelligent behaviors were used to bring about the resolution?<br><br><br>V__L_*_S__M__B__P__I__N__ | Debate your position on structured recess with a partner or group. One will support structured recess the other will oppose it.<br><br>How did this conflict unify or divide your partner or group?<br><br>What gifted intelligent behavior did you see your partner or group use during the debate?<br><br>V_*_L_*_S__M__B__P__I_*_N__ |
| **Understanding Learner (C)**<br>Intuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| Using your gifted intelligent behaviors formulate a plan that will help you bring about a positive change to deal a conflict. Display plan on a chart.<br><br>How might conflict bring about positive change?<br><br>Which gifted intelligent behaviors did you use to formulate your plan?<br><br><br>V__L_*_S__M__B__P__I__N__ | Imagine that you are being bullied. Write about how you felt in your journal.<br><br>In what ways was this experience positive or negative?<br><br>Which gifted intelligent behaviors did you use as you wrote in your journal?<br><br><br>V__L__S__M__B__P_*_I__N__ |

**Real World Connections With Products:**
Application: thesis, present case, article, book, diary, equation/solutions, illustrations

**Real World Applications:**
Student, lawyer, reporter, author, mathematician, artist,

**Real World Terms:**
Debate, illustrate, create, exam, report, record, compose, solve, present case.

**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.**

<div align="center">

**Concept Focus:Conflict**

**Overarching Generalizations:**
-Positive vs. Negative relationships (conflict can be positive or negative)

**More Complex Generalizations (Two or more concepts):**
-conflict can bring about change
- conflict can be unifying
-relationships can change over time

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

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In what ways does conflict bring about change?
How conflict unify or divide?
How might conflict bring about positive and / or negative change?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Books: *The Bully Blockers Club* and *A Fine St. Patrick's Day*

- Poster paper
- Journal
- Writing utensils
- 

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspectives:**

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
## All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Provide students with picture drawn on a graph paper. Have students reproduce the picture on the same sized graph paper; then draw it on a graph paper with larger or smaller squares.<br><br>Describe their conflict in reproducing the pictures. Was one easier to draw than the other? Explain your response.<br><br>Which gifted intelligent behaviors How did your fair share solution bring about a conflict that could be unifying or dividing?<br>did you use to complete this task?<br><br><br>V__L_*_S__M__B__P__I__N__ | After reviewing strategies of fair shares, students will be given an about of candy that cannot be divided equally among the given group. They will develop their strategy for determining fair share.<br><br><br>Which gifted intelligent behaviors did the group use in their solutions?<br><br>V_*_L_*_S__M__B__P_*_I__N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Read poem: *Humpty Dumpty*<br>Discuss why at the end of the poem they were not able to put Humpty together again.<br>Give students cut up paper eggs. Ask students to try and put egg back together again.<br>Try to put it together in another way.<br><br><br>Was putting the egg together again a conflict and how did you resolve the conflict?<br><br>Which gifted intelligent behaviors did you use to solve this problem? | Using a rebus style problem ask students to solve a problem.<br>Problem: John has a farm. On the farm he sees ____legs (use even numbers). These legs could belong to chickens or horses. How many combinations of chickens and horses are there? If John's dog run through and chases off ____legs (must be even number), how many combinations of chickens and horses are there?<br><br>How did you solve a problem with more than one solution?<br>How did conflict change the solutions to this problem? |

| | |
|---|---|
| **V__L__S__M__B__P__I__N__** | Which gifted intelligent behaviors did you use to solve this problem?<br>**V__L__S__M__B__P__I__N__** |

**Real World Connections With Products:**
Solution, equations,  problem situation,  farm goods, poem, creation


**Real World Applications:**
Mathematician, student, teacher, farmer, poet, architect,


**Real World Terms:**
Teach, equate, design, construct, produce, solve, write


**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.**

<div align="center">

**Concept Focus: Conflict**

**Overarching Generalizations:**
-Positive vs. Negative relationships (conflict can be positive or negative)

**More Complex Generalizations (Two or more concepts):**
-conflict can bring about change
- Conflict can be unifying
-relationships can change over time


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

How can conflict be unifying or dividing?
How does conflict bring about change?

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Candy
- Paper egg pattern (cut)
- Paper / pencil
- Simple drawing on graph paper
- Graph paper of same size as picture
- Graph paper with larger or smaller squares
- Poem: *Humpty Dumpty*

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections**

**Concept: Conflict**

**Topic: Citizenship**

**Generalization(s):**

**Essential Question(s):**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | List the characteristics of a bully.<br><br>How would these characteristics lead to conflict? | Compare/ contrast Grant's behavior at the beginning of the story and at the end of the story.<br><br>How was Grant's behavior different at the end of the story? | Create stick puppets of the main characters in the story. Role play how you would feel in a similar situation. Pick a conflict out of the story to role play.<br><br>Was this a positive or negative experience? | Interview  a person you might go to if you were in a conflict. Share that advice with a younger student.<br><br>Could that advice bring about change?<br><br>What intelligent behaviors were found in the advice you were given? |

| 2 | Provide students with pictures of people in different situations. Have students organize and label pictures into groups showing conflict and good citizenship. | Provide a statement about conflict before reading a story about conflict. Ask students if they agree or disagree with statement. Read a book about conflict. Then have them decide whether they feel the same or whether they have changed their opinion about the statement. Discuss the evidence in the story that supports their current opinion. | Draw a picture of you being a good citizen. Reflect and write about what you were doing in the picture to show good citizenship.<br><br>What were you doing in your picture to show good citizenship? | With a partner create a poster showing conflict and how conflict can bring about change |
|---|---|---|---|---|
| 3 | Present information in a newspaper article about how to recognize a bully.<br><br>What intelligent behaviors did you use to write this article? | Provide students with a conflict scenario. Have students propose solutions to conflict.<br><br>State whether solution resulted in a positive or negative change and tell why?<br><br>Which intelligent behaviors did you use to develop your solution? | Create a true or false game about conflict resolution.<br><br>What is conflict resolution?<br><br>What intelligent behaviors did you use to create this game? | Think about conflict on the playground. Conduct interviews to collect information about conflicts on the play ground. With a partner generate a variety of solutions to handle existing conflict on the playground with the idea to prevent bullying in the school. |

**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.**

**Concept Focus: Conflict**

**Overarching Generalizations:**
-Positive vs. Negative relationships (conflict can be positive or negative)

**More Complex Generalizations (Two or more concepts):**
-conflict can bring about change
- conflict can be unifying
-relationships can change over time

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

How can conflict be positive or negative?
How does conflict bring about change?
How can gifted intelligent behaviors be used to prevent and avoid conflict?

**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:**

**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)**<br>**Sensing- Thinking**<br><br>List five things you could do to avoid conflict. How can this bring about positive or negative change?<br><br>What intelligent behaviors would you use to handle or avoid conflict?<br><br><br>**V__L__S__M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>Write a letter to Grant encouraging him to be a good citizen. Give him advice on how he could avoid conflict.<br><br>What intelligent behaviors could he use to become a better citizen?<br><br><br>**V__L__S__M__B__P__I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br>Debate Grant's behavior through a mock court trial and determine the consequences of his behavior.<br><br>What intelligent behaviors did you use to determine your decision?<br><br><br>**V__L__S__M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Design a handbook that teaches others how to handle conflict.<br><br>What intelligent behaviors did you use in order to create this handbook?<br><br><br>**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.**

<div align="center">

**Concept Focus:**
**Overarching Generalizations:**
-Positive vs. Negative relationships (conflict can be positive or negative)

**More Complex Generalizations (Two or more concepts):**
-conflict can bring about change
- conflict can be unifying
-relationships can change over time

**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:**
1. What Intelligent Behaviors did the characters in the story demonstrate?
2. How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors daily?
4. What Intelligent Behavior(s) did you see as your strength in these activities?
5. Why?
6. What Intelligent Behavior(s) do you think you would like to work on developing in the next unit of study? What indicators do you think would be a good focus for you on your next task rotation activities?
7. How did ++++ demonstrate the following behaviors in the story?
   1. Listening with understanding and empathy
   2. Thinking flexibly
   3. Remaining open to continuous learning
   4. Questioning and Posing Problems

8. How do you demonstrate the following behaviors?

   1. Listening with understanding and empathy
   2. Thinking flexibly
   3. Remaining open to continuous learning
   4. Questioning and Posing Problems

**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)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| <br><br><br><br><br><br><br><br>V__L__S__M__B__P__I__N__ | <br><br><br><br><br><br><br><br>V__L__S__M__B__P__I__N__ |
| **Understanding Learner (C)** | **Self-Expressive Learner (D)** |

| Intuitive-Thinking | 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.**

<center>

**Concept Focus:  Conflict**

**Overarching Generalizations:**
-Positive vs. Negative relationships (conflict can be positive or negative)

**More Complex Generalizations (Two or more concepts):**
-conflict can bring about change
- conflict can be unifying
-relationships can change over time


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

</center>


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- 
-

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**
*The Recess,* Alexis O'Neill
*Stand Tall, Molly Low Melon*, Patty Lovell
*Bullies Are a Pain in the Brain,* Trevor Romain
*Say Something,* Peggy Moss
*Mr. Lincoln's Way*, Patricia Polacco
*King of the Playground,* Phyllis Reynolds Naylor
*Nobody Knew W hat to Do: A Story About Bullying,* Becky Ray *McCain*


**Finger Plays, Nursery Rhymes and Songs:**
*Humpty Dumpty*




**Video Clips:**




**Paintings & Prints:**

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Relationships**

**Topic: Communities**
**Laura Moore  Brunswick County Schools**
**Sabrina Smith  Wake County Schools**
**K-2**

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

| |
|---|
| **Topic – Communities/ Neighborhoods** |
| |
| **Literature Selection – <u>Be My Neighbor</u>** |
| **Author – Maya Ajmera & John D. Ivanko** |

| Concepts | Themes |
|---|---|
| *Relationships | *Relationships within a system are interdependent and symbiotic<br>*Relationships can be simple or complex.<br>*Relationships have parts that work to complete a task. |
| **Issues or Debates** | **Problems or Challenges** |
| *Cultural diversity<br>*Language barrier<br>*Is one culture better than another?<br>*Respect within the community | *Poverty<br>*Weather effects<br>*Population growth<br>*Education |
| **Processes** | **Theories** |
| *Community involvement<br>*Developing relationships | *People have more similarities and differences. |
| **Paradoxes** | **Assumptions or Perspectives** |
| *Alone is a crowded city<br>*Neighbors in another country | *Differences should be respected.<br>*It takes a village to raise a child. |

# Concept: Relationships                Topic: Communities

**Suggested Literature Selection(s):**

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**Look and Listen for…**

**Intelligent Behaviors**


**Story Focus** Taking responsible risks, thinking flexibly, thinking and communicating with clarity and precision, questioning and posing problems, metacognition, finding humor

**Student Activities**
questioning and posing problems, metacognition, finding humor, taking responsible risks, thinking flexibly, and communicating with clarity and precision

---

**Thinking Skills Focus:** Building better thinking skills
                                    First grade- Chapter five and six (Describing people and things.
Similarities and differences)

**Topic Focus:** Communities

**Concept Focus:** Relationships

**Overarching Generalizations:**
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.



**More Complex Generalizations (Two or more concepts):**
Relationships within systems have parts that work together to complete a task.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
What is a relationship?
What is your responsibility in the community?
How can you form positive relationships in your community?

**Suggested Vocabulary Words for Discussion:**

community, neighbor, neighborhood, responsibilities, occupations, transportation, celebration, public, customs, debate, leader, village, city, town, culture, tolerance, acceptance

**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 ExtensionHooks:
Word  Match
        Match vocabulary word cards with their definitions.

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

## Six Facets of Understanding

| **Facet 1 – EXPLANATION** |
| --- |
| **What are some parts of a community?**<br>**Brainstorm with a chart** |

| **Facet 2 - INTERPRETATION** |
| --- |
| **How is a neighborhood like a community?**<br>**Use a "Y" chart to compare and contrast.** |

| **Facet 3 - APPLICATION** |
| --- |
| How might our community help us to develop relationships?<br>Discussion |

| **Facet 4 - PERSPECTIVE** |
| --- |
| **How might your community look to a person from another country?**<br>**Write a letter to someone about your new community with a postcard.** |

| **Facet 5 – EMPATHY** |
| --- |
| How might someone else from another country feel about our community?<br>Role play with a partner |

| **Facet 6 – SELF-KNOWLEDGE** |
| --- |
| **How are your views about  your future shaped by the community in which you live?**<br>**Write your ideas in your journal.** |

**Read:**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Sort community picture or word cards.<br><br>As you were sorting, what relationships did you discover based on the groups you made?<br><br>What will you be aware of in your own thinking as you make this list and think about these relationships?<br><br>How did you use the gifted intelligent behavior of questioning to sort your pictures and words?<br><br><br>**V_*_L *__S _*_M__B_ * P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Interview a community helper or leader to find out who they work closely with and what they do.<br><br>What are the relationships that are involved in that occupation?<br><br>What are the gifted intelligent behaviors you use while interviewing this person?<br><br><br>**V__L__S__M__B__P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Look at a list of community helpers. Choose one you feel is most important for the community. Give reasons for your choice.<br><br>What relationships are important for the community helper to have within the community?<br><br>What goes on in your head when you use the intelligent gifted behavior of metacognition?<br><br>**V_*_L *__S__M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Suppose you were the mayor of your town. How would you help your community?<br><br>What relationships would you need to develop in order to do your job as mayor?<br><br>How did you use the gifted intelligent behavior of finding humor while you performed your job as mayor?<br><br>**V__L__S__M__B__P__I_*_N__** |

**Real World Connections With Products:**

Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating

**Real World Applications:**

mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

**Real World Terms:** grocery store, post office, school, community center, daycare center, Firestation, police department, park

**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.**

<div align="center">

**Concept Focus:**
Relationships
**Overarching Generalizations:**
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

**More Complex Generalizations (Two or more concepts):**
Relationships within systems have parts that work together to complete a task.

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

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How can people in a community form purposeful relationships by using questioning and problem posing?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Index cards, picture cards
- Chart paper

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

    Are relationships inevitable?
    Are all relationships permanent, or are some temporary?
    Is everything involved in a relationship?
    Are all things affected by their relationship with their environment?
    Do relationships require time to develop?
    Does it take time to develop relationships?

**Intelligent Behaviors:**

Which gifted intelligent behaviors do you use to develop your relationships?

**Literary Perspectives:**

Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

**Student/Teacher Reflections**

  As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community.  A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| Mastery Learner (A)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| Using toothpicks and clay, construct a three dimensional shape of your choice.<br><br>Describe the relationship between the clay and toothpicks. How did one work with the other?<br><br>How did you se the intelligent behavior of taking responsible risks when constructing your shape?<br><br><br><br><br><br><br><br>**V__L_*_S_*_M__B__P__I__N__** | Sort shapes on a venn diagram for your partner and have that partner guess the rule.<br><br>How did you and your partner work together to foster a positive relationship to complete the task?<br><br>What intelligent behavior did you use while working with your partner?<br><br><br><br><br><br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** |
| **Understanding Learner (C)**<br>lIntuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| Formulate two questions to ask the class about shapes.<br><br>How do your questions relate to one another?<br><br>What intelligent behavior did you use while generating the questions?<br><br><br><br><br><br><br><br>**V_*_L_*_S_M_B_P_I_N** | Design a collage using magazines to show the shapes that exist in a community.<br><br>Is there a relationship between the shapes you chose to use in your collage?<br><br>What intelligent behavior did you use while creating the collage?<br><br><br><br><br><br><br><br>**V_*_L_*_S_*_M_B_P_I_N** |

**Real World Connections With Products:**
Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating

**Real World Applications:**

mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

**Real World Terms:** grocery store, post office, school, community center, daycare center, Firestation, police department, park

**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:
Relationships
### Overarching Generalizations:

All relationships are purposeful.
Relationships are required.
Everything is related in some way.
**Relationships can be simple or complex.**
**More Complex Generalizations (Two or more concepts):**
Relationships within systems have parts that work together to complete a task.

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

How can people in a community form purposeful relationships by using questioning and problem posing?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Attribute shapes, toothpicks
- clay, magazines

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

    Are relationships inevitable?
    Are all relationships permanent, or are some temporary?
    Is everything involved in a relationship?
    Are all things affected by their relationship with their environment?
    Do relationships require time to develop?
    Does it take time to develop relationships?

**Intelligent Behaviors:**

Which gifted intelligent behaviors do you use to develop your relationships?

**Literary Perspective:**

Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

**Student/Teacher Reflections**
 As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community.  A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

**Concept: Relationships**

**Topic: Communities**

**Generalization(s): 1. All relationships are purposeful. 2. Relationships are required in order to function. 3. Everything is related in some way.**

**Essential Question(s):** How can people in a community form purposeful relationships by using questioning and problem posing?

# Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | List people, places, and things in your community. | Teacher provides differences and similarities of two communities. Students place this information on a venn diagram. | Journal writing about what you feel makes your community special. | With a partner play a mix and match game with who and what is in a community. |
| 2 | Identify the parts of a neighborhood. Describe what you might find in the neighborhood. | Why is it better to live in one community than another? Cite examples. | What are ways that you could help make your neighborhood a safe and clean place to live? | With a group, create a poster of examples of your relationships with community people, places, and things. |
| 3 | Brainstorm important parts in a neighborhood. Students choose five most important parts of a community to create their own neighborhood. | Students label their own Venn diagram by comparing two communities from the book. | Create a community project to improve relationships of the citizens of our community. | Imagine you are in charge of adding to your neighborhood. What does your need? Persuade the class to vote on your project. |

**Real World Connections With Products:**

Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating,

**Real World Applications:**

mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

**Real World Terms:** grocery store, post office, school, community center, daycare center, firestation, police department, park

**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.**

<div align="center">

**Concept Focus:**
Relationships
**Overarching Generalizations:**
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

**More Complex Generalizations (Two or more concepts):**
Relationships within systems have parts that work together to complete a task.

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

</div>

How can people in a community form purposeful relationships by using questioning and problem posing?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- journal, chart paper

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
Are relationships inevitable?
Are all relationships permanent, or are some temporary?
Is everything involved in a relationship?
Are all things affected by their relationship with their environment?
Do relationships require time to develop?
Does it take time to develop relationships?

**Intelligent Behaviors:**
Which gifted intelligent behaviors do you use to develop your relationships?

**Literary Perspective:**
Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

**Student/Teacher Reflections:**
  As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community.  A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

**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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Design a travel brochure for your community including the important people, places, and things in the community.<br><br>As you design your brochure, what relationship did you see between the people, places, and | Put words relating to the story to the existing tune of "It's a Beautiful Day in The Neighborhood."<br><br>How is your relationship different with the neighborhood than it is with the whole community? |

| | |
|---|---|
| things in your community?<br><br><br><br><br><br>**V_*_L__S * M__B__P__I__N__** | <br><br><br><br><br><br>**V__L__S__M_*_B__P__I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Look at a list of community helpers.  Choose the one you feel is the most important in the community and explain why.<br><br>What intelligent behaviors should this person have or use?<br><br><br>**V_*_L__S__M__B__P__I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Suppose that you were the mayor of your town.  How would you help your community?<br><br>What types of relationships will you need to form in your community to do your job as mayor?<br><br><br>**V__L__S_*_M__B__P__I_*_N_*_** |

**Real World Connections With Products:**
Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating,

**Real World Applications:**
mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

**Real World Terms:** grocery store, post office, school, community center, daycare center, firestation, police department, park

**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.**

<div align="center">

**Concept Focus:**
Relationships
**Overarching Generalizations:**

</div>

All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

<div align="center">

**More Complex Generalizations (Two or more concepts):**
Relationships within systems have parts that work together to complete a task.

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

</div>

How can people in a community form purposeful relationships by using questioning and problem posing?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- chart paper, journal
- picture cards, index cards

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
    Are relationships inevitable?
    Are all relationships permanent, or are some temporary?
    Is everything involved in a relationship?
    Are all things affected by their relationship with their environment?
    Do relationships require time to develop?
    Does it take time to develop relationships?

**Intelligent Behaviors:**

Which gifted intelligent behaviors do you use to develop your relationships?

**Literary Perspective:**

Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

**Student/Teacher Reflections**

  As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community.  A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

## 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)**<br>**Sensing- Thinking**<br><br>Using models of three dimensional shapes, describe the characteristics of a rectangular prism, cube, and triangular prism, telling about the number of sides and vertices.<br><br>As you describe each shape, think about how each shape relates to one another. Tell how you think they relate to one another.<br><br>What intelligent behaviors did you use to describe the shapes?<br><br><br>**V_\*_L__S_\*_M__B_\*_P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>With a partner, estimate the number of blocks for the length and width of the three dimensional models of the buildings in a community.<br><br>How did you and your partner work together to estimate?<br><br>What intelligent behaviors did you use to estimate?<br><br><br>**V_\*_L_\* S_\*_M__B__P__I_\*_N__** |
|---|---|
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Using two attribute blocks, compare them by referring to their size, number of sides, shape, and color.<br><br>As you analyze the shapes, what relationships do you observe between the shapes?<br><br>How did you use the gifted intelligent behavior of thinking and communicating with clarity and precision to compare the shapes?<br><br>**V_\*_L__S__M__B_\*_P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Create a building in your community using various materials.<br><br>As you create your building, think about how the materials work together and have a purpose. Are several needed to complete the task, or is only one needed. Explain your answer.<br><br>What intelligent behavior did you use to create?<br><br>**V__L__S_\*_M__B_\*_P__I__N__** |

**Real World Connections With Products:** Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating,

**Real World Applications**: mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

**Real World Terms:** grocery store, post office, school, community center, daycare center, firestation, police department, park

**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.**

<div align="center">

**Concept Focus:**
Realtionships
**Overarching Generalizations:**
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

**More Complex Generalizations (Two or more concepts):**
Relationships within systems have parts that work together to complete a task.

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

</div>

How can people in a community form purposeful relationships by using questioning and problem posing?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- attribute blocks, toothpicks
- magazines, chart paper, clay

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

Are relationships inevitable?
Are all relationships permanent, or are some temporary?
Is everything involved in a relationship?
Are all things affected by their relationship with their environment?
Do relationships require time to develop?
Does it take time to develop relationships?

**Intelligent Behaviors:**

Which gifted intelligent behaviors do you use to develop your relationships?

**Literary Perspective:**

Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

**Student/Teacher Reflections:**
As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community. A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

**Additional Support Materials:**

**Teacher Resources:**

**Map Skills Made Fun: Neighborhood and Communities by Catherine Tamblyn**
**Fun To Solve Map Mysteries By Lisa Trumbauer**
**Exploring Our World: Neighborhoods and Communities By Kathleen Hollenback**
**Neighborhood and Community :12 Skill Building Activities That Motivate Kids to Collect,**
**Display and Use Data and Connect to the NCTM Standards By Patricia Daly**

**Read Alouds;**

**Neighborhood Odes By Gary Soto**
**Grandpa's Corner Store By Anne Di-Salvo-Ryan**
**City Green By Anne DiSalvo-Ryan**
**On the Town: A Community Adventure By Judith Caseley**
**A Day's Work By Eve Bunting**
**Home By Jeannie Baker**
**Families By Ann Morris**
**Our Community Garden By Barbara Pollak ide**

**Video Clip:**

**Ricky's Room: Community Helpers "The people Who Make Your Neighborhood Great"**

# 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

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Conflict**

**Topic: Famous Authors**
**Ann Barton – Brunswick County**
**Alta Green – Rowan County**
**K-2** North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

# Big Ideas Manifested

> **Topic – Famous Authors**
> **Literature Selection – The Boy on Fairfield Street**
> **Author – Kathleen Krull**

| Concepts | Themes |
|---|---|
| **Conflict**<br>**acceptance and rejection**<br>**creativity** | **individuality versus conformity**<br>**empathy toward others**<br>**Overcoming obstacles and conflict**<br>**It's okay to be different** |
| **Issues or Debates** | **Problems or Challenges** |
| Individuality versus conformity<br>How do we treat people who are different<br>Normal vs. Different | How to accept yourself/like yourself as you are<br>How to relate to others who don't accept or like you<br>Resolving conflict to develop belief in yourself |
| **Processes** | **Theories** |
| Problem solving<br>Decision making<br>Persistence<br>Inquiry | There are many different paths to happiness and success.<br>Do what you love and love what you do. |
| **Paradoxes** | **Assumptions or Perspectives** |
| Sometimes breaking the rules is the right thing to do.<br>He was not a good student but he helps children to read<br><br>Our failures can lead to success. | Jus t be cause we experience failure, we can still be successful<br>Leading a conventional life will not always ensure happiness. |

# Big Ideas Manifested

Topic -

Literature Selection –
Author -

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

**Big Ideas Manifested**

| Topic - |
| --- |
| Literature Selection –<br>Author - |

| Concepts | Themes |
| --- | --- |
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept: *Conflict*        Topic: *Famous Americans*

**Suggested Literature Selection(s):  The Boy on Fairfield Street**

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**Look and Listen for…**

**Intelligent  and Gifted Behaviors**

     **Story Focus** - Persistence, Creating, Imagining, and Innovating, Listening with Understanding and Empathy,  Applying Past knowledge to New Situations, Finding Humor, Thinking Flexibly, Remaining Open to Continuous Learning

     **Student** Activities  Metacognition,  finding humor, persisting, creating, imagining, and innovating, taking responsible risks, thinking flexibly, listening with understanding and empathy, remaining open to continuous learning,

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**Thinking Skills Focus:** Figural classification, Describing Things/ Places, Verbal Similarities and Differences

**Topic Focus:**  Famous Authors

**Concept Focus:** Conflict

**Overarching Generalizations:**
Conflict is uncomfortable
Conflict can be internal or external
Conflict can be intentional and unintentional
Conflict inhibits or promotes growth

**More Complex Generalizations (Two or more concepts):**
Conflict is part of life and can inhibit or promote growth in one's life.
**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
Bullying
Failure in school
How do we treat those who are different
How do accept our differences?
How do you feel when you get to do what you love?
Is it okay to break the rules sometimes? Explain or justify your answer
Value of learning from our mistakes
Community
Mapping
Creativity

**Suggested Vocabulary Words for Discussion:**

| | |
|---|---|
| Courage | Internal |
| Rejection | External |
| Failure | Excluded |
| Empathy | Awkward |
| Community | Studious |
| Immigrants | Accepted |
| Injustice | Encouragement |
| Exaggerating | Comic Strips |

**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:**

Discuss the vocabulary and have students use the words in complete sentences that help to indicate meaning.
Sort words into groups and use in an inductive  writing activity.
Have students create their own crossword puzzles complete with clues.
Small cooperative groups will create a map of the vocabulary word that includes the meaning, the word in a sentence, an illustration of the word, and the parts of speech that the word may be.

Role play words
Have students pair up and brainstorm synonyms and antonyms for vocabulary words. Have others in the class look at the list and guess which word is being described with the synonyms and antonyms.

**Hooks:**

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

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
| --- |
| What are some examples of conflict that people experience? How can that conflict be external? How can it be external? Have students role play situations where conflict is evident, include situations where conflict is internal or external. Provide examples for students of each and then have students create their own. |
| **Facet 2 - INTERPRETATION** |
| In thinking about the conflict situations above, which ones do you think were intentional and which ones were unintentional? What does the conflict reveal about the people involved and what they are thinking and feeling? Illustrate a situation and create thought bubbles for the people involved. |
| **Facet 3 - APPLICATION** |
| What changes/ adaptations can we make to prevent or lessen conflict in our classroom so everyone feels accepted? Journal or Pair/Share and share as a class. |
| **Facet 4 - PERSPECTIVE** |
| How would you compare a day in your life with a person who is being excluded or being made fun of inappropriately? Have students create a double bubble or Venn Diagram. |
| **Facet 5 – EMPATHY** |
| Imagine you have a classmate who is being not accepted. How would you feel if you were that person? Act out your emotions without words. |
| **Facet 6 – SELF-KNOWLEDGE** |
| What do you do when you are faced with conflict? What are your strengths and weaknesses? Create a list of feelings, actions, and consequences. List your strengths and weaknesses? |

**Read:**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Students will create a map of Ted Geisel's neighborhood. Use prior knowledge to add places they know may be in any neighborhood. Design symbols in a map key indicating places that were sources of conflict and which were places of encouragement? Which places were marked with both symbols? Why?<br><br>*Journal: Which GI behavior was I strongest in and which one do I need to work on?*<br><br>**V_*_L__S*_M__B__P_*I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>As a small group, role play conflict that may happen in the classroom or on the playground. Show how conflict may end negatively and how it can be resolved positively as a result of one's decision making skills.<br><br>*Discuss which GI behaviors will help someone deal with conflict and decision making.*<br><br>**V_*_L__S__M__B*P__I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Have students choose a partner. Debate the pros and cons of the effects of conflict in Ted's life. Did the conflict lead to positive or negative changes? Have students justify their conclusions. Prepare to debate in front of the class.<br><br>*Journal: What GI behaviors did he use to overcome the conflicts in his life?*<br><br>**V_*_L_*_S__M__B__P_*_I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Have students analyze the illustrations in various Dr. Seuss books. Propose the following: Suppose Ted Geisel has asked you to create a new character for one of his books. Justify to your publisher why your character is appropriate for a children's book.<br><br>*Which GI behaviors helped you in completing this task? Explain.*<br><br>**V_*_L_*_S_*_M_*_B__P_*_I_*_N_*_** |

Curriculum Goals:
　　English Language Arts 2:01, 2:02, 2.04, 2.07, 3.01, 3.02 ,3.03, 3.04, 4.01,4.04, ,4.05,4.06, 5.05, 5.06
　　Social Studies: 2:04,2.05, 3.01, 3.02, 3.03, 3.05, 3.06,5.01, 5.02, 5.03, 5.04, 5.05,5.06

**Real World Connections With Products:**

Create, design, decision making, analyze, justify, illustrate, write

**Real World Applications:**
Artist, author, cartographer, lawyer, publisher, journalist, poet, counselor

**Real World Terms:**
Map Key, consequences, doodle, demonstrate, brainstorm, role play

**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.**

<div align="center">

**Concept Focus:**
Conflict
**Overarching Generalizations:**
Conflict is uncomfortable
Conflict can be internal or external.
Conflict can cause positive or negative changes.

**More Complex Generalizations (Two or more concepts):**
Conflict is part of life and can inhibit or promote growth in one's life.
**Essential Questions**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

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How does not feeling accepted and appreciated for who we are create conflict in our life?
How can the conflict we experience when we face rejection or failure help us to achieve a successful life?
Do we have to fit in to be successful in life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Construction Paper,
- Scissors
- glue
- crayons, markers, colored pencils
- small boxes, popsicle sticks, clay, and other small items useful in creating a map
- poster board

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What factors can cause conflict?
2. How can conflict create change?
3. How does conflict make you feel? Why?
4. How can conflict be intentional? How can it be unintentional?
5. How can conflict be external? How can be internal? Can it be both? Why or why not?
6. Can conflict help to bring about positive change? How?

**Gifted and Intelligent Behaviors:**
1. What *GIBs* are evident in Ted Giesel's life as he encountered conflict?
2. How did your GI behavior help you complete the activities?
3. Which GI behaviors were not evident when Ted Geisel encountered conflict?
4. How could Ted demonstrate the following intelligent behaviors?
    a. Managing impulsivity
    b. Striving for accuracy and precision
    c. Metacognition

**Literary Perspectives:**

1. What changes were evident in Ted Giesel's life as a result of conflict?
2. Do you think it was important for Ted to fit in? Explain why?
3. When it appropriate to break the rules? Could Ted make a different decision with a more positive result? How can a teacher help someone like Ted?
4. How does it feel to be rejected? After reading this story, evaluate how you react to those who are different. What behaviors would like to see in yourself?
5. How is your life like what happened in the story?

**Student/Teacher Reflections**

## Math Task Rotation Learning Activities

### K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| Mastery Learner (A)<br>**Sensing- Thinking** | Interpersonal Learner (B)<br>**Sensing-Thinking** |
|---|---|
| Students will create a table using tally marks to display the results of the survey. Include a description of the participants in the survey and how the survey was conducted.<br><br>*Why are the GI behaviors, Applying Past Knowledge to New Situations and Thinking about Thinking, important?*<br><br><br>V_*_L_*_S_*_M__B__P_*_I__N__ | Discuss and develop in groups/whole class a survey of favorite Dr. Seuss books.  Students will decide which books to survey and who they will survey. Students will need to decide a format in which to collect their data. Students will then conduct their survey.<br>*Which GI behaviors will you need to be successful in this task?*<br><br>V_*_L_*_S_*_M__B_*_P_*_I__N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Students will analyze the information from the graph. What conclusions can you make? What questions do you have now? What were your reactions to your findings?<br><br>*Could you use the GI behavior Listening with Understanding and Empathy as you considered your findings? Why or why not?*<br><br><br><br>V_*_L_*_S__M__B__P_*_I_*_N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Using prior knowledge, have students recall what they know about graphs and the various kinds of graphs used to display data. Create a graph of some kind to display the information from the table created in the survey.<br><br>*Journal - How did the GI behaviors of your prior knowledge and the knowledge gained from your research helped create your graph.*<br><br><br><br>V_*_L_*_S_*_M__B_*_P__I_*_N__ |

Math – 4.01, 1.01

**Real World Connections With Products:**

Create, design, decision making, analyze, decide, research, survey, data, discuss

**Real World Applications:**
Artist, lawyer, publisher, journalist, poet, counselor, business, mathematician, computer analyst, researcher

**Real World Terms:**
Analyze, table, survey, participants, display, results, reactions, data, information, collect

**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.**

<div align="center">

**Concept Focus:**
Conflict
**Overarching Generalizations:**
Conflict is uncomfortable
Conflict can be internal or external.
Conflict can cause positive or negative changes.

**More Complex Generalizations (Two or more concepts):**
Conflict is part of life and can inhibit or promote growth in one's life.
**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

</div>

How does not feeling accepted and appreciated for who we are create conflict in our life?

How can the conflict we experience when we face rejection or failure help us to achieve a successful life?
Do we have to fit in to be successful in life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper, pencils
- Grid paper,
- A collection of Dr. Seuss books
- Markers, crayons, poster board

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What factors can cause conflict?
2. How can conflict create change?
3. How does conflict make you feel? Why?
4. How can conflict be intentional? How can it be unintentional?
5. How can conflict be external? How can be internal? Can it be both? Why or why not?
6. Can conflict help to bring about positive change? How?
7. How does time relate to resolving conflict in our life?
8. Can we learn from our encounters with conflict?
9. Can changing your approach to conflict affect the outcome?

**Gifted and Intelligent Behaviors:**
1. What GI behaviors are evident in Ted Giesel's life as he encountered conflict?
2. Which of his GI behaviors are you most appreciative of as you think of the Dr. Seuss books?
3. Which GI behaviors can you exhibit when you encounter conflict?
4. How did your GI behavior help you complete the activities?
5. Which GI behaviors were not evident when Ted Geisel encountered conflict?
6. How could Ted demonstrate the following GI behaviors?
    a. Managing impulsivity
    b. Striving for accuracy and precision
    c. Metacognition
7. Which GI behaviors help you in your daily life?
8. Which GI behaviors do you think will help you to achieve your dreams of success in life?

**Literary Perspective:**

5. What changes were evident in Ted Giesel's life as a result of conflict?
6. Do you think it was important for Ted to fit in? Explain why?
7. When it appropriate to break the rules? Could Ted make a different decision with a more positive result? How can a teacher help someone like Ted?
8. How does it feel to be rejected? After reading this story, evaluate how you react to those who are different. What behaviors would like to see in yourself?
5. How is your life like what happened in the story?
6. What similar patterns or elements do you see in the various Dr. Seuss books? What differences do you see?
7. Compare and contrast Ted Geisel's life to Martin Luther King. How did conflict affect Dr. King's life? Do you think conflict inhibited growth or promoted growth in each of their lives?

**Student/Teacher Reflections**

**Concept: Conflict**

**Topic: Famous Authors**

**Generalization(s): Conflict is part of life and can inhibit or promote growth in one's life.**

Essential Question(s):  How can the conflict we experience when we face rejection or failure help us to achieve a successful life?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| **1** | Identify the places in Ted's neighborhood and community. What places are in your neighborhood that you think were in Ted's also. | Create a chart of sources of conflict and sources of encouragement in Ted's life. | Create a cartoon character and describe how it makes you feel. | Discuss how conflict happens in the classroom and in the classroom? What are the consequences of conflict? Can we learn from conflict? |
| **2** | Draw a map of Ted's neighborhood including places that were important in his life. Use your prior knowledge to add places that you know may be in any neighborhood. Label your map. | Create a cause and effect map to describe a conflict that Ted encountered and its consequences.<br><br>What intelligent behaviors did he use to overcome the conflicts in his life? | Analyze the illustrations in various Dr. Seuss books. Speculate which animals were transformed to create some of the characters in the illustrations. Explain your conclusions. | As a small group, role play conflict that may happen in the cooperative groups Show how conflict may end negatively and how it can be resolved positively as a result of one's decision making skills. Think aloud how the work is affected by conflict. |
| **3** | Create a  3 dimensional map of Ted Geisel's neighborhood. Use your prior knowledge to add places that you know may be in any neighborhood. Label with a map key. Design symbols in a map key indicating places that were sources of conflict and which were places of encouragement? Which places were marked with both symbols? Why? | Write an interview script between Ted and a journalist that propose questions about the various obstacles and conflicts that Ted encountered. Have Ted draw conclusions about what he learned from those situations and how they changed his life. | Analyze the illustrations in various Dr. Seuss books. Imagine Ted Geisel has asked you to create a new character for one of his books. Draw an illustration of your animal. Write a letter justifying to your publisher why your character is appropriate for a children's book. | Working with a partner interview other students in the classroom about frequent conflicts that happen in class and or the playground. Ask what happens as a result of the conflict.  Reflect upon your findings and generate some solutions to share with the class . |

**Real World Connections With Products:**

Create, design, decision making, analyze, justify, illustrate, write

**Real World Applications:**
Artist, author, cartographer, lawyer, publisher, journalist, poet, counselor

**Real World Terms:**
Map Key, consequences, doodle, demonstrate, brainstorm, role play

**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:**
Conflict
**Overarching Generalizations:**
Conflict is uncomfortable
Conflict can be internal or external.
Conflict can cause positive or negative changes.

**More Complex Generalizations (Two or more concepts):**
Conflict is part of life and can inhibit or promote growth in one's life.
**Essential Questions**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

How does not feeling accepted and appreciated for who we are create conflict in our life?
How can the conflict we experience when we face rejection or failure help us to achieve a successful life?
Do we have to fit in to be successful in life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Construction Paper,
- Scissors
- glue
- crayons, markers, colored pencils
- small boxes, popsicle sticks, clay, and other small items useful in creating a map
- poster board

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What factors caused conflict? What factors helped to prevent conflict?
2. How does conflict create change?
3. How does conflict make you feel? Why? What can you do to change your feelings?
4. How do you determine if conflict is intentional? How do you know it was unintentional?
5. How does time relate to resolving conflict in our work process?
6. Can we learn from our encounters with conflict?
7. Does conflict help you to grow as a learner? How?

**Gifted and Intelligent Behaviors:**
1. Which of his GI behaviors are you most appreciative of as you think of the Dr. Seuss books?
2. Which GI behaviors did you exhibit when you encountered conflict?
3. How did your GI behavior help you complete the activities?
4. Which activities did you use empathy? Which activity did you find it helpful to use meta-cognition?
5. What evidence do you see in your study of Ted Geisel the GI behavior of Remaining Open to Continuous Learning?
6. Which GI behaviors do you think will help you to achieve success in the classroom?

**Literary Perspectives:**

1. Are you ever tempted to break the rules in class or at home? Why? Do you think it will beneficial to you and or the class? Explain.
2. In your classroom activities, did you experience rejection or acceptance? How did feel?
3. In your classroom activities how did your actions help others feel rejected or accepted?
4. What similar patterns or elements do you see in the various Dr. Seuss books? What differences do you see?

**Student/Teacher Reflections:**

# 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)**<br>**Sensing- Thinking**<br><br>Students will make a list of important places in your neighborhood. Describe 2 people in their neighborhood/community who have encouraged them when they have encountered conflict and what they did to make a difference.<br><br>*Which GI behaviors did the people who encouraged you model in your encounters with them?*<br><br><br><br>**V_*_L__S_*_M__B__P_*_I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Students will work with a partner to imagine a conflict that may happen in their neighborhood. Role play how the conflict could begin and how it could be resolved.<br><br>*Discuss what important GI behaviors help in preventing or resolving conflict.*<br><br><br><br>**V_*_L_*_S__M__B_*_P_*_I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Give the following prompt - Write about a time in your life that you experienced conflict and how it changed your life. In your conclusion evaluate what you did as a result of the conflict and describe what you would do differently next time.<br>*Describe the GI behaviors that you think will help you and tell why.*<br><br><br>**V_*_L__S__M__B__P__I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Students will imagine a cartoon character for a person who has made a difference in their life. What would he or she look like? Illustrate and then describe why they would draw him or her this way.<br><br>*Which GI behaviors helped you with this task? Why were they important?*<br><br><br>**V_*_L__S_*_M__B_*_P__I_*_N__** |

**Real World Connections With Products:**

Create, design, decision making, analyze, justify, illustrate, write

**Real World Applications:**
Artist, author, cartographer, lawyer, publisher, journalist, poet, counselor


**Real World Terms:**
Map Key, consequences, doodle, demonstrate, brainstorm, role play

**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.**

<div align="center">

**Concept Focus:**
Conflict
**Overarching Generalizations:**
Conflict is uncomfortable
Conflict can be internal or external.
Conflict can cause positive or negative changes.


**More Complex Generalizations (Two or more concepts):**
Conflict is part of life and can inhibit or promote growth in one's life.
**Essential Questions**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

</div>


How does not feeling accepted and appreciated for who we are create conflict in our life?
How can the conflict we experience when we face rejection or failure help us to achieve a successful life?
Do we have to fit in to be successful in life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Construction Paper,
- Scissors
- glue
- crayons, markers, colored pencils
- small boxes, popsicle sticks, clay, and other small items useful in creating a map
- poster board

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**
**Conceptual Perspectives:**
1. Did you experience conflict with your partner or group? Explain.
2. How did conflict create change?
3. How might you or someone experience internal conflict?
4. How does time relate to resolving conflict in our life?
5. How can we learn from our encounters with conflict? What would you like to do different next time?
6. Can changing your approach to conflict affect the outcome?

**Gifted and Intelligent Behaviors:**
1. Which GI behaviors can you exhibit when you encounter conflict?
2. How did your GI behaviors help you decide how to resolve the conflicts encountered while working?
3. How did your GI behavior help you complete the activities?
4. Which GI behaviors help you in your daily life?
5. Which GI behaviors do you think will help you to achieve your dreams of success in life?

**Literary Perspective:**
1. Compare and contrast your life to Ted Geisel. Which events in his life can you relate and empathize with most, why?
2. After reading his books and The Boy on Fairfield Street, how has your perspective on his work and the work authors changed?
3. What similar patterns or elements do you see in the various Dr. Seuss books? What differences do you see?
4. Compare and contrast Ted Geisel's life to Martin Luther King. How did conflict affect Dr. King's life? Do you think conflict inhibited growth or promoted growth in each of their lives?

**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)**<br>**Sensing- Thinking**<br><br>Create a table using tally marks to display the results of the survey. Include a description of the participants in the survey and how the survey was conducted.<br><br>*Which GI behaviors will help you in this task?*<br><br><br><br>**V_ \* _L_ \* _S__M__B__P_ \* _I \* _N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Discuss and develop in groups/whole class a survey of some kind. Students will decide a topic to survey and a format to display their data.<br><br>*Discuss in your group what GI behavior helped you in this task. How did it help you?*<br><br><br><br>**V_ \* _L \* _S_ \* _M__B \* _P_ \* _I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Have students analyze the information from the graph. What conclusions can you make? What questions do you have now? What were your reactions to your findings?<br><br>*How might the GI behavior Thinking about Thinking help you draw your conclusions? How would listening and understanding with empathy help to understand the results?*<br><br><br><br>**V_ \* _L_ \* _S__M__B__P__I \* _N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Create a graph of some kind to display the information from the table created in the survey.<br><br>*In your journal, discuss how GI behaviors of using past knowledge to new situations and creating, imagining, and innovating helped create the graph.*<br><br><br><br>**V_ \* _L_ \* _S_ \* _M__B \* _P_ \* _I \* _N__** |

**Real World Connections With Products:**

Create, design, decision making, analyze, decide, research, survey, data

**Real World Applications:**
Artist, author, lawyer, publisher, journalist, poet, counselor, business

**Real World Terms:**
Analyze, table, survey, participants, display, results, reactions, data, information

**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.**

<center>

**Concept Focus:**
Conflict
**Overarching Generalizations:**
Conflict is uncomfortable
Conflict can be internal or external.
Conflict can cause positive or negative changes.

**More Complex Generalizations (Two or more concepts):**
Conflict is part of life and can inhibit or promote growth in one's life.
**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

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How does not feeling accepted and appreciated for who we are create conflict in our life?

How can the conflict we experience when we face rejection or failure help us to achieve a successful life?
Do we have to fit in to be successful in life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper, pencils
- Grid paper,
- A collection of Dr. Seuss books
- Markers, crayons, poster board

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. How did you experience conflict as you completed the tasks?
2. Which conflicts would you consider external? Which conflicts were internal?
3. What factors created conflict as you were working?
4. Did the conflicts create change? Were they positive or negative?
5. How did the conflict make you feel? Why?
6. Do you think the conflict helped to improve your work and or products? Why or why not?

7. What did you learn from your encounters with conflict?

**Gifted and Intelligent Behaviors:**
1. Which of his GI behaviors are you most appreciative of as you think of the Dr. Seuss books?
2. Which GI behaviors can you exhibit as you encounter conflict when creating your survey and graph?
3. How did your GI behavior help you complete the activities?
4. Which GI behaviors were not evident when you encountered conflict?
5. How could you demonstrate the following GI behaviors?
    a. Managing impulsivity
    b. Striving for accuracy and precision
    c. Metacognition
6. Which GI behaviors help you in your daily life?
7. Which GI behaviors do you think will help you to achieve success as you work?

**Literary Perspective:**

1. Priortize the important events of Ted's life. Create a time line of his life.
2. Estimate how many books by Dr. Seuss or Ted Geisel in your library. Use your media specialist and research to find your answer.
3. When was Ted Geisel's first and last book written? How long was his writing career?
4. Observe the illustrations in a favorite Dr. Seuss books. Create your own math problems.
5. Compare and contrast illustrations in two of his books.
6. What similar patterns or elements do you see in the various Dr. Seuss books? What differences do you see?
7. After a favorite Dr. Seuss book, compose math problems that relate to the story?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**
A collection of Dr. Seuss books
**Henry and the Kite Dragon**
**Bake Shop Ghost**
**Private and Confidential**
**Mystic Horse**
**Paul Revere's Ride**
**Sequoyah**
**The Bully Blockers Club**

**Finger Plays, Nursery Rhymes and Songs:**
Research classroom, web, and other resources for more songs, poems, finger plays.

**Video Clips:**
 Dr. Seuss videos and movies

**Paintings & Prints:**

# 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**

Julie Coates and Marta Whitehouse
Revised 6/22/06

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept:  Change**

**Topic:  Communities**

**K-2**

Julie Coates (Duplin) and Marta Whitehouse (Wake)

North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

**Big Ideas Manifested**

> **Topic – Social Studies – Goal 4 –**The learner will exhibit an understanding of change in communities over time.
> **Literature Selection –**<u>Circle Unbroken</u>
> **Author – Margot Theis Raven**

| Concepts | | Themes |
|---|---|---|
| Change<br>Conflict<br>Force or Influence | Order vs. Chaos<br>Power<br>Relationships | Change can be either positive or negative<br>Change is inevitable<br>Change is necessary for growth<br>Change generates additional change<br>Change can be evolutionary or revolutionary |
| **Issues or Debates** | | **Problems or Challenges** |
| Slavery vs. Freedom | | Survival<br>Separation from family<br>Separation from culture<br>Separation from the known |
| **Processes** | | **Theories** |
| Adaptation to a new environment<br>Basket weaving | | Change can be difficult<br>Culturally rich nation<br>Changes produce new traditions |
| **Paradoxes** | | **Assumptions or Perspectives** |
| Struggle brings forth strength | | Change comes with a cost |

## Big Ideas Manifested

| Topic - |
| :--- |
| Literature Selection –<br>Author - |

| Concepts | Themes |
| :--- | :--- |
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

**Big Ideas Manifested**

| Topic - |
| Literature Selection –<br>Author - |

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

Julie Coates and Marta Whitehouse
Revised 6/22/06

# Concept: Change           Topic: Communities
## Suggested Literature Selection(s): <u>Circle Unbroken</u>

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**Look and Listen for…**

**Gifted intelligent Behaviors**

        Story Focus: Persistence
                  Thinking flexibly
                  Applying past knowledge to new situations

        Student Activities: Applying past knowledge to new situations
                        Remaining open to continuous learning
                        Listening with understanding and empathy

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**Thinking Skills Focus: Sequences – Copying a pattern**

**Topic Focus: Communities**

**Concept Focus: Change**

**Overarching Generalizations: Change generates additional change.**

**More Complex Generalizations (Two or more concepts): Conflict brings change**

**Directions for Teachers:**

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

**Suggested Topics for Discussion: Slavery, survival, traditions (old and new), separation**

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**Suggested Vocabulary Words for Discussion:**

| **Community** | **Resistance** | **Village** | **Origin** |
|---|---|---|---|
| **Cultural Tradition** | **Pattern** | **History** | **Trade** |


**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:**
**Create a portfolio of written descriptions of various vocabulary words.**
**Create a movement or sequence of movements to explain various vocabulary words.**
**Make a collage of various vocabulary words**.

**Hooks:**

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

### Six Facets of Understanding

| **Facet 1 – EXPLANATION** |
|---|
| How has your community changed over time?  Draw a picture of what you think your community looked like a hundred years ago.   Explain your drawings to a partner. |
| **Facet 2 – INTERPRETATION** |
| How do the changes in your community relate to you and others?  In your journal tell how the changes in your community relate to you, your family, and others. |
| **Facet 3 – APPLICATION** |
| If you could create a new family tradition, what would it be?  Propose a new family tradition to help carry on your family's history. |
| **Facet 4 – PERSPECTIVE** |
| Compare/contrast your community today with your community a hundred years ago.  How have the changes affected the people and the land in your community?  Share your thoughts with the class. |
| **Facet 5 – EMPATHY** |
| Imagine if you were a member of your community a hundred years ago, what would you do to pass on or maintain traditions within your community? |
| **Facet 6 – SELF-KNOWLEDGE** |
| Does your family have traditions?  What are your family traditions?  Realize your own family traditions by creating a KWL chart and then interview adult family members to learn more about your family traditions. |

**Read:  <u>Circle Unbroken</u>**

**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>What is change?<br>Read the story, <u>Circle Unbroken</u>, and find three examples of change, list them.  Be prepared to share your examples from the book.<br><br><br>**V_x_L__S__M__B__P_x_I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Identify two characters in the story that caused change.  Did the change they caused have a positive or negative effect on other characters in the story?  Evaluate the effects on the characters.  Discuss your opinion with a partner.<br><br><br>**V_x_L_x_S__M__B__P_x_I_x_N__** |
|---|---|
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>How have grass baskets changed over time?  Research grass baskets and show how they have changed or stayed the same over time (Include materials used and uses of baskets).  Present your findings to the class, be creative with your choice of method.<br><br><br>**V_x_L__S__M__B__P_x_I__N_x_** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>What would it be like to walk in the shoes of one of the characters in <u>Circle Unbroken</u>?<br>Imagine yourself as one of the characters in the book and tell how change affected your life and feelings.  Write a journal entry expressing your life and feelings today.<br><br><br>**V__L_x_S__M__B__P__I_x_N__** |

**Language Arts**
**Goal 1 – The learner will develop and apply enabling strategies and skills to read and write.**
**Goal – 2 – The learner will develop and apply and skills to comprehend text that is read, heard, and viewed.**
**Goal – 3 – The learner will make connections through the use of oral language, written language, media, and technology.**
**Goal – 4 – The learner will apply strategies and skills to create oral, written, and visual texts.**
**Goal – 5 – The learner will apply grammar and language conventions to communicate effectively.**

**Real World Connections With Products:**
**Research, write, debate, identify, evaluate, discuss**

**Real World Applications:**
**City planner, architect, archeologist, politician, author, teacher**

**Real World Terms:**
**Manage, research, record, evaluate**

**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:  Change**

**Overarching Generalizations:  Change generates additional change.**

**More Complex Generalizations (Two or more concepts):  Conflict brings change.**

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

**What predictions about change can I make using the text?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **paper**
- **pencil**
- **copy of book: <u>Circle Unbroken</u>**
- **journal**
- **internet access**

**MetaCognitive Discussion (Essential Questions):**
**How do I use prior knowledge and experiences to help understand change?**
**(Whole Group)**

**Conceptual Perspectives:**
**What is change?**
**How does change generate additional change?**
**Why is change inevitable?**

**Gifted intelligent Behaviors:**
**Persistence**
**Thinking Flexibly**
**Applying past knowledge to new situations**

**Literary Perspectives:**
**Did the changes that the characters in the story caused create positive or negative effects?**
**How have grass baskets changed over time?**
**What would it be like to walk in the shoes of one of the characters in the story?**

**Student/Teacher Reflections:**

**Math Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br>Can we identify patterns?  Define the patterns which are presented.  Use a variety of labels to name the patterns given.  Construct four patterns using geometric shapes to be defined by a classmate.<br><br><br><br>**V_x_L_x_S_x_M__B_x_P_x_I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>What geometric shapes and patterns do you see around you?  Create a collage to show the various shapes which you find in your community. Label each shape and tell how it is used. When your collage is complete, hang it on the bulletin for the class to see.<br><br>**V__L_x_S_x_M__B_x_P_x_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>How many ways can you combine the geometric figures provided to make this shape?<br>Using the geometric shapes which have been provided, create the given shape in a variety of ways. Trace and color the shapes which you used.<br><br><br><br>**V__L_x_S_x_M__B_x_P__I_x_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Demonstrate your ability to build a pattern by using various shapes and colors of the construction paper shapes which have been provided.  Create at least four different patterns of colors and shapes.  Glue them to the poster paper which has been provided. What gifted intelligent behaviors did you use in completing this task?<br><br>**V__L_x_S_x_M__B_x_P_x_I__N__** |

**Math**
**Goal 5 – The learner will recognize and represent patterns and simple mathematical relationships.**
**5.01 – Identify, describe, translate, and extend repeating and growing patterns.**

**Goal 3 – The learner will perform simple transformations.**
**3.01 – Combine simple figures to create a given shape.**

**Real World Connections With Products:**
**Construct, create, design, identify, define, demonstrate**

**Real World Applications:**
**Architect, archeologist, city planner, politician, author**

**Real World Terms:**
**Create, construct, label, demonstrate, combine**

**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:  Change**

**Overarching Generalizations:  Change generates additional changes.**

**More Complex Generalizations (Two or more concepts):  Conflict brings change.**

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

**How can I use my experiences with patterns to understand how to define them?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **geometric shapes**
- **sets of patterns**
- **magazines**
- **poster board**
- **crayons**
- **construction paper shapes**
- **pencil**
- **paper**
- **glue**

**MetaCognitive Discussion (Essential Questions):**
**How can I use my experiences with patterns to understand how to define them?**

**(Whole Group)**

**Conceptual Perspectives:**
**What is change?**
**How does change generate additional change?**
**Why is change inevitable?**

**Gifted intelligent Behaviors:**
**Persistence**
**Thinking Flexibly**
**Applying past knowledge to new situations**

**Literary Perspective:**
**Did the changes that the characters in the story caused create positive or negative effects?**
**How have grass baskets changed over time?**
**What would it be like to walk in the shoes of one of the characters in the story?**

**Student/Teacher Reflections**

**Concept:  Change**

**Topic: Communites**

**Generalization(s): Change brings additional change**

**Essential Question(s):  How can change affect a community?**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Describe the changes that take place with a tree through the seasons.  Draw a picture to show the changes. | Reorganize the words in the sentences provided to create questions.  Write the new questions on lined paper. | Match the correct picture to the singular and plural of each of the words given. | Think of a change in your life and tell a partner if you like or dislike the change. |
| 2 | Place the sentences provided in the order given.  Could the sequencing of these sentences change the story?  Write your response in your journal. | If the setting of a story were changed, what causes could it affect?  Read <u>Little Red Riding Hood</u>.  What changes would take place in the story?  Role-play the story for the class. | Predict the conflicts that could arise if the school rules were removed.  Write a poem telling the effects. | Imagine how you would feel if you were taken from your family and placed in a new environment with a new family.  Create a painting showing your feelings. |
| 3 | Construct a time-line showing the changes in the United States from time of the Native Americans to present day.  Use sentence strips to organize the information. | Debate your position on the changes in the environment which have taken place due to pollution and overpopulation.  Be ready to defend your position in a class debate. | Using the keyboard, compose an original song which demonstrates the effects of changes in sound and rhythm.  Play the song for the class. | Write an editorial in response to an article which was written about a change which took place within the school community.  The article may be about a positive or negative change. |

**Real World Connections With Products:**
**Organize, describe, create, sequence, predict, debate, imagine, construct, compose**

**Real World Applications:**
**Architect, archeologist, city planner, politician, author, teacher, student**

**Real World Terms:**
**Create, construct, label, demonstrate, combine**

**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.**

<div align="center">

**Concept Focus:  Change**

**Overarching Generalizations:  Change generates additional changes.**

**More Complex Generalizations (Two or more concepts):  Conflict brings change.**

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

</div>

**How can change affect a community?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **drawing paper**
- **pencil**
- **lined paper**
- **pictures with singular and plural words**
- **journals**
- **book Little Red Riding Hood**
- **paint**
- **sentence strips**
- **keyboard**

**MetaCognitive Discussion (Essential Questions):**
**How can I use my experiences with patterns to understand how to define them?**

**(Whole Group)**

**Conceptual Perspectives:**
**What is change?**
**How does change generate additional change?**
**Why is change inevitable?**

**Gifted intelligent Behaviors:**
**Persistence**
**Thinking Flexibly**
**Applying past knowledge to new situations**

**Literary Perspective:**
**Did the changes that the characters in the story caused create positive or negative effects?**
**How have grass baskets changed over time?**
**What would it be like to walk in the shoes of one of the characters in the story?**

**Student/Teacher Reflections**

**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)**<br>**Sensing- Thinking**<br><br>**What is change?**<br>**Describe the changes which have taken place in the growth of a flower, bird, or frog.  Draw pictures to show the various changes.**<br><br><br>**V__L__S_x_M__B__P_x_I_x_N_x_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>**Are you able to recognize the changes which have taken place in your life?  Create a timeline showing the changes that have taken place in your life.  Begin with your birth to present day.  You may include pictures.**<br><br>**V__L__S_x_M__B__P_x_I_x_N__** |
|---|---|
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>**How does development of a community change the original area and the surrounding area?  Plan a new community of your own.  Create maps to show how the area had been previously used and what changes took place.**<br><br><br>**V__L_x_S_x_M__B__P__I__N_x_** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>**How has change affected your community?  Write in your journal whether you think change in your community has had a positive or a negative outcome on the people living there.**<br><br><br><br>**V_x_L_x_S__M__B__P__I_x_N_x_** |

**Language Arts**
**Goal 1 – The learner will develop and apply enabling strategies and skills to read and write.**
**Goal – 2 – The learner will develop and apply and skills to comprehend text that is read, heard, and viewed.**
**Goal – 3 – The learner will make connections through the use of oral language, written language, media, and technology.**
**Goal – 4 – The learner will apply strategies and skills to create oral, written, and visual texts.**
**Goal – 5 – The learner will apply grammar and language conventions to communicate effectively.**

**Real World Connections With Product:**
**Describe, create, plan, write**

**Real World Applications:**
**City planner, architect, archeologist, politician, author, teacher**

**Real World Terms:**
**Manage, research, record, evaluate**

**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:  Change**

**Overarching Generalizations:  Change generates additional change.**

**More Complex Generalizations (Two or more concepts):  Conflict brings change.**

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

**How is change visible in all communities?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **drawing paper**
- **lined paper**
- **ruler**
- **journal**
- **crayons or colored pencils**

**MetaCognitive Discussion (Essential Questions):**
**How can I use my experiences with patterns to understand how to define them?**

**(Whole Group)**

**Conceptual Perspectives:**
**What is change?**
**How does change generate additional change?**
**Why is change inevitable?**

**Gifted intelligent Behaviors:**
**Persistence**
**Thinking Flexibly**
**Applying past knowledge to new situations**

**Literary Perspective:**
**Did the changes that the characters in the story caused create positive or negative effects?**
**How have grass baskets changed over time?**
**What would it be like to walk in the shoes of one of the characters in the story?**

**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)**<br>**Sensing- Thinking**<br><br>How has change affected these numerical patterns? Find the rule to the patterns and complete them. What would be the twentieth digit in each pattern? Write these on paper to turn in to your teacher.<br><br><br><br>**V__L_x_S__M__B__P__I_x_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Can you construct complex transformations? Using the geometric pieces given to you and your partner, create a minimum of five different bird shapes as represented in the samples given. Trace and color the shapes to represent the figures which you have created.<br><br>**V__L_x_S_x_M__B_x_P_x_I__N__** |
|---|---|
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>How does placement of a digit affect the final outcome of a number sentence? Formulate five sets of fact families to explain the commonalities of the digits and their position in the number sentences. Using the five fact families which you created, add a zero to a placement of one of the digits. Solve each problem to reveal how change of the place value of the digit has changed the outcome. Analyze the outcome of each set of numbers. Compare the original fact families to the revised fact families. Explain the change that has taken place. Write your explanation in your math journal.<br><br>**V__L_x_S__M__B__P__I_x_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>What might an ABAB pattern look like using body movements? Combine body movements to demonstrate a pattern you create. Perform the movements for the teacher to define the pattern.<br><br><br><br>**V__L_x_S_x_M_x_B_x_P_x_I_x_N__** |

**Math**
**Goal 5 – The learner will recognize and represent patterns and simple mathematical relationships.**
**5.01 – Identify, describe, translate, and extend repeating and growing patterns.**

**Goal 3 – The learner will perform simple transformations.**
**3.01 – Combine simple figures to create a given shape.**

**Real World Connections With Products:**
**Construct, perform, create, formulate, analyze, explain, compare**

**Real World Applications:**
**City planner, architect, archeologist, politician, author, teacher**

**Real World Terms:**
**Manage, research, record, evaluate**

**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:  Change**

**Overarching Generalizations:  Change generates additional change.**

**More Complex Generalizations (Two or more concepts):  Conflict brings change.**

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

**What if we change one or more parts of a problem?  How does that affect the outcomes?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **journal**
- **geometric shapes**
- **paper**
- **pencil**
- **crayons or colored pencils**
- **sheet with numerical patterns**
- **sheet with bird tangrams**

**MetaCognitive Discussion (Essential Questions):**
**How can I use my experiences with patterns to understand how to define them?**

**(Whole Group)**

**Conceptual Perspectives:**
**What is change?**
**How does change generate additional change?**
**Why is change inevitable?**

**Gifted intelligent Behaviors:**
**Persistence**
**Thinking Flexibly**
**Applying past knowledge to new situations**

**Literary Perspective:**
**Did the changes that the characters in the story caused create positive or negative effects?**
**How have grass baskets changed over time?**
**What would it be like to walk in the shoes of one of the characters in the story?**

**Student/Teacher Reflections**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips:**

**Paintings & Prints:**

# 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' Gifted intelligent Behaviors? Please discuss how each Gifted 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Conflict**

**Topic: Five Senses/Hearing**

**Kindergarten**

**Amanda Miller   &   Gwen Canady**
**Rowan County        Brunswick County**
**Overton Elem.        Lincoln Elem.**

North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

**Big Ideas Manifested**

| Topic –**Five Senses / Hearing** |
| Literature Selection –**The Printer** |
| Author –**Myron Uhlberg** |

| Concepts | Themes |
|---|---|
| • Conflict | • Five Senses/Hearing |
| **Issues or Debates** | **Problems or Challenges** |
| • Hearing vs. Hearing Impaired<br>• Rejection vs. acceptance | • Overcoming disabilities<br>• Communication |
| **Processes** | **Theories** |
| • Research Sign Language<br>• Problem Solving | • People's perspectives can change<br>• Strength comes from adversity |
| **Paradoxes** | **Assumptions or Perspectives** |
| • Unlikely Hero<br>• Silence in a Noisy World | • Handicapped people are inadequate.<br>• It's what is inside a person that counts. |

# Concept:  Conflict                          Topic:  Five Senses/Hearing

**Suggested Literature Selection(s): <u>The Printer</u>**

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**Look and Listen for…**
**<u>Intelligent Behaviors:</u>**

    <small>Story Focus :</small>  **Creating, Imagining, and Innovating**

    <small>Student Activities :</small>
- **Thinking about your Thinking  (Metacognition)**
- **Questioning and posing problems**
- **Creating, Imagining, and Innovating**
- **Persisting**
- **Finding Humor**

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**Thinking Skills Focus:**  <small>(from Building Thinking Skills book)</small>
- **Verbal: Describing people and things**
- **Figural: Similarities and Differences**

**<u>Topic Focus:</u>** **Five Senses/ Hearing**

**<u>Concept Focus:</u>** **Conflict**

**<u>Overarching Generalizations:</u>**
- **Conflict is composed of opposing forces.**
- **Conflict may be natural or human made.**
- **Conflict may allow for synthesis and change.**

**<u>More Complex Generalizations (Two or more concepts):</u>**
- **Conflicts can cause change in personal relationships.**
- **Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.**

**<u>Directions for Teachers:</u>**

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

**<u>Suggested Topics for Discussion:</u>**
- **Five Senses / Hearing**

**Suggested Vocabulary Words for Discussion:**

- **Deaf**
- **Talking with hands (Sign Language)**
- **Printer**
- **Presses**
- **Flames**
- **Hesitate**
- **Ignore**
- **Newsprint**
- **Escape**
- **"…engulfed the enormous plant."**
- **Embraced**
- **"…struck numb…"**

**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:**

Students will work with teacher to come up with pictures or symbols to represent each word and help them recognize the meaning of the word. These will be turned into flashcards.  Teacher will copy cards and distribute a set to each student.

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

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
| --- |
| Express some of your ideas of some common misconceptions about people with handicaps. *What are some gifted intelligent behaviors that a person with handicaps might possess?* |

| Facet 2 – INTERPRETATION |
| --- |
| (Think-Pair-Share)<br>Tell a story to your partner of a time when you had trouble communicating with someone. (i.e. loud noises, different language, etc. kept you from communicating with a parent, etc.) *How can you use that experience to understand the feelings of frustration that someone else who has trouble communicating might feel?* |

| Facet 3 – APPLICATION |
| --- |
| Demonstrate how you would communicate with the teacher if s/he could not hear. Students will choose a card (one at a time). Assistant will read it to them and the student will demonstrate without words… I want a drink of water, please sharpen my pencil, etc. *How can you change your attitude to help someone with a handicap to feel more accepted?* |

| Facet 4 – PERSPECTIVE |
| --- |
| Compare your life now, to how you might be treated differently if you had a handicap. *What conflicts would you encounter if you had a handicap? What might you learn from these conflicts?* |

| Facet 5 – EMPATHY |
| --- |
| Imagine that you have a handicap. *What would it be like? How would it make you feel?* |

| Facet 6 – SELF-KNOWLEDGE |
| --- |
| Create a circle map. Write your name in the center, then draw or write some words or phrases that tell what you know about treating people fairly. *What are some of my strengths and weaknesses in the way I treat people who are different from me?* |

**Read:** The Printer

**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| Mastery Learner (A)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| Using the American Sign Language hand signals, demonstrate how to use your hands to spell your name.  Share with a partner.  Practice spelling your partner's name and other words around the room.  How did this activity help you better understand some of the conflicts that a hearing impaired person might encounter?<br><br>V__L__S_*_ M__B_*_ P_*_ I __N__ | If you were to suddenly go deaf, how would your life be different? What conflicts might you encounter? After a discussion with your group, illustrate and/or write your feelings.  Type a sentence and print it.  Cut apart the words. Trade sentences with a member of your group and try to assemble each other's sentences.  Use both sets of words to make new sentences.<br>V_*_L _ S_*_M__B__ P_*_ I _*_N__ |
| Understanding Learner (C)<br>Intuitive-Thinking | Self-Expressive Learner (D)<br>Intuitive-Feeling |
| Examine a diagram of the ear.  Have your group model how sound travels through the ear, allowing us to hear, by standing with arms extended as you become the ear canal, ear drum, and sound wave.  What conflict might arise if the eardrum was blocked?  What might have to be done to solve this problem?<br><br>V_*_ L__S_*_M__B_*_P_*_ I__N__ | Listen to a musical piece.  With your eyes closed, use a crayon to create a piece of abstract art.  While you listen to the music, move the crayon as you feel the flow and tempo of the music.  How did you interpret the music changes you heard while drawing? Did you detect any conflicts in the music (i.e. opposing forces)?<br><br>V_*_ L__S_*_ M_*_B_*_ P__ I_*_ N__ |

**Real World Connections With Products:**

Demonstrate, practice, examine, model, discuss, illustrate, interpret, detect, create

**Real World Applications:**

Doctor, interpreter, teacher, musician, pharmacist, audiologist

**Real World Terms:**

Examine, translate, communicate, sign, teach, compose, create, dispense,

**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.**

<div align="center">

**Concept Focus:** Conflict

**Overarching Generalizations:**

</div>

- **Conflict is composed of opposing forces.**
- **Conflict may be natural or human made.**
- **Conflict may allow for synthesis and change.**

<div align="center">

**More Complex Generalizations:**

</div>

- **Conflicts can cause change in personal relationships.**
- **Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.**

<div align="center">

**Essential Question**

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How can diversity, cause conflict? How can it help resolve conflicts?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- American Sign Language hand signal chart
- Diagram of Ear
- Drawing paper
- Pencils and art supplies (esp. Crayons)
- Tape or CD player
- Classical Music of slow and fast tempo
- Computer
- Scissors and Sentence Strips

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

What is conflict?
How can conflict bring about change?
Is all conflict man made? natural?  What are some examples of each?

**Intelligent Behaviors:**

What gifted intelligent behaviors could you use to resolve a conflict in
the classroom?
Which gifted intelligent behavior is strongest in you?  Which is
weakest?
What gifted intelligent behaviors did the printer use to resolve the
conflicts in the story?

**Literary Perspectives:**

What changed the other worker's perspective of the printer?  How do
you think that made him feel?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

|  |  |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Take a walk with a friend around the school playground outside.  Try to identify what basic shapes you see around you.  Together, create a graph of the shapes you find.  Take time to reflect on your findings.  Could there be a reason for one shape being more prevalent?  Explain your reasoning.<br><br>**V * L * S * M __ B * P * I __ N *** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>In your group, each person chooses their favorite shape.  Hide the shape in your hand so no one sees it.  Describe your shape until another member of the group guesses it.  Show your shape once it has been guessed.  Work with a partner or small group to form that shape with your bodies.  Discuss why some shapes were harder to make than others.<br><br>**V* L* S* M __ B* P* I* N __** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>In the story, <u>The Printer,</u> the father brings home a new hat made from newspaper each night.  If the printer works Monday through Friday, how many hats will he have by the end of one week?  in 4 weeks?  Demonstrate your answers through pictures.  What gifted intelligent behaviors did you have to use to find your answer?<br><br>**V __ L* S* M __ B __ P __ I __ N __** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Go on a nature walk with the class.  Collect items from the list.  Did you experience any conflict while searching for the items? Sort these items into groups.  Take your favorite group and create a piece of original artwork.  Reflect on your walk and explain to a friend why you chose this group of objects.<br><br>**V* L* S* M __ B* P* I* N*** |

**Real World Connections With Products:**

Gather, demonstrate, sort, find solutions, compare, create, design, decide

**Real World Applications:**

Editor, printer, PE teacher, mathematician, construction worker

**Real World Terms:**

Edit, print, teach, design, construct, equate

**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.**

<div align="center">

### Concept Focus: Conflict

### <u>Overarching Generalizations:</u>

</div>

- Conflict is composed of opposing forces.
- Conflict may be natural or human made.
- Conflict may allow for synthesis and change.

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### <u>More Complex Generalizations:</u>

</div>

- Conflicts can cause change in personal relationships.
- Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.

<div align="center">

### <u>Essential Question</u>

</div>

Do we ever experience conflict when trying to solve problems?  Explain.

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Attribute blocks
- Scissors
- Pencils, crayons
- Construction paper
- Glue

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

What is conflict?
How can conflict bring about change?
Is all conflict man made? natural?  What are some examples of each?

**Intelligent Behaviors:**

What gifted intelligent behaviors could you use to resolve a conflict in
    the classroom?
Which gifted intelligent behavior is strongest in you?  Which is
    weakest?
What gifted intelligent behaviors did the printer use to resolve the
    conflicts in the story?

**Literary Perspectives:**

What changed the other worker's perspective of the printer?  How do
you think that made him feel?

**Student/Teacher Reflections**

**Concept: Conflict**                                  **Topic: Five Senses/ Hearing**

**Generalization(s):**
- Conflict is composed of opposing forces.
- Conflict may be natural or human made.
- Conflict may allow for synthesis and change.

**Essential Question(s): How can conflict bring about positive change?**

**Task Rotation Menu**

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | LA 2.01: TLW demonstrate sense of story by retelling the events of <u>The Printer.</u> | LA 3.01: TLW connect information and events in text to experience by comparing the conflict between the printer and his coworkers to a conflict they have had with a friend? (Think-Pair-Share) | LA 3.02: TLW discuss concepts and information in a text to clarify and extend knowledge by reflecting on the following questions and sharing with a partner. Thinking about the story, when is a time that you have felt like you were different? How did it make you feel? | LA 3.02: TLW discuss concepts and information in a text to clarify and extend knowledge by reflecting on the following questions: How would you like to be treated? Have you ever been treated in a way you did not like? How did you handle it? Pair and Share with a partner. |
| 2 | Create a comic strip sequencing the events of the story. Share with a classmate. | Form an analogy of how the conflicts in the story are similar to conflicts we have encountered in the classroom? Write each on a side of a paper plate and toss like a Frisbee to someone from another group. Discuss the new analogy with your group. | Speculate how you would feel if you were treated differently because you were different. Draw a picture to illustrate how you would feel. | Think of something about you that is unique. Write/draw in your journal. Consider if you have encountered conflict because of your differences. |
| 3 | Imagine you were a news reporter and present the story of the fire at the printing press, and its unlikely hero. What Gifted Intelligent behaviors does a hero possess? | With a small group, imagine you are the workers at the printing press. Propose solutions on ways to resolve the conflict of notifying workers in case of danger (account for the high amount of noise). How could a knowledge of ASL help your warn others of danger in the cafeteria? | How does it make you feel when you are treated unfairly? Compose a poem or song to perform for the class, encouraging students to treat everyone, regardless of how they differ from you, equally. | Write a letter to the principal or local newspaper editor, explaining why it is important to treat everyone equally. Share your letter with a partner. Do you have similar viewpoint? Explain how mistreating others could cause conflict in the school. |

**Real World Connections With Products:**
Retell, create, sequence, imagine, report, present, compare, illustrate, formulate an analogy, propose

**Real World Applications:**
Printer, editor, reporter, artist, writer, poet, teacher, principal, manager, athlete

**Real World Terms:**
Print, edit, write, research, interview, draw, paint, create, speculate, teach, manage, analyze, explain, perform, toss, compose, illustrate, rhyme,

**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.**

<p style="text-align:center">Concept Focus: <strong>Conflict</strong></p>

<p style="text-align:center"><u>Overarching Generalizations:</u></p>

- Conflict is composed of opposing forces.
- Conflict may be natural or human made.
- Conflict may allow for synthesis and change.

<p style="text-align:center"><u>More Complex Generalizations:</u></p>

- Conflicts can cause change in personal relationships.
- Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.

<p style="text-align:center"><u>Essential Question</u></p>

<p style="text-align:center">By using which intelligent behaviors can we help avoid conflict spurred by diversity?</p>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Drawing paper
- Art supplies
- Paper plates
- Tape player
- Writing paper
- Pencils

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

What is conflict?
How can conflict bring about change?
Is all conflict man made? natural?  What are some examples of each?

**Intelligent Behaviors:**

What gifted intelligent behaviors could you use to resolve a conflict in
    the classroom?
Which gifted intelligent behavior is strongest in you?  Which is
    weakest?
What gifted intelligent behaviors did the printer use to resolve the
    conflicts in the story?

**Literary Perspectives:**

What changed the other worker's perspective of the printer?  How do
    you think that made him feel?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking**<br><br>Retell the events in <u>The Printer.</u> Identify at least 2 conflicts in the story.  Fold a paper in half and illustrate one conflict on each half.  Write a sentence describing each conflict.  Explain how these conflicts brought about positive change and unification.<br><br><br>**V <u>*</u> L _ S <u>*</u> M__ B__ P__ I__ N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Reflect on what you've learned about conflicts that come about due to personal handicaps. How will you convince someone that we are all different, and in order to avoid conflict should all be treated equally.  Role play with a partner or small group (in front of the class) what you would say or do.<br><br>**V <u>*</u> L <u>*</u> S__ M__B <u>*</u> P <u>*</u> I <u>*</u> N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Which intelligent behaviors did the printer demonstrate in his daily work at the printing press? during the fire?  As a group, decide how using these intelligent behaviors helped him to resolve conflicts. Tape record your conversation.<br><br><br><br>**V <u>*</u> L <u>*</u> S__M__B__P <u>*</u> I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Brainstorm with your group, and generate slogans to use on a poster to promote acceptance of diversity. Individually, create a poster to place around the school or community that shows what you have learned about accepting everyone as they are.<br><br>**V <u>*</u> L <u>*</u> S <u>*</u> M__ B__ P <u>*</u> I <u>*</u> N__** |

**Real World Connections with Products:**

Retell, Identify, Explain, reflect, Convince, Role-Play, demonstrate,

**Real World Applications:**

Printer, Firefighter, Editor, Reporter, Writer, Photographer, Author

**Real World Terms:**

Print, Sign, Write, Edit, Photograph, Read, Interview

**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:** Conflict

**Overarching Generalizations:**
- **Conflict is composed of opposing forces.**
- **Conflict may be natural or human made.**
- **Conflict may allow for synthesis and change.**

**More Complex Generalizations (Two or more concepts):**
- **Conflicts can cause change in personal relationships.**
- **Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.**

**Essential Question:**

Was the conflict in the story natural or human made? What intelligent behaviors were used to solve the conflict? Explain your thoughts.

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- The Printer
- Drawing Paper
- Pencils, Crayons, Markers, Paints, etc.
- Tape Recorder and Blank tape
- Poster-size paper

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

What is conflict?
How can conflict bring about change?
Is all conflict man made? natural?  What are some examples of each?

**Intelligent Behaviors:**

What gifted intelligent behaviors could you use to resolve a conflict in
    the classroom?
Which gifted intelligent behavior is strongest in you?  Which is
    weakest?
What gifted intelligent behaviors did the printer use to resolve the
    conflicts in the story?

**Literary Perspectives:**

What changed the other worker's perspective of the printer?  How do
you think that made him feel?

**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)**<br>**Sensing- Thinking**<br><br>Gather and cut 6-10 realistic pictures from a newspaper. Demonstrate your knowledge of sorting by sorting these pictures into at least 2 groups.  Paste each group on a piece of construction and label each group.  What conflicts did you have when trying to choose categories to sort the pictures into?<br><br>V*_ L*_ S*_ M__B__P__I__N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner, decide on a design for a new playground for our school.  Cut basic geometric shapes from paper.  Use these shapes to make the playground equipment in your design.  Paste them onto paper.  What could you say to convince the principal that your design is safe and practical, and should be built at the school?<br><br>V*_ L*_ S*_ M__B__P*_ I*_ N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Given a shape outline, use attribute blocks to fill in the shape.  How many different solutions can you find?  Compare your findings with you group.  Put a tally mark on a chart to keep track of each person's solutions.  What Gifted Intelligent Behaviors did you use to find multiple solutions?<br><br>V *_ L*_ S*_ M__B__P *_ I*_ N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create a design using 10 or less attribute blocks.  Trace around the outside.  Trade with a partner and try to solve "the puzzle" by putting the shapes back into the outline. What conflicts did you encounter in trying to put the shape back together?<br><br>V*_ L*_ S*_ M__B__P *_ I *_ N__ |

**Real World Connections With Products:**
Gather, demonstrate, sort, find solutions, compare, create, design, decide

**Real World Applications:**
Editor, printer, PE teacher, mathematician, construction worker

**Real World Terms:**
Edit, print, teach, design, construct, equate

**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.**

<div align="center">

Concept Focus: **Conflict**

**<u>Overarching Generalizations:</u>**
</div>

- Conflict is composed of opposing forces.
- Conflict may be natural or human made.
- Conflict may allow for synthesis and change.

<div align="center">

**<u>More Complex Generalizations:</u>**
</div>

- Conflicts can cause change in personal relationships.
- Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.

<div align="center">

**<u>Essential Question</u>**
</div>

Do we ever experience conflict when trying to solve problems?  Explain.

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Attribute blocks
- Newspaper
- Scissors
- Pencils, crayons
- Construction paper
- Glue

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

What is conflict?
How can conflict bring about change?
Is all conflict man made? natural?  What are some examples of each?

**Intelligent Behaviors:**

What gifted intelligent behaviors could you use to resolve a conflict in
  the classroom?
Which gifted intelligent behavior is strongest in you?  Which is
  weakest?
What gifted intelligent behaviors did the printer use to resolve the
  conflicts in the story?

**Literary Perspectives:**

What changed the other worker's perspective of the printer?  How do
you think that made him feel?

**Student/Teacher Reflections**

**Extension Activities:**
- Present the other four senses (sight, touch, taste, feel)
- Fire Safety Book/Unit
- Make a Printer's Hat from newspaper
- Visit a newspaper and tour it
- Discuss how newspaper is made from trees (pulp, etc.)
- Have an interpreter visit and teach some ASL words

**Favorite Read-Alouds:**
- Other Bright Idea books:
  - Henry and the Kite Dragon (culture/conflict/bullies)
  - Private and Confidential (5 senses/blindness)
  - Paul Revere's Ride (War/conflict)
  - The Bully Blockers Club (conflict/bullies)
  - Hannah is my name (cultural diversity/conflict in language)
  - The Boy on Fairfield Street (being different)
  - A Fine St. Patrick's Day (rivalry)
  - Don Quixote and the Windmills(life challenges)
  - The Candy Shop (cultural conflicts)
  - The Bake Shop Ghost (differences/conflict)
  - Miss Bridie Chose a Shovel (personal conflicts/life)

- Outside readings:
  - Stand Tall, Molly Lou Mellon  by: Patty Lovell
  - The Ugly Duckling
  - The Little Engine that Could
  - The Little Red Hen
  - Because of Winn Dixie
  - The Box car Children

**Finger Plays, Nursery Rhymes and Songs:**
- Humpty Dumpty
- Mary had a little Lamb

- Little Miss Muffet
- 5 Little Monkeys
- Itsy Bitsy Spider
- Going on a Bear Hunt
- Little Bo Peep
- Peter, Peter, Pumpkin Eater
- 

**Video Clips:**
- Helen Keller
- Because of Winn Dixie
- Finding Nemo
- 

**Paintings & Prints:**
-

# 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

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Relationships**

**Topic: Diversity**

**K-2**

**Brunswick County – Phyllis Kelly**
**Wake County – Anne Marie Lynch**

North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

**Big Ideas Manifested**

| Topic -Diversity |
| --- |
| Literature Selection – Candy Shop<br>Author – Jan Wahl |

| Concepts | Themes |
| --- | --- |
| Relationships | Everything is related in some way<br>All relationships are purposeful |
| **Issues or Debates** | **Problems or Challenges** |
| Prejudice vs. Acceptance<br>Respect<br>Indifference vs. apathy<br>Vandalism vs. self-respect<br>Poverty | Apathy<br>Discrimination |
| **Processes** | **Theories** |
| Decision making<br>Problem solving | Be a part of the solution –not the problem<br>Discrimination hurts everyone<br>Education/help your neighbor |
| **Paradoxes** | **Assumptions or Perspectives** |
| Better to give than to receive | Treat others the way your want to be treated  (The Golden Rule) |

# Big Ideas Manifested

| | |
|---|---|
| **Topic – Diversity** | |
| **Literature Selection – Hannah Is My Name**<br>**Author - Belle Yang** | |

| Concepts | Themes |
|---|---|
| Relationships | Everything is related in some way |
| **Issues or Debates** | **Problems or Challenges** |
| Legal vs. illegal<br>English vs. non-English<br>Immigration | Employment<br>Economics<br>Deportation<br>Language barrier<br>Trust<br>Acceptance |
| **Processes** | **Theories** |
| Education<br>Rules-laws<br>Historical inquiry -Why does everyone want to come to America?<br>Decision making-to provide for family<br>Assimilation | America is a melting pot<br>The land of opportunity |
| **Paradoxes** | **Assumptions or Perspectives** |
| People come to America seeking equality but find inequality. | Everyone is treated equally in America. |

**Big Ideas Manifested**

| |
|---|
| **Topic -** |
| **Literature Selection –** |
| **Author -** |

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept: Relationships          Topic: Diversity

**Suggested Literature Selection(s):** <u>Candy Shop</u>
<u>Hannah Is My Name</u>

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**Look and Listen for…**

**Intelligent Behaviors**

**Story Focus:** Managing Impulsivity, Persisting, Taking Responsible Risks

**Student Activities:** Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Thinking About Thinking (Metacognition) Questioning and Posing Problems, Finding Humor

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**Thinking Skills Focus**: <u>Building Thinking Skills</u> (Chapter 5 – Describing People and Things)

**Topic Focus:** Diversity

**Concept Focus:** Relationships

**Overarching Generalizations:**
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex.

**More Complex Generalizations (Two or more concepts):**
Relationships may bring about a positive or negative change.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**

citizenship     community     diversity     discrimination     economics
family     friendship     immigration     intimidation     laws     prejudice     rules

**Suggested Vocabulary Words for Discussion:**

| | | | | |
|---|---|---|---|---|
| American | alien | bamboo plant | bamboo shoots | discrimination |
| boarded up | cable car | China | country | cowboy |
| dollar-fifty | fetch | freedom | government | green card |
| hymns | Illegal | immigration | laws | legal |
| Money | prejudice | relationship | rules | secondhand store |
| snow peas | Taiwan | Tofu | transportation | trust |
| Uniform | quarter | | | |

**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:**
Play a matching game with vocabulary words and definitions (Mix 'n Match)
Display vocabulary words and definition on sentence strips.
Students draw pictures or symbols to depict vocabulary words.
Play a vocabulary word game.  (Go Fish)

**Hooks:**

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

# Six Facets of Understanding

| Facet 1 – EXPLANATION |
|---|
| Describe a family member that you love.  Draw a picture of that family member.<br>Describe your relationship with this person.<br>Why is your relationship with a family member important? |

| Facet 2 - INTERPRETATION |
|---|
| Tell a story about a special day you had with a family member.  What made this day special?<br>What kind of relationship do you have with this family member? |

| Facet 3 - APPLICATION |
|---|
| Locate and cut pictures of people from magazines, books, and/or clipart.    On a separate sheet of paper group these pictures to create two or more different families.  Label each picture.<br>How are the people in your families related? |

| Facet 4 - PERSPECTIVE |
|---|
| Work with a partner. Choose two attribute blocks and compare and contrast their relationship.  Be prepared to share with the class.<br>In what ways are the two attribute blocks alike and different? |

| Facet 5 – EMPATHY |
|---|
| With a partner role-play shopping in a grocery store with one of the following roles:<br>Mother –child, Father –child, Grandparent-grandchild, Aunt-child, or Uncle and child.<br>Does the relationship between the people in your role-play affect the way they behave? |

| Facet 6 – SELF-KNOWLEDGE |
|---|
| Reflect on a time when you were not included in a group activity.  In you journal record with pictures and/or words how you felt.<br>How did this relationship affect your feelings? |

# Read:
## Task Rotation Learning Activities

### K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| Mastery Learner (A)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| While working with a partner illustrate and write the names of each character from the book <u>Candy Shop</u> on a separate card.<br> Shuffle the cards.<br>Turn over two cards.<br> Explain to your partner the relationship between these two characters.<br><br>What GIBs did the characters demonstrate?<br><br>Given what you know about relationships how did the characters relationships bring about a change?<br><br><br>      V * L * S * M__B__P * I__N__ | Imagine you are a member of the crowd.  Role-play with a partner what you could have done differently after seeing the words on the sidewalk.<br><br>How would your actions have improved your relationship with Miz Chu?<br><br>What GIBs did you show while working with your partner?<br><br><br>      V * L__S__M__B * P * I__N__ |
| **Understanding Learner (C)**<br>Intuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| Using a graphic organizer compare and contrast the actions of the people in the crowd to the actions of the boy.<br><br>Which GIBs did the boy demonstrate?<br><br>How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?<br><br><br>      V * L * S__M__B__P * I__N__ | Compose a poem, song or play that tells the things you can do to have a good relationship with others.<br><br>As you recall the characters from <u>Candy Shop</u> and <u>Hannah Is My Name</u>. In what ways did they promote positive relationships?<br><br>Which GIBs do you need to posses in order to insure a positive relationship?<br><br><br>      V * L * S__M * B * P __I * N__ |

**Real World Connections With Products:**
Songs, plays, poems, acting, stories, books and poems,

**Real World Applications:**
Author, writer, actors, actresses, singer, performer, teacher, director

**Real World Terms:**
Compare, contrast, role-play, create, write and produce

**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:** Relationships

**Overarching Generalizations:**

Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex.

**More Complex Generalizations (Two or more concepts):**

Relationships may bring about a positive or negative change.

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

Given what you know about relationships how did the characters relationships bring about a change?
What GIBs did the characters demonstrate?
How would your actions have improved your relationship with Miz Chu?
What GIBs did you show while working with your partner?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
Which GIBs did the boy demonstrate?
As you recall the characters from Candy Shop and Hannah Is My Name. In what ways did they promote positive relationships?
Which GIBs do you need to posses in order to insure a positive relationship?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Index cards, paper, pencils, crayons, markers, graphic organizer templates, and/or assorted musical instruments.

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
Given what you know about relationships how did the characters relationships bring about a change?
How would your actions have improved your relationship with Miz Chu?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
As you recall the characters from Candy Shop and Hannah Is My Name. In what ways did they promote positive relationships?

**Intelligent Behaviors:**
What GIBs did the characters demonstrate in the stories?
What GIBs did you show while working with your partner?
Which GIBs do you need to posses in order to insure a positive relationship?

**Literary Perspectives:**
As we reflect on the stories Candy Shop and Hannah Is My Name what are your view about relationships?
Why do you think the boy in Candy Shop had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
## All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Given what you know about number order, order the following numbers from least to greatest and greatest to least.<br>**25   71   40   66   83**<br>How will the relationship change if you reverse the digits in each number?<br>How will the relationship change if you add five to each number?<br>Given what you know about number order construct your own way to reorder these numbers.<br><br>**V __L * S * M__ B__ P__ I * N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>Your friend is teaching you how to play a new board game called "Race to 100". Player one has **two** dice with the numbers 5, 5, 5, 10, 10, 10 on each die. Player two has **three** dice with the numbers 3, 3, 5, 5, 7, 7 on each die. Each player rolls their dice and adds the numbers. Using the sum, they move their playing piece along a hundreds board.<br><br>Given what you know about number relationships which player is more likely to win the game and why?<br><br>What GIB did you see your partner displaying?<br><br>**V * L__ S * M__ B * P * I__ N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Using clay make the following solid shapes: Sphere, cone, rectangular prism, and a cube. Draw conclusions about which shapes will stack and/or roll.<br><br>Record your data.<br><br>What relationships exist among the shapes? Explain which GIBs you did not use when drawing your conclusions.<br><br>**V * L * S * M__ B * P__ I * N ***  | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Pretend you are the number ten looking for a new home. Look at each house and decide which house you would like to live in Design another house that the number five may want to move into.<br><br><br>10, 20, 30 …        1+10=11, 2+10=12<br>                          3+10=13, 4+10=14…     10, 100, 1,000…<br><br>Using what you know about number relationships explain why you chose your home. Use a GIB to explain how would you feel if your family moved to another home?<br><br>**V * L__ S * M__ B__ P__ I * N__** |

**Real World Connections With Products:**

Problem solving, statue, art work, home or buildings

**Real World Applications:**

Mathematician, architect, designer and artist

**Real World Terms:**

Design, create, construct

**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:** Relationships

**Overarching Generalizations:**
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex.

**More Complex Generalizations (Two or more concepts):**

Relationships may bring about a positive or negative change.

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

How will the relationship change if you reverse the digits in each number?
How will the relationship change if you add five to each number?
Given what you know about number order construct your own way to reorder numbers.
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Number cards, One Hundred-boards, teacher made dice or wooden cubes, clay, paper, pencils (optional color pencils, markers or crayons) assorted math manipulatives.

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How will the relationship change if you reverse the digits in each number?
How will the relationship change if you add five to each number?
Given what you know about number order construct your own way to reorder numbers.
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?

**Intelligent Behaviors:**
What GIB did you see your partner displaying?
Explain which GIBs you did not use when drawing your conclusions.
Use a GIB to explain how would you feel if your family moved to another home?

**Literary Perspective:**
As we reflect on the stories Candy Shop and Hannah Is My Name what are your views about relationships?
Why do you think the boy in Candy Shop had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

**Student/Teacher Reflections**

**Concept: Relationships**

**Topic: Diversity**

**Generalization(s):** Everything is related in some way.  All relationships are purposeful.

**Essential Question(s):**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | Locate and collect pictures from magazines, books and/or clipart to identify people from different nationalities. | Draw a picture of the little boy in <u>Candy Shop</u> and Hannah in <u>Hannah Is My Name</u>.  Use a graphic organizer to show how they are alike and different. | Brainstorm a list of candies that you have tasted. Circle the compound candy words in your list. | Work with a partner and decided which part of the story you both liked.  Create a poster to display in the class. |
| 2 | Collect data from your classmates.  Find out how many family members live in their home.  Make a line plot showing your data. | Use the T-chart provided to show the cause and effect of the words written on the street for each:<br>The little boy, Miz Chu, Aunt Thelma and the group of people | Pretend you are Hannah attending a new school.  Write a diary entry in your journal.  Express your feelings using pictures and words. | Write three to five sentences telling how you would have felt if you were standing in the crowd of people outside Miz Chu's candy story. |
| 3 | Construct a time line that shows the many things Hannah's family needed to do in order to stay in America. | Pretend you just moved to another country. You are not able to speak the language. Demonstrate several ways you might communicate to new friends. | Design a diorama of a candy store.  Sort and group your candy collection by relationships. | Using the puppet patterns provided, role model you teaching your neighbors how to build better relationships in your community. |

**Real World Connections With Products:**
Photographs, books, magazines, art work, buildings, homes, clothing


**Real World Applications:**
Photographer, editor, illustrator, artist, mathematician, engineer, builder, architect, designer and teacher


**Real World Terms:**
Role-play, design, construct, create, build, collect, brainstorm and demonstrate


**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:** Relationships

**Overarching Generalizations:**
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex

**More Complex Generalizations (Two or more concepts):**
Relationships may bring about a positive or negative change.

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

Given what you know about relationships how did the characters relationships bring about a change?
How would your actions have improved your relationship with Miz Chu?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
As you recall the characters from Candy Shop and Hannah Is My Name. In what ways did they promote positive relationships?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Magazines, books, computer, graphic organizer (T-chart), poster paper, paper, markers, crayons, glue, puppet patterns and student journals

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

Given what you know about relationships how did the characters relationships bring about a change?
How would your actions have improved your relationship with Miz Chu?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
As you recall the characters from <u>Candy Shop</u> and <u>Hannah Is My Name</u>. In what ways did they promote positive relationships?

**Intelligent Behaviors:**

What GIBs did the characters demonstrate in the stories?
What GIBs did you show while working with your partner?
Which GIBs do you need to posses in order to insure a positive relationship?

**Literary Perspective:**

As we reflect on the stories <u>Candy Shop</u> and <u>Hannah Is My Name</u> what are your view about relationships?
Why do you think the boy in <u>Candy Shop</u> had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking**<br><br>Work with a partner and construct a timeline for the story <u>Candy Shop</u>.  Put the places that the little boy visited in order.  Which GIBs did the little boy display throughout the story?  What were the relationships to his activities that lead to the use of these behaviors? (Make cards ahead of time to match GIBs to story events – example: the little boy had to wait for his Aunt to finish shopping/managing impulsivity.)<br><br><br>V__L * S* M__B__P * I__ N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>The teacher has assigned seats in the cafeteria for lunch.  Some of the students want to choose their own seat and sit where they want.  Take a position and write a why this is a good idea or not.   In what way will relationships change?  Will this change be good or bad for the class?  Be prepared to share your position with a classmate and identify the GIBs you used to come to your decision.<br><br><br>V * L * S__M__B__P * I * N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br>A new student joins our class.  He/She does not speak English.  Make a poster or book showing different ways you can help him/her build relationships at school.  Your work should include illustrations and words that propose solutions to daily school activities using GIBs.<br><br>Given what you know about relationships how will your actions unify or divide this relationship?<br><br>What GIBs would you use when building this relationship?<br><br>V__L * S * M__B__P__I * N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Write and produce a play or song identifying a relationship.<br><br>What relationship are you identifying in your play or poem.<br><br>What GIBs did you displayed when creating your play or song?<br><br><br><br><br>V * L * S__M * B * P__I * N__ |

**Real World Connections With Products:**
Book, magazine, story, building, house, play, movie, song, picture, poster and artwork

**Real World Applications:**  Author, illustrator, artist, singer, actor, actress, builder

**Real World Terms:** Construct, debate, problem solve, design, create,

**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:** Relationships

**Overarching Generalizations:**
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex

**More Complex Generalizations (Two or more concepts):**
Relationships may bring about a positive or negative change.
**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

Given what you know about relationships how will your actions unify or divide a relationship?
What relationships can you identify among the characters in a play or poem?
In what way will relationships change?
How will change affect a relationship?
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?
Which GIBs did the character(s) display throughout the story?  What were the relationships among the characters that lead to the use of GIBs?
Identify personal GIBs you used to make decisions.
How can you use illustrations and words that propose solutions to daily school activities using GIBs.
What GIBs are needed to create a play or song?
What GIBs can you identify in other people?
Explain which GIBs you may not use when solving problems.
What GIBs do you rely on when explaining your feelings?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- GIBs picture cards with icons, poster paper, pens, markers, crayons, paper, pencils and musical instruments (optional).

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

Given what you know about relationships how will your actions unify or divide a relationship?
What relationships can you identify among the characters in a play or poem?
In what way will relationships change?
How will change affect a relationship?
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?

**Intelligent Behaviors:**

Which GIBs did the character(s) display throughout the story? What were the relationships among the characters that lead to the use of GIBs?
Identify personal GIBs you used to make decisions.
How can you use illustrations and words that propose solutions to daily school activities using GIBs?
What GIBs are needed to create a play or song?
What GIBs can you identify in other people?
Explain which GIBs you may not use when solving problems.
What GIBs do you rely on when explaining your feelings?

**Literary Perspective:**

As we reflect on the stories Candy Shop and Hannah Is My Name what are your view about relationships?
Why do you think the boy in Candy Shop had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

**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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| You have some dimes and pennies in your pocket. Their total value equals $.86. How many different ways can you show $.86 using only dimes and pennies?<br>Using the coins provided, demonstrate how you solved this problem.<br><br>Construct a chart to show your work using pictures, numbers and/or words.<br><br>What might be the relationship between the number of possibilities and the number of dimes you have?<br><br>Which GIBs helped you solve this problem?<br><br>**V__L \* S \* M__B__P__I \* N__** | We have been learning to read, write and show numbers in many ways. Design a poster showing six or more ways to recognize equivalent representations for the number twenty-four. Use pictures, symbols, numbers and words to show your work.<br><br>In what ways can you explain the relationship between one or more of your representations for the number twenty-four?<br><br>What relationship might you need to have with different representations of numbers?<br><br>Write about how you felt when you finished this activity in your journal. What relationship did this feeling have with a GIB?<br>**V \* L \* S \* M__B__P__I \* N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Your partner has used two or more attribute to build an attribute train. He/she has asked you to add two more pieces. After reflecting on the relationship between each piece you add two more attribute blocks to the train. Discuss and compare your solutions.<br><br>What relationship(s) did you find between the two blocks?<br><br>What GIBs helped you and your partner discus and solves this problem?<br><br>**V \* L__S \* M__B \*_P\* I__N__** | Using animal names and nature sounds create a song using three different patterns. Record your song on chart paper using alphabet letters, numbers or symbols. Teach your song to a classmate and be prepared to share it with the class.<br><br>Is there a relationship between the patterns and sounds you chose? How do patterns affect your daily activities?<br><br>How might the GIBs affect your performance when sharing with the class?<br><br>**V \* L__S \* M \* B \* P \* I \* N \*** |

**Real World Connections With Products:**
Clothing, homes and buildings

**Real World Applications:**
Designer, banker, shop keeper, and architect

**Real World Terms:**
Create, design, construct

**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:** Relationships

**Overarching Generalizations:**
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex

**More Complex Generalizations (Two or more concepts):**
Relationships may bring about a positive or negative change.

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

What might be the relationship between the number of possibilities and the number of dimes you have?
What relationship might you need to have with different representations of numbers?
What relationship(s) did you find between the two blocks?
Is there a relationship between the patterns and sounds you chose? How do patterns affect your daily activities?
Which GIBs helped you solve this problem?
Write about how you felt when you finished this activity in your journal. What relationship did this feeling have with a GIB?
What GIBs helped you and your partner discus and solves this problem?
How might the GIBs affect your performance when sharing with the class?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Dimes, pennies, chart paper, poster paper, attribute blocks, pencil, paper, crayons, musical instruments (optional)

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
What might be the relationship between the number of possibilities and the number of dimes you have?
What relationship might you need to have with different representations of numbers?
What relationship(s) did you find between the two blocks?
Is there a relationship between the patterns and sounds you chose? How do patterns affect your daily activities?

**Intelligent Behaviors:**
Which GIBs helped you solve this problem?
Write about how you felt when you finished this activity in your journal. What relationship did this feeling have with a GIB?
What GIBs helped you and your partner discus and use to solve this problem?
How might the GIBs affect your performance when sharing with the class?

**Literary Perspective:**

As we reflect on the stories <u>Candy Shop</u> and <u>Hannah Is My Name</u> what are your view about relationships?
Why do you think the boy in <u>Candy Shop</u> had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**
Little Critter Books by Mercer Mayer
The Little Red Hen
The Ugly Duckling
The Bake Shop Ghost
The Bully Blocker Club
Jungle Drum
The Wolf's Chicken Stew
Miss Bridie Choose a Shovel
Hachiko
Private and Confidential

**Finger Plays, Nursery Rhymes and Songs:**

Mary Had A Little Lamb
Little Miss Muffet
Humpty Dumpty
Jack and Jill

**Video Clips:**
Consult your media specialist

**Paintings & Prints:**
Consult your art specialist

# 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**

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Relationships**

**Topic: Communities**

**K-2**

**Heather Pelletier – Harris Creek, Wake County**
**Selina Wilkes – B.F. Grady, Duplin County**

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

# Big Ideas Manifested

| |
|---|
| **Topic - Communities**<br><br>**Literature Selection –  <u>Be My Neighbor</u>**<br>**Author -  Maya Ajmera & John D. Ivanko** |

| Concepts | Themes |
|---|---|
| • **Relationships**<br>• **Conflicts**<br>• **Diversity** | • **All things are related, have purpose and change over time**<br>• **Conflict may be natural or human-made; intentional or unintentional** |
| **Issues or Debates** | **Problems or Challenges** |
| • **Abundance vs. Scarcity**<br>• **Cultural Diversity**<br>• **Survival of the fittest**<br>• **Fairness & equality** | • **Survival of oneself and family**<br>• **Weather**<br>• **Opportunity/Choices** |
| **Processes** | **Theories** |
| • **Conflict resolution**<br>• **Decision making**<br>• **Education** | • **Third world countries lack education**<br>• **Civilized communities can provide for everyone** |
| **Paradoxes** | **Assumptions or Perspectives** |
| • **Economically stable communities can better provide for their people than underdeveloped communities**<br>• **Alone in a crowded city**<br>• **Neighbors in another country** | • **The grass is greener on the other side**<br>• **Money buys happiness**<br>• **A house is a home**<br>• **Everyone is neighborly** |

## Big Ideas Manifested

| |
|---|
| **Topic -  Communities**<br><br>**Literature Selection – <u>Home</u>**<br>**Author -  Jeannie Baker** |

| Concepts | Themes |
|---|---|
| • **Relationship**<br>• **Conflicts**<br>• **Change**<br>• **Power** | • **All things are related, have purpose and change over time**<br>• **Conflict may be natural or human-made; intentional or unintentional**<br>• **Change generates additional change, can be positive/negative, is inevitable and necessary for growth**<br>• **Power is the ability to influence** |
| **Issues or Debates** | **Problems or Challenges** |
| • **Independence vs. community**<br>• **Open vs. shut**<br>• **Safety vs. Risk**<br>• **Nature vs. Nurture** | • **Opportunity/Choices**<br>• **Courage to change** |
| **Processes** | **Theories** |
| • **Growth**<br>• **Aging**<br>• **Reconciliation** | • **We are the product of our environment**<br>• **Actions bring consequences which can be negative or positive.** |
| **Paradoxes** | **Assumptions or Perspectives** |
| • **Fences make good neighbors**<br>• **A safe risk** | • **My family always supports me.**<br>• **A community always works together**<br>• **Change takes time** |

# Concept: Relationships     Topic: Communities

**Suggested Literature Selection(s):**    <u>Be My Neighbor</u>
                                             <u>Home</u>

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**Look and Listen for…**

**Intelligent Behaviors**

     **Story Focus:**    **Thinking Flexibly, Questioning and Posing Problems, Thinking and Communicating with Clarity and Precision, Finding Humor, Taking Responsible Risks, Creating, imagining, Innovating, and Thinking interdependently**

     **Student Activities: Thinking Flexibly, Metacognition, Questioning and Posing Problems, Thinking and Communicating with Clarity and Precision, Finding Humor, Taking Responsible Risks, Creating, imagining, Innovating, and Thinking interdependently.**

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**Thinking Skills Focus: Describing Similarities and Differences  (pg. 165)**

**Topic Focus: Communities**

**Concept Focus: Relationships**

**Overarching Generalizations:**
1. Relationships are inevitable.
2. Relationships require time to develop.
3. Everything in involved in a relationship.

**More Complex Generalizations (Two or more concepts):**

1. Relationships change over time; some are temporary, some are permanent.
2. All things affect and are affected by their relationships with their environment.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
Community/family roles, wants and needs, diversity of cultures, growth and change

**Suggested Vocabulary Words for Discussion:**

| | | | |
|---|---|---|---|
| advertisement | custom | historical | relationship |
| barrier | distance | individual | religion |
| behavior | diversity | intersection | remote |
| business | division | laws | respect |
| cathedral | divorce | leader | responsibility |
| citizen | education | market | rules |
| city | elderly | marriage | synagogue |
| climate | environment | medicine | town |
| climate | family | mosque | tradition |
| common | friendship | neighbor | traffic |
| community | government | neighborhood | transportation |
| cooperation | graffiti | pattern | vandalism |
| country | grouping | population | worship |
| culture | habit | position | |
| culture | handicap | recreation | |

**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:**

Word of the Day – define together, post, listen for usage, make a tally for every time used

Mix-N-Match – match word to its definition, to its picture, to category, to synonym…

**Hooks:**

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

## Six Facets of Understanding

| Facet 1 – EXPLANATION |
|---|
| After designing a community map, place word/picture cards in areas where they might belong. Justify your decisions using complete sentences.<br> (Example: teacher-school, sister-house, baby-daycare, secretary-office building…)<br><br>What are examples of relationships within a given community? |

| Facet 2 – INTERPRETATION |
|---|
| Look at various pictures of people and animals. Sort and group pictures by similarities.  Choose a group of pictures and tell a story about them. Listen to a partner's story and combine the stories into one story.<br><br>What is a community? What is the meaning of relationship? |

| Facet 3 – APPLICATION |
|---|
| Create an animal puppet such as a bat. Role-play scenarios in which the animal is both helpful and a pest within the community.<br><br>In what ways do animals impact relationships within a community?<br>(examples: bats, mice, deer, raccoons, termites, birds, dogs…) |

| Facet 4 – PERSPECTIVE |
|---|
| Compare & contrast the relationships that an elderly person has within a community to the relationships that a young child has within a community.<br><br>How would a community look to an elderly citizen?<br>How would a community be viewed differently from a child's perspective? |

| Facet 5 – EMPATHY |
|---|
| Illustrate and label possible feelings that a friend might have when moving to a new community using a simple flip-book.<br><br>What would it be like to move to another community that didn't speak your language?<br>What are some ways to make a new friend? |

| Facet 6 – SELF-KNOWLEDGE |
|---|
| Reflect on the different individuals and/or groups that make up your community.<br>Write a journal entry describing how these make a difference in your life.<br><br>Who makes up your community? How do these individuals and/or groups interact? |

**Read: <u>Be My Neighbor</u> & <u>Home</u>**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Create a timeline showing possible changes that occur during the growth process of a living thing.<br><br>In thinking about how things change and grow in a community, what impact does this growth have on the relationships between community members?<br><br>What gifted intelligent behaviors would help solve the problem of overcrowding in a community?<br><br><br>**V__L_*_S__M__B__P__I__N_*_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Pretend that you are celebrating a joyous occasion, listen to the music provided and dance with your partner to show your feelings during this celebration.<br><br>In thinking about celebrations that you share with your friends and family, in what ways do you use music during celebrations? How might music impact the emotions felt during such celebrations? In what ways would music selection differ during certain holidays?<br><br>What gifted intelligent behaviors would a party planner need in choosing music for a celebration?<br><br>**V__L__S__M_*_B_*_P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Compare intersections with a traffic light to an intersection with a round about. Debate both ideas within your group. Provide evidence for your position.<br><br>In considering traffic patterns within a growing community, what road designs, and traffic signs/lights would foster a smooth traffic flow?<br><br>What gifted intelligent behaviors do drivers use everyday while traveling around the community?<br><br><br>**V_*_L_*_S_*_M__B__P_*_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Reflect on your relationship with your neighbors. Create a greeting card for a neighbor to express appreciation or encouragement.<br><br>In the book Home, how did the relationship with the young girl and her neighbor bring about a positive change?<br><br>As you think of conflicts that may arise in your relationships with your neighbors, what gifted intelligent behaviors are lacking in neighbor disputes?<br><br><br>**V_*_L__S__M__B__P_*_I_*_N__** |

**Real World Connections With Products:**
map, book, chart, song, dance, structure, road,

**Real World Applications:**
historian, scientist, doctor, musician, dancer, psychologist, counselor, surveyor, traffic cop, school crossing guard, construction worker, customer service representative

**Real World Terms:**
compare, reflect, pretend, debate, create, prove,

**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.**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Chart paper
- Markers, crayons, pencils
- Music (music player)
- Construction paper
- Pictures of intersections (traffic light, round about)

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**

**Conceptual Perspectives:**

In thinking about how things change and grow in a community, what impact does this growth have on the relationships between community members?

In thinking about celebrations that you share with your friends and family, in what ways do you use music during celebrations? How might music impact the emotions felt during such celebrations? In what ways would music selection differ during certain holidays?

In considering traffic patterns within a growing community, what road designs, and traffic signs/lights would foster a smooth traffic flow?

In the book Home, how did the relationship with the young girl and her neighbor bring about a positive change?

**Intelligent Behaviors:**

What gifted intelligent behaviors would help solve the problem of overcrowding in a community?

What gifted intelligent behaviors would a party planner need in choosing music for a celebration?

What gifted intelligent behaviors do drivers use everyday while traveling around the community?

As you think of conflicts that may arise in your relationships with your neighbors, what gifted intelligent behaviors are lacking in neighbor disputes?

**Literary Perspectives:**

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>After discussing the lines of symmetry seen in the windows and structures illustrated within the featured books, use markers, toothpicks, wikki sticks, string… to construct possible lines of symmetry within given shapes.<br><br>In designing a community, what value should be placed on balance and symmetry?<br><br>What gifted intelligent behaviors should an architect exhibit when designing a community or structure?<br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Using hidden shapes inside a mystery bag, one player feels a hidden shape and gives clues to other players so that they predict which shape is being described. Whoever guesses correctly then describes a new shape in the bag, giving the shape clues for the next turn.<br><br>What might be some possible descriptions that will help you clearly communicate to others and foster understanding within the team relationship?<br><br>What gifted intelligent behaviors enhance clear communication with others?<br><br>**V_*_L_*_S__M__B__P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Find a Sudoku puzzle that your teacher has provided. Fill in each of the 9 squares by observing the relationship between the digits 1-9. Each row, column, and square needs the digits 1-9 without repetition of any number.<br><br>As you work through the possible solutions, what led you to believe your answers were correct in this puzzle? What are some possible strategies that would show evidence of correctness?<br><br>What gifted intelligent behaviors would help you complete a Sudoku puzzle with faster speed?<br><br>**V__L_*_S_*_M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>After creating various pattern block pictures, choose one picture and exchange the blocks to create the same picture in a different way using alternative blocks.<br><br><br>In creating geometric shapes, what relationships do you see between the shape you are making and other geometric shapes? (Example: 2 trapezoids will make 1 hexagon, 3 triangles will make 1 parallelogram…)<br><br>Which gifted intelligent behaviors did you not use while completing this task?<br><br><br>**V__L_*_S_*_M__B__P__I__N__** |

**Real World Connections With Products:**
Structure, art, floor plans, tricks, inventions,


**Real World Applications:**
construction worker, architect, city manager, archeologist, magician, inventor, artist, math teacher


**Real World Terms:**
discuss, illustrate, design, describe, exchange, predict, observe, create, choose


**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.**


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- markers, pencils, crayons…
- toothpicks, wikki sticks, or string
- mystery bag
- pattern blocks
- Sudoku puzzles

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

In designing a community, what value should be placed on balance and symmetry?

What might be some possible descriptions that will help you clearly communicate to others and foster understanding within the team relationship?

As you work through the possible solutions, what led you to believe your answers were correct in this puzzle? What are some possible strategies that would show evidence of correctness?

In creating geometric shapes, what relationships do you see between the shape you are making and other geometric shapes? (Example: 2 trapezoids will make 1 hexagon, 3 triangles will make 1 parallelogram…)

**Intelligent Behaviors:**

What gifted intelligent behaviors should an architect exhibit when designing a community or structure?

What gifted intelligent behaviors enhance clear communication with others?

What gifted intelligent behaviors would help you complete a Sudoku puzzle with faster speed?

Which gifted intelligent behaviors did you not use while completing this task?

**Literary Perspective:**

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

**Student/Teacher Reflections**

**Concept: Relationships**

**Topic: Communities**

**Generalization(s):**
Relationships are inevitable.
Relationships require time to develop.
Everything in involved in a relationship.

**Essential Questions:**
What relationships are seen in a community? How are these relationships affected by other relationships and environmental changes?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | Observe the many windows in the featured books. Put a yellow sticky on the windows that show equal parts. | Sort and group buttons in a Venn Diagram showing similarities & differences. | Use a family tree web to display the relationships in your family. | Make an "All About Me" poster to share with classmates. |
| 2 | Organize given pictures to show the relationship between who, where, and what. (ex. pencil, student, school) | Choose an item from various community settings. Formulate analogies between them. (Ex. orange is to apple(market) as crayon is to pencil(school). | Examine a picture within the featured books that show relationship. Predict feelings experienced by the interaction. Draw a picture of a time when you felt the same way. | When the music plays, move in a path around the classroom so that you do not create a traffic jam or cause the flow to slow or stop. |
| 3 | Record your observations of a plant that is deprived of water. Summarize your findings of the relationship between water and survival. | Develop a plan to earn money to purchase gifts for your family during the holiday season. Prioritize your spending goals. | Create a clothing catalog for a world traveler meeting the clothing needs for various climates around the world. | Choose a family conflict to role-play with your group. Write a possible conversation between family members. (example situations: divorce, sharing clothes, tv remote, broken rule…) |

**Real World Connections With Products:**
assembly line, crop, garden, clothing, song, book, legal document, record, chart, tickets


**Real World Applications:**
factory worker, farmer, horticulturalist, landscaper, designer, social worker, musician, librarian, cashier, banker, accountant, meteorologist, travel agent, counselor


**Real World Terms:**
pretend, observe, group, display, formulate, chose, illustrate, sort, organize, record, examine, prioritize, develop


**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.**


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Yellow post-its
- Buttons
- Family web
- Poster board
- Venn Diagram
- Pictures of community items (people, places, and things)
- Music (music player)
- Paper
- Pencils, markers, crayons
- Plant

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
As you compare the relationships within your family to those of your classmates, what similarities and differences do you observe?

In thinking about relationships within your environment, what might cause these relationships to begin, change or end?

**Intelligent Behaviors:**

Which gifted intelligent behaviors are critical in communicating, creating, summarizing, making predictions, and organizing ideas?

**Literary Perspective:**

What is a community?

 What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Construct a newspaper article explaining how relationships within the community bring about positive change.<br><br>What are some possible changes that could occur through positive relationships?<br><br>What gifted intelligent behaviors will you role model for others to help bring about positive change?<br><br><br>**V _*_ L __ S __ M __ B __ P _*_ I __ N __** | Call a friend to make decisions about an upcoming celebration. Complete a web answering the questions (Who, What, When, Where, Why and How).<br><br><br>When considering the people, places, and cultures within your community, what do you envision as possible outcomes for your celebration?<br><br>Which gifted intelligent behaviors did you observe in your partner?<br><br>**V _*_ L __ S __ M _*_ B __ P _*_ I __ N __** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Make a proposal to your community leaders of potential solutions that would enhance the harmony between all citizens.<br><br><br>How do citizens and their relationships with their environment affect everyday living and behavioral choices?<br><br>What gifted intelligent behaviors would good community leaders demonstrate in their decisions?<br><br><br><br><br>**V _*_ L __ S __ M __ B __ P _*_ I __ N __** | Design a future community. Describe how your future community relates to your community now.<br><br>How might your future community have a positive impact on community relationships?<br><br>While you were designing your community, what gifted intelligent behaviors did you use?<br><br><br><br><br><br>**V _*_ L _*_ S _*_ M __ B __ P __ I __ N __** |

**Real World Connections With Products:**
laws, articles, newspaper, magazine, invitations, advertisements, floor plans,


**Real World Applications:**
journalist, party planner, government leaders, architect, lawyer


**Real World Terms:**
construct, explain, decide, communicate, propose, design, describe, present, inform

**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.**



**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils, markers, crayons
- Pretend phone
- (Optional) construction materials for future community: milk cartons, boxes, toilet paper tubes, clay, pipe cleaners…

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

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

When considering the people, places, and cultures within your community, what do you envision as possible outcomes for your celebration?

How do citizens and their relationships with their environment affect everyday living and behavioral choices?

How might your future community have a positive impact on community relationships?

**Intelligent Behaviors:**

What gifted intelligent behaviors will you role model for others to help bring about positive change?

Which gifted intelligent behaviors did you observe in your partner?

What gifted intelligent behaviors would good community leaders demonstrate in their decisions?

While you were designing your community, what gifted intelligent behaviors did you use?

**Literary Perspective:**

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

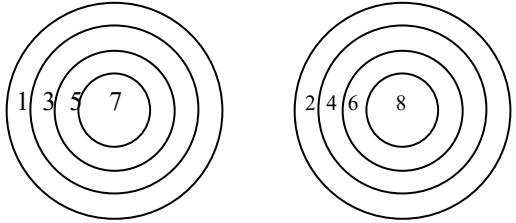What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

**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**

After reading the nursery rhyme, "There was an old lady who lived in a shoe…" help the elderly lady provide for all 20 children by developing a strategy to equally distribute items among the children. Show your work using numbers, pictures, or words.

How many chairs are needed at the table?
How many slices of bread will make 20 sandwiches?
How many cartoons if each has 10 juice boxes?
How many soup cans if each can feeds 4 children?
How many pies if each feeds 5 children?

What questions might you ask to gather the data you need to solve this problem?

What gifted intelligent behaviors would help the elderly lady create a happy home for all these children?

**V__L_*_S__M__B__P__I__N__**

### Interpersonal Learner (B)
**Sensing-Feeling**

Play a dart game with a partner. One partner uses the "Even Steven" dartboard and the other partner uses the "Odd Otto" dartboard. On a given turn, each partner throws 2 darts, adds the score, and records the sum for each turn in a table. Continue playing for 5 rounds. Compare/contrast the outcomes from the 2 dartboards. (See pp. 127-134 of Extending the Challenge in Mathematics.)



When thinking about odd and even numbers, what outcomes might you predict for this game?

When playing this game, what challenges did your partnership encounter?

Which gifted intelligent behaviors did you observe in your partner while playing this game?

**V_*_L_*_S__M__B_*_P_*_I__N__**

### Understanding Learner (C)
**Intuitive-Thinking**

After multiple exposures to Venn Diagrams having 2 loops, compare/contrast a given group of nature items, decide upon different rules for loops A, B, & C, and label each loop. (Items may include: pine cone, leaves, stick, rock, shell, gumball, seed, feather, pine needle, bark, grass, flower, moss…) A partner tries to determine your rules by placing items in the loops. Each time an item is placed in a loop, you tell them if they are correct. (See p. 125 of Extending the Challenge in Mathematics.)

What past experiences helped you determine the rules for your sorts? Of all the gifted intelligent behaviors that we have studied, which do you see more often in yourself while solving problems?

**V__L_*_S_*_M__B__P__I__N_*_**

### Self-Expressive Learner (D)
**Intuitive-Feeling**

After observing flags from around the world, design a symmetrical flag that best represents the relationships within our classroom community.

When thinking about relationships within our classroom community, what are some possible feelings that you may want to communicate on your flag?

Which gifted intelligent behaviors did you use in the plan and design of your flag?

**V__L__S_*_M__B__P__I_*_N__**

**Real World Connections With Products:**
book, novel, article, game, clothes, invention


**Real World Applications:**
author, athlete, scientist, designer,


**Real World Terms:**
provide, develop, distribute, record, compare, contrast, determine, design, label, observe, represent


**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.**




**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Nature Items (pine cone, leaves, stick, rock, shell, gumball, seed, feather, pine needle, bark, grass, flower, moss)
- Venn Diagram
- Nursery Rhyme "There was an old lady who lived in a shoe…"
- Flag pictures from around the world
- Dartboards and darts

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

What questions might you ask to gather the data you need to solve this problem?

When thinking about odd and even numbers, what outcomes might you predict for this game?

When playing this game, what challenges did your partnership encounter?

What past experiences helped you determine the rules for your sorts?

When thinking about relationships within our classroom community, what are some possible feelings that you may want to communicate on your flag?

**Intelligent Behaviors:**

What gifted intelligent behaviors would help the elderly lady create a happy home for all these children?

Which gifted intelligent behaviors did you observe in your partner while playing this game?

Of all the gifted intelligent behaviors that we have studied, which do you see more often in yourself while solving problems?

Which gifted intelligent behaviors did you use in the plan and design of your flag?

**Literary Perspective:**

What is a community?

 What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Me on the Map**
**The House on Maple Street**
**Miss Rumphius**
**Oh the Places You'll Go**
**From Seed to Plant**
**I'll Love You Forever**
**Frog and Toad** (series)
**Corduroy**

**Finger Plays, Nursery Rhymes and Songs:**

**Humpty Dumpty**
**Little Jack Horner**
**Little Miss Muffet**
**The Itsy Bitsy Spider**

**Video Clips:**

**Richard Scary's Busytown**

**Paintings & Prints:**

# 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**

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Carol Murphy – Duplin County
and
Tammie Sexton – Wake County**

**Summer 2006**

**Concept:  Relationships**

**Topic:  Friendships**

**2nd grade**
North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

# Big Ideas Manifested

> **Topic - Friendships**
>
> **Literature Selection – Private and Confidential**
> A story about Braille
> **Author – Marion Ripley**

| Concepts | Themes |
|---|---|
| **-Relationships**<br>-Acceptance & rejection<br>-Challenge<br>-Cooperation<br>-Courage<br>-Diversity | -You can't judge a book by its cover<br>  (Things are not always what they seem.)<br>- Life is like a box of chocolates, you never know<br>  what you are going to get. |
| **Issues or Debates** | **Problems or Challenges** |
| -    Gender stereotypes in friendships<br>-     Disability stereotypes | -    Communication<br>-    Overcoming obstacles |
| **Processes** | **Theories** |
| **-**Exploring Braille<br>-Research | Obstacles affect friendships |
| **Paradoxes** | **Assumptions or Perspectives** |
| -Laura was concerned about Malcolm not liking her picture when he couldn't even see it.<br><br>-Laura had in mind what kind of pen pal she wanted but she got someone totally different and ended up liking him | -We assume others are like us |

**Concept:** Relationships                    **Topic:** Friendships

Suggested Literature Selection(s): ***Private and Confidential***
                                        *A story about Braille*
                                        by Marion Ripley

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**Look and Listen for…**

**Intelligent Behaviors – Metacognition, Questioning and Problem Posing, Finding humor, Remaining open to continuous learning, Listening with understanding, Applying Past knowledge**

**Story Focus – (What best describes the characters in the story?)**
**-Remaining open to continuous learning**
**- Listening with understanding**

**Student Activities (What intelligent behaviors do your students show during the task rotations?)   Managing impulsivity, metacognition, Listening with understanding and empathy, Remaining open to continuous learning, Taking responsible risks**

---

**Thinking Skills Focus:** Similarities and Differences

**Topic Focus:**  Friendships

**Concept Focus:** Relationships

**Overarching Generalizations:**
1. Relationships can be forced by circumstances or voluntary.
2. Relationships change over time.

**More Complex Generalizations (Two or more concepts):**
Conflict within a relationship can promote growth.
Conflict is uncomfortable.

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

**Suggested Topics for Discussion**
Physically challenged
Adaptations for physically challenged (Braille, seeing eye dogs, voice recognition computers)
Obstacles for the physically challenged

**Suggested Vocabulary Words for Discussion:**

| | |
|---|---|
| private | confidential |
| blind | Australia |
| Braille | scold |
| reply | disappointing |
| typewriter | airmail |
| peer | diversity |
| challenge | |

**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:**
Play BINGO with the vocabulary words, progressing from calling out the word, to calling out the definition, to acting out the word, and then allowing a student to take over the "caller's" role.

**Hooks:**

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

**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
| --- |
| Describe the characteristics of friendship. |

| Facet 2 – INTERPRETATION |
| --- |
| Explain how a person might feel to receive something private and confidential. |

| Facet 3 - APPLICATION |
| --- |
| Create a visual showing how people's experiences change because of blindness. |

| Facet 4 – PERSPECTIVE |
| --- |
| Analyze the differences between Malcolm and Laura. |

| Facet 5 – EMPATHY |
| --- |
| What would it be like to walk in Malcolm's shoes? |

| Facet 6 – SELF-KNOWLEDGE |
| --- |
| What are weaknesses of being blind? What are weaknesses of being able to see? |

**Read:** *Private and Confidential*

**Task Rotation Learning Activities**
**2nd grade**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br><br>Retell the story using a timeline to show the major events**.**<br><br><br>Describe the steps you took to complete this activity.<br><br><br><br><br>**V*_L*_S*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>If you were going blind, how would you feel?  What are some things you would want to be sure to do or see? Write a story in your journal where you are the main character who is going blind.<br><br><br>What did you like and not like about writing this story?<br><br><br><br>**V*_L__S__M__B__P__I*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Reach into a bag of attribute blocks and choose one. Without looking, describe what you feel to a partner and let them draw conclusions about the piece you have.<br><br>What strategies did you use to make sure your partner was able to draw the right conclusions?<br><br><br><br><br><br><br>**V*_L__S*_M__B*_P*_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>With a partner, create a skit in which one character starts learning Braille.  Be ready to present your skit to the class.<br><br><br>In preparing this skit, what did you learn that you might apply to another project?<br><br><br><br><br><br><br>**V*_L__S__M__B*_P__I*_N__** |

**Real World Connections With Products:**  list, create, present, describe, write

**Real World Applications:**  Braille teacher, postal workers, teacher, eye doctors, weather person, photographer

**Real World Terms:**  brailling


**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.**

<div align="center">

**Concept Focus:**  Diversity

</div>

**Overarching Generalizations:** Relationships can be forced by circumstances or voluntary.


**More Complex Generalizations (Two or more concepts):**
Conflict within a relationship can promote growth.
Conflict is uncomfortable.


<div align="center">

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

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Journals
- Attribute blocks
- Bags
- Puppets

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
 How did Laura and Malcolm's relationship change as they learned more about each other?
 How did the letter from Malcolm's sister affect Laura and Malcolm's relationship?
 Why do you think Malcolm chose not to tell Laura about his disability himself?

**Intelligent Behaviors:**
What intelligent behaviors did you see demonstrated in the story?
How did Laura use her intelligent behaviors to change?
What intelligent behaviors do you need to start using to bring a change in a relationship that you have?

**Literary Perspectives:**

 If Laura had not chosen to learn Braille, how would that have affected her relationship with Malcolm?

**Student/Teacher Reflections**
What if a blind student were going to join your class tomorrow?   What changes would you make in your classroom or school to accommodate their needs?

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

---

### Mastery Learner (A)
**Sensing- Thinking**

Roll a die and record the number that you get. Do this until you have created 5 three digit numbers. Then compare the numbers and place them in order from greatest to least.

What did you notice about the numbers you created?

**V__L*_S*_M__B*_P__I__N__**

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### Interpersonal Learner (B)
**Sensing-Thinking**

Coach a partner in completing a list of math problems, and then reverse roles.
How did it feel being the helper? How did it feel to be the one getting the help?

**V*_L*_S__M__B__P__I*_N__**

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### Understanding Learner (C)
**Intuitive-Thinking**

Write an addition sentence on a pink sentence strip. Write the same sentence again on a blue sentence strip. Cut apart each number and symbol on the blue strip. Turn the addition sign over and write a subtraction sign. Now create a subtraction sentence using the parts from the blue strip. Do this several times with different number sentences.

What patterns do you see between the addition and subtraction sentences?
What do you notice about the placement of the largest and smallest numbers in the sentences?
What is the relationship between addition and subtraction?
Using what you have learned, could you make a subtraction sentence from the addition sentence A+B=C?

**V__L*_S*_M__B*_P*__I__N__**

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### Self-Expressive Learner (D)
**Intuitive-Feeling**

How many different ways can you dress an elf with a wardrobe of 2 shirts, 2 hats, and 2 pairs of shoes?
The elf's friend has the same clothes but also has 2 more shirts, another hat, and one more pair of shoes. How many outfits can his friend make?

Who do you think would be happier, the elf or his friend? Why?

**V__L*_S*_M__B*_P*_I__N__**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Dice
- Blue and Pink sentence strips
- Elves and articles of felt clothing
- Math practice sheets

**Concept:  Relationships**

**Topic: Friendships**

**Generalization(s):**
1. Relationships can be forced by circumstances or voluntary.
2. Relationships change over time.

**Essential Question(s):**  Same as page 12

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| **1** | List some of the relationships that you saw in the story. | Using 10 attribute blocks, group them by common characteristics. Group them in at least 4 different ways. | Brainstorm a list of questions that you would like to ask a person with a physical challenge. | Look around your classroom and rate its accessibility for a person who is blind, deaf, or in a wheelchair.  Be sure to give reasons for your rating. |
| **2** | Match cards with relationship titles and definitions (uncle, aunt, mother in law, sister, etc.) | Using two hula-hoops to form the circles of a Venn diagram, compare and contrast attribute blocks. When you have the pieces in place, transfer your diagram to paper. | Invent a sport that you and a blind friend could play together.  Describe the object of the game, tell the most important features, and make sure that it is fair for a blind and sighted person to play together. | Write a few sentences for a partner and translate it into Braille. Exchange with your partner and interpret what he/she wrote. Discuss with your partner what frustrations you had. |
| **3** | Research the best ways to assist a person with a specific disability. Prepare a demonstration of your findings for the class. | It is said that when you lose one sense your other senses heighten, research this theory and prepare a report. | Choose an object and compose a song that describes it for a blind person. | Write an editorial for your local newspaper praising or encouraging change for the handicap accessibility in your town. |

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Copy of *Private and Confidential A Story about Braille*
- Attribute blocks
- Relationship definition matching cards
- Two hula hoops
- Braille translation cards

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

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br><br><br>Build a Family Tree showing the different relationships in the story.<br><br>Describe the steps you took to complete this activity.<br><br><br>**V*_L*_S*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Write a letter to convince your principal to make some changes in your school so that it would be easier for a person with a specific disability (deaf, in a wheelchair, blind, etc.) to fit in.<br><br><br><br>What did you like and not like about writing this letter?<br><br><br><br>**V*_L__S__M__B__P__I*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Research a famous person with a disability and prepare a report.  How have they overcome their challenge?  What intelligent behaviors have they demonstrated?<br><br>As you researched for your report, what didn't work so well for you?<br><br><br><br>**V*_L__S__M__B__P*_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create your own system of communication so that you can privately and confidentially communicate with a friend.  Present the coded letter, as well as the key, and the interpretation.<br><br><br>In preparing your system, what did you learn that you might apply to another project?<br><br><br>**V*_L*_S__M__B__P*_I__N__** |

**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**

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**MELANIE UNDERHILL (DUPLIN)/  CYNTHIA TABB (WAKE)**

**Concept: Relationships**

**Topic: Diversity**

**K-2**

North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

**Big Ideas Manifested**

Topic –Diversity

Literature Selection – Jungle Drums
Author – Graeme Base

| Concepts | Themes |
|---|---|
| Acceptance or rejection<br>Diversity<br>Relationships<br>Adaptation<br>Courage | Relationships are unifying and dividing. |
| **Issues or Debates** | **Problems or Challenges** |
| Negative versus Positive Relationships | The animals couldn't adapt to the being different from others, or to the changes that occurred to them. |
| **Processes** | **Theories** |
| How do we find out that Warthog has a bigger change on the inside than the outside. | It is okay to be different. |
| **Paradoxes** | **Assumptions or Perspectives** |
| Be careful what you wish for. | The grass is not always greener on the other side.<br><br>Things are not always what they appear to be. |

**Big Ideas Manifested**

Topic -

Literature Selection –
Author -

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

**Big Ideas Manifested**

| | |
|---|---|
| **Topic -**<br><br>**Literature Selection –**<br>**Author -** | |

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept: Relationships        Topic: Diversity

**Suggested Literature Selection(s): <u>Jungle Drums</u>**

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## Look and Listen for…

Intelligent Behaviors

Story Focus **Listening with understanding and empathy.**
                Remaining open to continuous learning.
                **Applying past knowledge to new situations.**
                **Finding humor**
                **Metacognition**


 Student Activities     **Managing impulsivity**
                 **Remaining open to continuous learning.**
                 **Applying past knowledge to new situations.**
                 **Listening with understanding and empathy.**
                 **Finding humor**
                 **Metacognition**

---

**Thinking Skills Focus:**      **Compare and contrast**


**Topic Focus:**             **Diversity**

**Concept Focus:**           **Relationships**

**Overarching Generalizations: Everything is related in some way.**

**More Complex Generalizations (Two or more concepts):**
**Change can be positive or negative.**
Change can be positive or negative.
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.

**Suggested Topics for Discussion:**
Diversity
Change
Relationships
Acceptance

**Suggested Vocabulary Words for Discussion:**

| | | |
|---|---|---|
| Warthog | throbs | impressive |
| teased | eager | fabulous |
| whinnies | commotion | horrified |
| wildebeest | gorgeous | finery |
| bongos | plumage | ridiculous |

**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:**

forest
celebration
respect for others
responsibility
Open mindedness
conflict

**Hooks:**

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

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
|---|
| **What are the relationships in this classroom?**<br><br>**Describe the relationships in this classroom.** |

| Facet 2 – INTERPRETATION |
|---|
| **What is the meaning of a special relationship that you have?**<br><br>Tell a story about this special relationship that you have with someone else. |

| Facet 3 – APPLICATION |
|---|
| **How could we use these special relationships to help us overcome a feeling of inferiority?**<br><br>Create and perform a skit in which a special relationship helped you through a difficult situation. |

| Facet 4 – PERSPECTIVE |
|---|
| <br>**How are the relationships in this class like relationships in your own family?**<br><br>**Compare and contrast the relationships in your family.** |

| Facet 5 – EMPATHY |
|---|
| **Consider a time when someone did not accept you.  How did it make you feel?**<br><br>**Write a journal entry about these feelings.** |

| Facet 6 – SELF-KNOWLEDGE |
|---|
| **Ask yourself how can I best show acceptance of others?**<br>**Self asses how you treat others?** |

**Read:**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Students will research and list five characteristics of an animal.  Describe the life cycle of a warthog.<br><br>What gift intelligent behaviors did you use when listing the characteristics of each animal, and in describing the life cycle of a warthog?<br><br><br><br>**V_*_L__S__M__B__P__I__N_*_** | Students will reflect in a journal entry what three wishes they would make if they had a set of magical bongo drums.<br><br>What gifted intelligent behaviors should he use to accept himself and others, and to make your three wishes?<br><br><br><br>**V_*_L__S__M__B__P_*_I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Debate the pros and cons of being the warthog or the animals that lived on the other side of the river.  Be prepared to support your position.<br><br>Which animal would you prefer to be?  Why?  Which intelligent behavior did you use to make your decision?<br><br><br><br>**V_*_L__S__M__B__P_*_I_*_N*_** | Brainstorm ways in which each animal displayed a negative attitude towards each other.<br><br>Create a rap song about getting along with and having a positive attitude towards each other.<br><br><br><br>What intelligent behaviors did you use in creating your rap song?<br><br>**V_*_L__S__M_*_B__P*__I_*_N__** |

8

**Real World Connections With Products:  research, describe, relate, debate, brainstorm, create**




**Real World Applications:  Writer, Editor, Mediator, Attorney, Teacher, Motivational Speaker, Clergymen**




**Real World Terms:  presentation, reflect, reasoning, thinker, problem solver, listener, motivator, objective mediation**




**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations:**
Everything is related in some way.

**More Complex Generalizations (Two or more concepts):**
**Changes can be positive or negative.**
**Relationships change over time.**


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

</div>

How have positive relationships triumphed over negative relationships?

How might the relationships have changed over time for the animals?

What is an inevitable change that occurs to both people and animals?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Computer (research)
- Supplementary books (research)
- Encyclopedia (computer)
- Paper and pencils
- Templates
- Journal

**MetaCognitive Discussion (Essential Questions):**
**How did I use my prior knowledge and experiences to help me to understand diversity and relationships?**

**What predictions about conflict can I make about the text and to my life?**

**What new things did I learn to change my views of those who are different?**

**(Whole Group)**

**Conceptual Perspectives:**

1.) Why are relationships necessary?
2.) Why is acceptance of diversity a necessity?
3.) How do relationships generate change over time?
4.) How do you initiate relationships?
5.) How can relationships be positive or negative?

**Intelligent Behaviors:**

How did the warthog demonstrate the gifted intelligent behavior of listening with understanding and empathy?
How did Warthog use the gifted intelligent behavior of applying prior knowledge to new situations to change his final wish?
What positive and negative changes occurred in the relationships of the animals?
How did you manage your impulsivity when you created a rap song?
How did the gifted intelligent behaviors help you complete the activities?

**Literary Perspectives:**
**1.) What would it be like to walk in the shoes of someone who is teased by others?**
2.) Why were the animals happy with themselves and everyone else in the end of the story?
3.) How did the actions of the wildebeest bring about positive relations among diverse groups?
4.) Observe the illustrations and note the physical and relational changes of the animals.
5.) As you reflect on the story what are your views about relationships?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
## All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Use a large piece of paper and have students fold tulips and kites for display on a bulletin board. (See example sheet using the Command procedure.)<br><br>Observe how the paper folds are symmetrical.<br><br><br>V_*_L __S_*_M__B_*_P__I_*_N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Take a geometric shape walk where students go outside and identify geometric shapes in nature and man made objects.<br><br>Explain how geometry is visible in the real word.<br><br><br>V_*_L_*_S_*_M__B_*_P_*_I_*_N_*_ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Compare and contrast two and three dimensional shapes using a graphic organizer.<br><br><br><br>What gifted intelligent behavior helped you the most in deciding where to place the figures in the graphic organizer?<br><br><br>V__L_*_S_*_M__B__P__I__N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create a new animal using pattern blocks and geometric shapes.<br><br>Take a scenic tour of your class to observe all the new animals that were designed.<br><br>Explain what combination you used?  What other shapes and patterns did your classmates design?<br><br><br>V_*_L_*_S_*_M_*_B_*_P_*_I_*_N__ |

**Real World Connections With Products: display, identify, compare, contrast, create, explain**

**Real World Applications:    Construction worker, graphic designer, teacher, artist**

**Real World Terms:   tangrams, patterns, symmetry, two dimensional, three dimensional, picture, geometric shapes, graphic organizer**

**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.**

<div align="center">

**Concept Focus:  Relationships**

**Overarching Generalizations:**
Everything is related in some way.

**More Complex Generalizations (Two or more concepts):**
**Relationships change over time.**
**Relationships can be positive or negative.**

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

</div>

1.) What gifted intelligent behavior did I use to complete this task?

2.) How did I recognize that there are relationships in math as well as in people and animals?

3.) How did comparing the various shapes help me to recognize they share common and different relationships?
4.) How did this task help me to understand the world around me?
5.) How did completing this task help to prepare me for the future in my career decisions?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Geometric shapes
- Tangrams
- Pattern blocks
- Graphic organizer
- Butcher paper
- Paper and pencil

**MetaCognitive Discussion (Essential Questions):**
**What characteristics of various geometric shapes do I know now that I didn't know prior to this activity?**

**How did the relationships change when we moved from two dimensional to three dimensional shapes?**

**How might understanding the relationship with geometry and the real word help me to be a better geometry student?**

**(Whole Group)**

**Conceptual Perspectives:**

**How can you interpret your results from the graphic organizer?**

**How did we show symmetry when we folded the kite and tulips?**

**Is there more than one way to make a geometric design and pattern?**

**Intelligent Behaviors:**

When we used the command strategy for folding the paper was it difficult to control your impulsivity?

What prior knowledge assisted you in completing this task?

If you had difficulty how did persistence pay off?

**Literary Perspectives:**
**What would it be like to walk in the shoes of someone who is teased by others?**
Why were the animals happy with themselves and everyone else in the end of the story?
How did the actions of the wildebeest bring about positive relations among diverse groups?
Observe the illustrations and note the physical and relational changes of the animals.
As you reflect on the story what are your views about relationships?

**Student/Teacher Reflections**

**Concept:    Relationships**                                        **Topic: Diversity**

**Generalization(s):  Relationships change over time.**
                         **Relationships can be positive or negative.**

**Essential Question(s):  How can negative relationships change over time into positive relationships?**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | List three negative and positive behaviors exhibited towards Warthog. <br><br> How did this effect his relationship with the other animals? | Compare and contrast the appearance of two animals from the beginning until Warthog made his wishes through an illustration. <br><br> What types of details did you include in both pictures? | Design an animal mask. Write step by step instructions on how you made the mask. <br><br> What was the most important step? | Empathize with the animals that lost their identity and write them a friendly letter. <br><br> How did using the gifted intelligent behavior of empathy help you write the letter? |
| 2 | List the wishes that Warthog made. <br><br> How did the wishes change as the story progressed? | Compare and contrast Warthogs behavior in the beginning and the end of the story on the graphic organizer. <br><br> What intelligent behaviors did the Warthog exhibit from the beginning to the end? | Design/ Create a poster encouraging others to build a positive relationship. <br><br> What gifted intelligent behaviors did you use to complete this task? | In the story Jungle Drums Wildebeest gave Warthog a set of magical drums.  She told the Warthog if you play them, they will give you whatever you want, but be careful what you wish for.  Reflect on a time when your wishes did not turn out the way you thought they would. <br><br> Did  you grow from this experience?  Was it positive or negative? |

| 3 | Display a cause effect graphic organizer that entails the changes that occurred in the characters physical appearance and attitude towards each other.

What caused the most extreme effect? | Work with all levels to complete a Class Venn Diagram which compares and contrasts two specific animals from the story. The Venn Diagram should include changes in attitude, appearance, behavior, and self worth.

Were your animals more alike or more different? | Design a class motto and checklist for getting along with others and resolving conflict. Role play for the class.

How different is it to apply these practices in the real world than in the book? | Create arguments and present a debate for the class among the animals who live opposing sides of the river. Argue points about who should keep the beautiful characteristic and who should participate in the parade.

How would you use the same arguments for the other animals or group? |
|---|---|---|---|---|

**Real World Connections With Products:  List, compare/ contrast, design, create, debate, display, reflect**

**Real World Applications:  Writer, Editor, Artist, Architect, Judge, Attorney, Counslor**

**Real World Terms: identity, friendly letter, conflict, problem solving, designing, attitude adjustment, physical appearance, inner beauty**

**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: Relationships

### Overarching Generalizations:
Everything is related in some way.

### More Complex Generalizations (Two or more concepts):
Change can be positive or negative.
Relationships change over time.

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

How did I use prior knowledge and experiences to help me understand diversity and conflict?

What predictions can I make about the relationships of the animals after the story ends?

What new things did I learn about relationships and diversity that will help me to relate with others in the real world?

## Materials Needed for Task Rotation and/or Task Rotation Menu
- Lecturing podiums (debate)
- Gavel
- Paper pencil
- Butcher paper
- Graphic organizer
- Finger paint
- Supplementary books
- Picture of animals

**MetaCognitive Discussion (Essential Questions):**

**How have I experienced similar relationships and conflicts in my life?**

**How can I use my experiences to help me to understand how to resolve conflict and diversity?**

**Which gifted intelligent behavior would be most beneficial in relating to my classmates and family?**

**(Whole Group)**

**Conceptual Perspectives:**

How did working together on the Venn Diagram help you to see the relationships between the various animals?
**How did your thinking change about relationships after the debate?**
How can the class motto and checklist help to resolve conflict with peers?
Have you ever been teased, how did it make you feel?

**Intelligent Behaviors:**
           **Listening with understanding and empathy.**
            Remaining open to continuous learning.
            **Applying past knowledge to new situations.**
            **Finding humor**
            **Metacognition**

**Literary Perspective:   What would it be like to walk in the shoes of someone who is teased by others?**
Why were the animals happy with themselves and everyone else in the end of the story?

How did the actions of the wildebeest bring about positive relations among diverse groups?
Observe the illustrations and note the physical and relational changes of the animals.
As you reflect on the story what are your views about relationships?

**Student/Teacher Reflection**

**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)**<br>**Sensing- Thinking**<br><br>**Display the life cycles of a frog and an insect.**<br><br>How are they alike and different?<br><br><br><br>**V__L__S_*_M__B__P__I__N_*_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Write an editorial in which you are attempting to convince the students in your class the benefits of a positive relationship with one other.  Share your editorial with the class.<br><br><br>How did sharing your editorial inspire another student?<br><br>**V_*_L__S__M__B__P_*_I_*_N__** |
|---|---|
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br><br>Summarize the pros and cons of being different or alike others in a group on a sheet of paper.<br><br><br>Should you always follow the crowd to be like everyone else?  Should you envy others who may seem to have | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br><br>Imagine a situation in which you did not get along well with others or where you felt insecure.  Generate solutions to resolve the situation.<br><br><br>How can you implement these solutions in real world |

| more than you? | situations |
|---|---|
| **V_*_L__S__M__B__P__I_*_N__** | **V_*_L__S__M__B__P_*_I_*_N__** |

**Real World Connections With Products:  research, describe, relate, debate, brainstorm, create**

**Real World Applications:  Writer, Editor, Mediator, Attorney, Teacher, Motivational Speaker, Clergymen**

**Real World Terms:  presentation, reflect, reasoning, thinker, problem solver, listener, motivator, objective mediation**

**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: Relationships**

**Overarching Generalizations:**
Everything is related in some way.

**More Complex Generalizations (Two or more concepts):**
**Changes can be positive or negative.**
**Relationships change over time.**

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

</div>

How have positive relationships triumphed over negative relationships?
How might the relationships have changed over time for the animals?
What is an inevitable change that occurs to both people and animals?

<div align="center">

**Concept Focus:  Relationships**

**Overarching Generalizations:**
Everything is related in some way.

**More Complex Generalizations (Two or more concepts):**
**Change can be positive or negative.**
**Relationships change over time.**

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Drawing paper
- Crayons
- Pencil
- Paper

**MetaCognitive Discussion (Essential Questions):**
**How did I use my prior knowledge and experiences to help me to understand diversity and relationships?**

**What predictions about conflict can I make about the text and to my life?**

**What new things did I learn to change my views of those who are different?**

**(Whole Group)**

**Conceptual Perspectives:**

Why are relationships necessary?
Why is acceptance of diversity a necessity?
How do relationships generate change over time?
How do you initiate relationships?
How can relationships be positive or negative?

**Intelligent Behaviors:**

How did the warthog demonstrate the gifted intelligent behavior of listening with understanding and empathy?
How did Warthog use the gifted intelligent behavior of applying prior knowledge to new situations to change his final wish?
What positive and negative changes occurred in the relationships of the animals?
How did you manage your impulsivity when you created a rap song?
How did the gifted intelligent behaviors help you complete the activities?

**Literary Perspectives:**
**What would it be like to walk in the shoes of someone who is teased by others?**
Why were the animals happy with themselves and everyone else in the end of the story?
How did the actions of the wildebeest bring about positive relations among diverse groups?
Observe the illustrations and note the physical and relational changes of the animals.
As you reflect on the story what are your views about relationships?

**Student/Teacher Reflection**

**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)**<br>**Sensing- Thinking**<br><br>**Demonstrate an understanding of attributes and parts of 2 and 3 dimensional shapes by labeling at least seven characteristics of a given shape.**<br><br>What gifted intelligent behaviors did you use when completing this task<br><br>**V__L*__S_*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Work with a partner to form geometric shapes using origami paper.<br><br><br>Relate how you and your partner worked together.<br><br>**V_*L*__S_*_M__B_*_P__I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Classify given shapes and give a title according to a group of characteristics.<br><br><br>What intelligences did you use to come to your conclusion?<br><br>**V__L*_S*_M_B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Use Hatching Egg activity in which students create a given shape of a bird and an egg using geometric figures.(See example sheet)<br><br><br>Articulate what strategies were used to create your figure?<br><br>**V__L_*_S_*_M__B_*_P__I__N__** |

**Real World Connections With Products: display, identify, compare, contrast, create, explain**

**Real World Applications:    Construction worker, graphic designer, teacher, artist**

**Real World Terms:   tangrams, patterns, symmetry, two dimensional, three dimensional, picture, geometric shapes, graphic organizer**

**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:  Relationships**

**Overarching Generalizations:**
Everything is related in some way.

**More Complex Generalizations (Two or more concepts):**

**Relationships change over time.**
**Relationships can be positive or negative.**

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

</div>

What gifted intelligent behavior did I use to complete this task?

How did I recognize that there are relationships in math as well as in people and animals?

How did comparing the various shapes help me to recognize they share common and different relationships?
How did this task help me to understand the world around me?
How did completing this task help to prepare me for the future in my career decisions?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Geometric shapes
- Tangrams
- Oragami paper
- Hatching Egg/ Bird Activity sheet

**MetaCognitive Discussion (Essential Questions):**

    **What characteristics of various geometric shapes do I know now that I didn't know prior to this activity?**

    **How did the relationships change when we moved from two dimensional to three dimensional shapes?**

    **How might understanding the relationship with geometry and the real word help me to be a better geometry student?**

**(Whole Group)**

**Conceptual Perspectives:**

**How can you interpret your results from the graphic organizer?**

**How did we show symmetry when we folded the kite and tulips?**

**Is there more than one way to make a geometric design and pattern?**

**Intelligent Behaviors:**

When we used the command strategy for folding the paper was it difficult to control your impulsivity?
What prior knowledge assisted you in completing this task?
If you had difficulty how did persistence pay off?

**Literary Perspectives:**
    **What would it be like to walk in the shoes of someone who is teased by others?**
    Why were the animals happy with themselves and everyone else in the end of the story?
    How did the actions of the wildebeest bring about positive relations among diverse groups?
    Observe the illustrations and note the physical and relational changes of the animals.
    As you reflect on the story what are your views about relationships?

**Student/Teacher Reflection**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips:**

**Paintings & Prints:**

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Conflict**

**Topic: Similarities and Differences in Animals**

**K-2**
**Lisa Jones- Duplin County-Kindergarten**
**Tracey Spragley-Wake County-Kindergarten**

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

| Topic – Similarities and Differences in Animals |
|---|
| Literature Selection – Honey…Honey…Lion<br>Author – Jan Brett |

| Concepts | Themes |
|---|---|
| Conflict | Relationships<br>Multiculturalism |
| **Issues or Debates** | **Problems or Challenges** |
| **Working cooperatively**<br>**Good vs. Evil** | **Survival**<br>**Power** |
| **Processes** | **Theories** |
| Decision making<br>Problem Solving | Good Choices earns a reward |
| **Paradoxes** | **Assumptions or Perspectives** |
| Bigger is not always better | What goes around comes around<br>Each animal plays a role in habitat/community |

**Big Ideas Manifested**

| |
|---|
| **Topic -**<br><br>**Literature Selection –**<br>**Author -** |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

**Big Ideas Manifested**

| Topic - |
| :--- |
| Literature Selection – |
| Author - |

| Concepts | Themes |
| :--- | :--- |
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept:  Conflicts                    Topic: Similarities and Differences in Animals

## Suggested Literature Selection(s): Honey…Honey…Lion

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**Look and Listen for…**

**Intelligent Behaviors:  Posing Questions, Metacognition, Finding humor, Persistence, Creating, Imagining, and innovating**

     **Story Focus: Persistence**


     **Student Activities: Persistence**

---

**Thinking Skills Focus:** Verbal/figural Similarities & differences


**Topic Focus:** Similarities & Differences in Animals

**Concept Focus: Conflict**

**Overarching Generalizations:**
Conflict may be intentional or unintentional.
Conflict may be natural or human made.



**More Complex Generalizations (Two or more concepts):**
 How did conflict affect relationships between the animals in the story?



**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
Conflict, Relationships, Friendship

**Suggested Vocabulary Words for Discussion:**
conflict, relationships, badger, burrow, scolded, honeyguide, broadcasting, glided, scrambled, traipsed, acacia tree, triumphantly, bellowed

**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:**
Mix-n-Match: Match vocabulary words to picture to help depict meaning.

**Hooks:**

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

## Six Facets of Understanding

| Facet 1 – EXPLANATION |
|---|
| Examine the cover of the book.   Predict what conflict may happen in the story. <br> What caused the conflict in the story? |

| Facet 2 - INTERPRETATION |
|---|
| Illustrate a picture of the kinds of animals that live in Africa. <br> How is a zebra like a giraffe? What is the relationship? |

| Facet 3 - APPLICATION |
|---|
| Design a poster about cats and dogs.  How does conflict affect the relationships between cats and dogs? |

| Facet 4 - PERSPECTIVE |
|---|
| Compare how your parents react when you make good choices vs. bad choices <br> Are your parents' reactions the same as other people in your life? |

| Facet 5 – EMPATHY |
|---|
| Imagine what you would feel like if your family moved to Africa.  Role- play with a partner your emotions about the move.  What would it be like to walk in someone else's shoes? |

| Facet 6 – SELF-KNOWLEDGE |
|---|
| Reflect on a time that you had a conflict with a friend. <br> How do you know when someone is mad at you? |

**Read: Honey…Honey…Lion!**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Pretend that you are a news reporter.  With a partner, brainstorm the responsibilities of a news reporter.  From this list, organize the 3 most important responsibilities.  Report the story of Honey…Honey… Lion! demonstrating the gifted intelligent behaviors of a news reporter.<br>How does a news reporter demonstrate gifted intelligent behaviors?<br><br><br><br>**V_x_L_x_S__M__B__P__I__N__** | Relate the way you feel when you have a stomachache to the way Badger felt. Imagine and create a comic strip that illustrates how you would look after you have overeaten.  Use humor as a focus on the comic strip.  How did you use the gifted intelligent behavior, finding humor to create your comic strip?<br><br><br>**V__L__S_x_M__B__Px__I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Propose solutions by writing a poem about resolving conflicts between the characters in the story.  How does this impact intentional or unintentional conflict in the story?<br><br><br><br>**V_x_L__S__M__B__Px__I__N_** | Design a musical instrument that represents the sounds that Honeyguide and Badger made on their way to find the honey. How does your instrument affect the relationship between the size of the animal and the sound of the instrument?<br><br><br><br>**V__L__S_x_M_x_B_x_P__I__N** |

**Real World Connections With Products:**
Pretend, report, relate create, illustrate, propose, write, resolve, design

**Real World Applications:**
News reporter, artist, psychologist, poet, musician, author

**Real World Terms:**
Communicates, relate, writes, provides solutions, compose, paint, sing, revise, advise, test

**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:** Conflict

**Overarching Generalizations:**
Conflict may be intentional or unintentional. Conflict may be natural or human-made.

**More Complex Generalizations (Two or more concepts):**
How did conflict affect the relationships between animals in the story?

**Essential Question**

How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Art supplies
- Writing Utensils, Paper, audio tapes and tape recorders

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**
**Which intelligent behavior is my strongest and which one do I need to work on?**
**What new words have I learned that I can use in my speech and writing?**
**Which parts of the author's story can I use as a model for conflict in my writing?**
**Why did the author choose certain words to show conflict?**

**Conceptual Perspectives:**
    How is conflict in the story composed of opposing forces?
    Was conflict in the story natural or human-made?
    Was the conflict intentional or unintentional?
    How can conflict allow for synthesis and change?

**Intelligent Behaviors:**

What gifted intelligent behaviors did you see in the story that caused conflict?
How did the animals in the story use gifted intelligent behaviors to resolve their conflicts?
What intelligent behaviors did you see as your strengths?
How do you use your gifted intelligent behaviors to solve conflicts?
How did you use your gifted intelligent behaviors to complete the task rotations?

**Literary Perspectives:**
What would it feel like to be bullied by someone bigger than you?
What would happen to the badger if he didn't change his behavior?
Would having positive relationships resolve conflict between the animals in the story?
What would you do to resolve conflict between friends?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
## All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br><br>Demonstrate a pattern using actions, sounds, or words used by the animals in the story. Present your pattern to the class.<br><br><br><br><br><br>**V_x_L__S__M__B_x_P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br><br>Draw a shape that most closely matches your gifted intelligent behavior.  Describe how you feel being that shape.<br><br><br><br><br><br>**V_x_L__S_x_M__B__P__I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br><br>By extrapolating the known information, create a graph of the number of each type of animal in the story.  What gifted intelligent behaviors did you use to formulate your graph?<br><br><br><br><br>**V_x_L__S_x_M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br><br>Design an animal from the story that has characteristics that are like your own.  Provide a reason to justify your design.  Use any math manipulative or geometric shapes available.<br><br><br><br><br>**Vx__Lx__S_x_M__B__P__I__N__** |

**Real World Connections With Products:**
Demonstrate, present, extrapolate, formulate, design,


**Real World Applications:**
Mathematician, scientist, graphic artist


**Real World Terms:**
Manipulate numbers, observes, count, tally, sort


**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**: Conflict


**Overarching Generalizations:**
Conflict may be intentional or unintentional.  Conflict may be natural or human-made.

**More Complex Generalizations (Two or more concepts):**
How did conflict affect the relationships between the animals in the story?

**Essential Question(s):**
How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Art supplies, paper, writing utensils
- Math manipulatives (attribute blocks, wooden shapes)

**MetaCognitive Discussion (Essential Questions):**
**Which intelligent behavior is my strongest and which one do I need to work on?**
**What new words have I learned that I can use in my speech and writing?**
**Which parts of the author's story can I use as a model for conflict in my writing?**
**Why did the author choose certain words to show conflict?**


**(Whole Group)**

**Conceptual Perspectives:**
  How is conflict in the story composed of opposing forces?
  Was conflict in the story natural or human-made?
  Was the conflict intentional or unintentional?
  How can conflict allow for synthesis and change?


**Intelligent Behaviors:**

What intelligent behaviors did you see in the story that caused conflict?
How did the animals in the story use intelligent behaviors to resolve their conflicts?
What intelligent behaviors did you see as your strengths?
How do you use your intelligent behaviors to solve conflicts?
How did you use your intelligent behaviors to complete the task rotations?


**Literary Perspective:**
How did the author use action, sound, and word patterns in the book, Honey…Honey…Lion!
What new patterns could be produced from a different animal in the story?

**Student/Teacher Reflections**

**Concept: Conflict**

**Topic: Similarities and Differences in animals**

**Generalization(s): Conflict may be intentional or unintentional.**
                              **Conflict may be natural or human-made.**

**Essential Question(s): What predictions about conflict can I make about the text?**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | I dentify the animals in the story Honey…Honey…Lion! | Group and label the animals according to where they live. (Ex. Farms, plains of Africa) | Using Spider web words, create a web to describe the characteristics of one of the animals in the story. | Choose a character from the story.  By role-playing, convince your partner which character you are pretending to be in the story. |
| 2 | Using a memory box, Identify 5 gifted intelligent behaviors that the animals displayed in the story | If you could interview the author, formulate 5 questions that you would ask. | Imagine you are an artist, create a collage for your book. What gifted intelligent behavior did you use? | Reflect and write in your personal journal how you would feel if you were the lion in the story. |

| 3 | On a computer, construct a timeline sequencing the events of the story. Tell how the gifted intelligent behavior-verbal linguistic demonstrates the time line. | Using your gifted intelligent behaviors, propose 3 questions from the story about the conflict between the animals. Choose 1 to debate on. | Create a Mix-n-Match game. Use the vocabulary words from the story to match its meaning. What gifted intelligent behaviors were used? | Write a report on a conflict that you had. Reflect on your feelings. What gifted intelligent behavior did you use? |
|---|---|---|---|---|

**Real World Connections With Products:**
Identify, label, create, describe, convince, pretend, interview, formulate, reflect, write, construct, sequence, propose

**Real World Applications:**
Historian, writer, author, computer specialist, actor, researcher, reporter, artist, game show host

**Real World Terms:**
Collect and research data, acts, writes, communicates, demonstrates

**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:** Conflict

**Overarching Generalizations:** Conflict may be intentional or unintentional. Conflict may be natural or human-made.

**More Complex Generalizations (Two or more concepts):**
How did conflict affect the relationships between the animals in the story?
**Essential Question:**
How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Art supplies, books, reference guides, computers and software, pictures of animals
- Magazines, props, journals, charts, graphs

**MetaCognitive Discussion (Essential Questions):**
How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?

**(Whole Group)**

**Conceptual Perspectives:**
How is conflict in the story composed of opposing forces?
Was conflict in the story natural or human-made?
Was the conflict intentional or unintentional?
How can conflict allow for synthesis and change?

**Intelligent Behaviors:**

What intelligent behaviors did you see in the story that caused conflict?
How did the animals in the story use intelligent behaviors to resolve their conflicts?
What intelligent behaviors did you see as your strengths?
How do you use your intelligent behaviors to solve conflicts?
How did you use your intelligent behaviors to complete the task rotations?

**Literary Perspective:**

What would happen to the lion/ badger if he didn't change his behavior?
Would having positive relationships resolve conflict?
What would you do to resolve conflict between friends?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking**<br><br>Construct a story cube of the order of events in the story.<br>Why did conflicts take place in the story?<br>What animals were involved in the conflicts?<br><br><br><br>**V_x_L_x_Sx__M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Write an editorial that illustrates how the animals managed the conflict in the story.<br><br><br><br>**V_x_L__S__M__B__P__I x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Debate ideas on how the animals in the story used metacognition, creating, imagining and innovating.<br><br><br><br><br><br>**V_x_L__S__M__B__P_x_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Invent a story sequel of Honey..Honey…Lion, in which the animals did not use their gifted intelligent behaviors.<br><br><br><br><br><br>**V_x_L_x_S_x_M__B__P__I__N__** |

**Real World Connections With Products:**
Debate, construct, write, invent, illustrate,
**Real World Applications:**
Zoo keeper, ranger, veterinarian, environmentalist, safari guide

**Real World Terms:**
Manages, observes, feeds, inoculates, records, communicates, nurture, thinks, predicts
**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: Conflict

### Overarching Generalizations:
Conflict may be intentional or unintentional.  Conflict may natural or human-made.

### More Complex Generalizations (Two or more concepts):
How did conflict affect the relationships between the animals in the story?

### Essential Question:

How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- art supplies
- animal pictures, literature selection

**MetaCognitive Discussion (Essential Questions):**
How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?

**(Whole Group):**

**Conceptual Perspectives:**
 How is conflict in the story composed of opposing forces?
 Was conflict in the story natural or human-made?
 Was the conflict intentional or unintentional?
 How can conflict allow for synthesis and change?

**Intelligent Behaviors:**
What gifted intelligent behaviors did you see in the story that caused conflict?
How did the animals in the story use gifted intelligent behaviors to resolve their conflicts?
What gifted intelligent behaviors did you see as your strengths?
How do you use your gifted intelligent behaviors to solve conflicts?
How did you use your gifted intelligent behaviors to complete the task rotations?

**Literary Perspective:**
What caused conflicts in the story?
Who caused the conflicts in the story?
What were the author's intentions for the readers?
Do you think that the conflicts were resolved?

**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)**<br>**Sensing- Thinking**<br>Demonstrate your knowledge of patterns by using manipulatives( unifix cubes, buttons, pattern blocks). What gifted intelligent behaviors did you use?<br><br><br><br><br><br><br>**V__L_x_S__M__B__P__I_x_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>Based on the book Honey…Honey…Lion!, pick a character and decide what gifted intelligent behaviors they exhibit. Report your findings by writing a response in your math journal.<br><br><br><br><br><br>**V_x_L__S__M__B__P__I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Using cubes, cones, and spheres, stack 5 of the solid figures. Explain the conflict you experienced . Tell why you experienced the conflict and how it could be resolved.<br><br><br><br><br><br><br>**V__Lx__S__M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Imagine you were at a birthday party. There are more guests than slices of cake. Illustrate a picture of how you would resolve the conflit.<br><br><br><br><br><br>**V__L_x_S_x_M__B__P__I__N__** |

**Real World Connections With Products:**
Demonstrate, manipulate, decide, report, write, explain, resolve, imagine, illustrate


**Real World Applications:**
Mathematician, writer, builder, caterer


**Real World Terms:**
Writes, builds, constructs, cooks, plans, designs


**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:** Conflict

**Overarching Generalizations:**
Conflict may be intentional or unintentional.  Conflict may natural or human-made.

**More Complex Generalizations (Two or more concepts):**
How did conflict affect the relationships between the animals in the story?


**Essential Question:**
How do I use prior knowledge and experience to help me resolve conflict?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- math manipulatives (unifix cubes, pattern blocks, buttons)
- geometric solids( cubes, spheres, cones)
- art supplies

**MetaCognitive Discussion (Essential Questions):**
How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?

**(Whole Group)**

**Conceptual Perspectives:**

How is conflict in the story composed of opposing forces?
Was conflict in the story natural or human-made?
Was the conflict intentional or unintentional?
How can conflict allow for synthesis and change?

**Intelligent Behaviors:**
What gifted intelligent behaviors did you see in the story that caused conflict?
How did the animals in the story use gifted intelligent behaviors to resolve their conflicts?
What gifted intelligent behaviors did you see as your strengths?
How do you use your gifted intelligent behaviors to solve conflicts?
How did you use your gifted intelligent behaviors to complete the task rotations?

**Literary Perspective:**
What would you do to resolve conflict between friends?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips:**

**Paintings & Prints:**

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Change**

**Topic: Dental Health**
**Kindergarten**

**Teresa Wooten     &          Andrea Garner**
**Wake County                  Brunswick County**
**Wakelon Elementary         Lincoln Elementary**

# Big Ideas Manifested

| Topic - Change |
|---|
| **Literature Selection – <u>George Washington's Teeth</u>  by Deborah Chandra & Madeleine Comora** |

| Concepts | Themes |
|---|---|
| **Change** | • **Dental health**<br>• **Nutrition** |
| **Issues or Debates** | **Problems or Challenges** |
| • **Good dental health vs bad dental health**<br>• **Young vs old**<br>• **Strength vs weakness**<br>• **Job vs health** | • **Bad teeth/no teeth**<br>• **Health issues**<br>• **Self –esteem**<br>• **adversity** |
| **Processes** | **Theories** |
| • **sequencing**<br>• **historical and scientific inquiry** | • **poor hygiene effects dental**<br>• **diet affects dental health** |
| **Paradoxes** | **Assumptions or Perspectives** |
| • **sometimes you have to lose to win**<br>• **weak teeth/but strong spirit/leader** | • **suffered in silence**<br>• **tower of strength**<br>• **if we brush our teeth we will have healthy teeth** |

Topi

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

## Big Ideas Manifested

| Topic - |
| :--- |
| Literature Selection – <br> Author - |

| Concepts | Themes |
| :--- | :--- |
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Concept: Change                    Topic: Dental Health

**Suggested Literature Selection(s): <u>George Washington's Teeth</u> by Deborah Chandra & Madeleine Comora**

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**Look and Listen for…**

**Intelligent Behaviors    Persisting**

    **Story Focus: Persisting**

    **Student Activities          Metacognition, Posing Questions, Finding Humor, Persistence, Creating, Imagining, and Innovating**

---

**Thinking Skills Focus: Describing people and things  <u>Building Thinking Skills</u> (Sandra Parks)**

**Topic Focus: Dental Health**

**Concept Focus: Change**

**Overarching Generalizations:**
Change generates additional change.
Change can be either positive/negative.
Change is necessary for growth.
Change is inevitable

**More Complex Generalizations (Two or more concepts):**
Conflict can bring about change.
**Directions for Teachers:**
Display sentence strips with the generalizations.  Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

**Suggested Topics for Discussion:**
**Dental Health**
**Nutrition**
**President's Day**
**Dealing with Adversity, Courage, Perseverance**

**Suggested Vocabulary Words for Discussion:**
Revolutionary War
Dentist
battle
Dawn
Port
Sentinel
Mush
Pickled tripe
Redcoats
Portrait
Pondered
Parlor
spring

**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:**

Students will give suggestions for pictures/icons to represent the vocabulary words.  Children will add the words to their pictionaries.

**Hooks:**

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

### Six Facets of Understanding

| Facet 1 – EXPLANATION |
|---|
| **Explain to your partner the changes that might take place if you stop brushing your teeth.** |
| **What changes do you think you would notice?** |

| Facet 2 - INTERPRETATION |
|---|
| **Invite the Dental Hygienist to present a puppet show on dental hygiene.** <br> **Students will illustrate their understanding by drawing a picture.** |
| **What changes do you need to make in your daily dental hygiene?** |

| Facet 3 - APPLICATION |
|---|
| **Design a poster showing ways to take care of your teeth.** |
| **How will your parents' lives change if they use your poster and take advantage of the opportunity to improve their dental health habits?** |

| Facet 4 – PERSPECTIVE |
|---|
| **Read the book Arthur's Lost Tooth, compare Arthur's experience to yours or someone you know.** |
| **How does Arthur's experience compare to yours or someone you know?  How did your feelings about losing a tooth change after you read about Arthurs' experience?** |

| Facet 5 – EMPATHY |
|---|
| **Imagine you were a toothbrush, how would you help your friend Tooth  stay healthy?** |
| **What do you believe you can do to produce positive changes for your teeth?** |

| Facet 6 – SELF-KNOWLEDGE |
|---|
| **Recognize examples of healthy/unhealthy teeth foods by cutting pictures from a magazine.** |
| **What are some differences/similarities in the different foods?  What changes do you think you might make in your diet based on your pictures?** |

**Read: <u>George Washington's Teeth</u>**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Construct a flow map of the events in the story. What changes if any do you notice in George Washington with the loss of each tooth?<br><br>What new things did I learn and how can I use them? What events changed in the story that caused George to become concerned?<br><br><br><br>**V_*_L__S_*_M__B__P__I_*_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>Imagine that George Washington was still living today. Work with a friend to plan a party for George Washington. Plan a party menu that the President could easily enjoy. What foods would you include that he could eat without any teeth? What changes would you make if George had false teeth?<br>Present your plans to your group.<br><br>What Gifted Intelligent Behaviors did you use to complete this activity?<br><br>**V_*_L__S_*_M__B__P__I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Design a flag that would show why good dental health is so important. Discuss with the members on your team why you decorated your flag as you did.<br><br><br>How has this story changed your thinking about dental health?<br><br><br><br><br><br><br><br><br><br>**V_*_L__S_*_M__B_*_P_*_I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Write a new ending for the story. What if George Washington never lost his teeth? Share your ideas with a partner.<br><br><br>What would it be like tohave no teeth like George Washington?<br><br><br><br><br><br><br><br><br><br>**V_*_L__S__M__B__P_*_I_*_N__** |

# Real World Application

**Real World Terms: flow map, party, teeth ,solution**

**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: Change

### Overarching Generalizations:

Change generates additional change.
Change can either be positive or negative.
Change is inevitable.
Change is necessary for growth.

### More Complex Generalizations (Two or more concepts):

Conflict can bring about change.
Relationships change over time.

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

1. How do you initiate change?
2. What intelligent behaviors do you see as your strengths?
3. What intelligent behaviors do you see George Washington using?
4. What are some changes that took place in George Washington's life?
5. Why is change necessary for growth?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

Paper
Pencils
Crayons/markers

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. How does this story relate to my life?
2. What are some of the changes I need to make in my life?
3. What new words have I learned and how can I use them in my writing and speaking?
4. What are some positive and negative things that change has brought in my life?
5. How would you feel if you became president one day?

**Intelligent Behaviors:**

1. What new intelligent behaviors did I learn about and how can I use them?
2. Which part of the story can I use as a model for persistence in my writing?
3. How did your intelligent behaviors help you complete the activities?
4. What intelligent behaviors did you see in the story that caused change?
5. What do you think would have happened if George Washington had not been persistent about getting his teeth?

**Literary Perspective**

1. As we reflect on the story, what are your views about change?
2. Why do you think George Washington became a great leader?
3. What affect if any do you think his teeth had on his ability to lead his army?
4. What kind of a relationship did George Washington have with his family?
5. Who are the other characters in this story and how did they affect George Washington?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Using play money, students will exchange $1 bills for the appropriate amount of coins.<br><br>What would be the best choice of coins?<br><br>What gifted intelligent behaviors would assist you in performing this task?<br><br>V__L_*_S__M__B__P__I__N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Using the tune of Yankee Doodle, create a song about George Washington and his teeth. Use skip counting in your song. Record your song on a tape for the listening center.<br><br>How do you think George would feel if he heard your song?<br><br>What gifted intelligent behaviors did you use to create your song?<br><br>V_*_L_*_S__M_*_B__P_*_I__N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Given 2 designs (a horse and a cabin), make a prediction about how many coins it would take to cover each design. After completing the task, compare your actual results with your estimation.<br><br>What changes would you make if you had to use dollar bills to cover the designs?<br><br>What gifted intelligent behaviors did you use to make your prediction/estimation?<br><br>V__L_*_S_*_M__B_*_P__I__N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Design a log cabin using pattern blocks. Make a graph of the different shapes used. How many ways can you design your cabin?<br><br>How would changing the size of your blocks make a difference in your design?<br><br>What is the dominant gifted intelligent behavior used for this activity?<br><br>V__L_*_S_*_M__B_*_P__I__N__ |

**Real World Connections With Products:**
Sing, Create, Design, Predict, Build,

**Real World Applications:**
Singer, Song Writer, Banker, Architect, Construction Worker

**Real World Terms:**
Record, Estimate, Coin, Penny, Dollar Bill, Cabin

**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.**

<div align="center">

**Concept Focus: Change**

**Overarching Generalizations:**
Change generated additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
Exploration may result in new findings/ change.

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

</div>

If you had to create a new coin, what intelligent behaviors would you need to use during the task. How do you think your new coin would change our current money system?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Writing materials
- Coins
- Designs
- Dollar bills
- Pattern Blocks
- Tape recorder and cassette tapes

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What kinds of changes would you anticipate any time you change the size of the building materials when creating a structure?

**Intelligent Behaviors:**

1. When skip counting, which of the gifted intelligent behaviors is most helpful? Explain.

**Literary Perspective**

**Student/Teacher Reflections**

**Concept: Change**

**Topic: Dental Health**

**Generalization(s): Change generates additional change.**
**Change can be either positive/negative.**
**Change is inevitable.**
**Change is necessary for growth.**

**Essential Question(s):  How did George's experiences change  your attitudes toward dental care?**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Retell the story Of <u>George Washington's teeth</u>.<br><br>What gifted intelligent behaviors will you use to retell the story? | Compare and contrast "Young George with Old George"<br><br>How did your attitude toward George change as he got older? | Design a new book jacket for <u>George Washington's Teeth.</u><br><br>How would your design change if George lived today? | What part of the story did you like best?<br><br>Draw a picture of your favorite part.  How would your picture change if George had never become President? |
| 2 | Make a comic strip to show the events of the story.<br><br>Reflect on how you might change your strip if you could add one more picture. | Given the statement, "Dental Health has improved since George Washington's time ask yourself if you agree or disagree.  Discuss the evidence you have to support your position. | Predict what would have happened to George's teeth if he lived today.<br><br>How has dental care changed since George's time? | Create a memory box for the story with at least 5 items.<br><br>How would your box change if you were creating it for you? |
| 3 | As a television news reporter, report the story, "A Leader Troubled By His Teeth"<br><br>Describe the gifted intelligent behaviors used by a reporter. | Have a debate between dentists and candy makers.  After the debate, propose a solution to help the dentists and candymakers come to an agreement. | Create a want ad to help George find a new dentist. Include the characteristics of what you expect.<br><br>What gifted intelligent behaviors did you use to create your want ad? | Have a dental health ball.  Characters might include toothbrush, floss, etc. Announce them according to their importance and explain why.<br><br>What gifted intelligent behaviors did you use to determine their importance? |

**Real World Connections With Products:**
Plan, Create, Design, Predict


**Real World Applications:**
Party Planner, Reporter, Writer, Artist,


**Real World Terms:**
Want Ad,  Leader, Comic Strip, Book Jacket


**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.**

<div align="center">

**Concept Focus: Change**

**Overarching Generalizations:**
Change generates additional change.
Change can be either positive/negative.
Change is inevitable.
Change is necessary for growth.


**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)**

</div>

How did George's pain affect his character?  What changes in your life have affected your character?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper and writing materials

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. Why was change necessary for George's growth?
2. How is change necessary for your own growth?

**Intelligent Behaviors:**

1. How do you use your intelligent behaviors daily?
2. What intelligent behaviors do you see as your strength?

**Literary Perspective**

1. As we reflect on the story, what are your views about change?
2. What are some of the new words you encountered in the story that you can use in your own writing and speaking?

**Student/Teacher Reflections**

**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)**<br>**Sensing- Thinking**<br><br><br>Create and perform a puppet show to demonstrate proper dental care.<br>What changes will you need to make in your daily dental routine to keep your teeth health?<br><br>What intelligent behavior will you use in keeping your teeth healthy?<br><br><br><br>**V_*_L__S__M__B_*_P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br><br>Write a letter to a friend explaining why it is so important to use good dental hygiene.<br>What suggestions could you give them to help them make changes in their diet?<br><br>What intelligent behavior will your friend have to use if they want to keep their teeth healthy?<br><br><br><br>**V_*_L__S__M__B__P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Create and show a television commercial that will convince your audience to eat healthy foods for healthy teeth.  Write a slogan or jingle to help people remember your commercial.<br><br>How would your commercial change if the age of your "audience" was older?  Younger?<br><br>What intelligent behaviors will you need to use while producing your commercial?<br><br><br>**V_*_L__S__M_*_B_*_P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>What if you didn't have a toothbrush?  Create a new product to clean teeth.<br><br>How would your product design change if you could only clean the teeth of a young toddler?<br><br>What intelligent behaviors did you use while inventing your new tooth cleaning product?<br><br><br><br>**V__L__S_*_M__B_*_P__I__N_*_** |

**Real World Connections With Products:**
Create, Design, Invent, Explain, Produce, Demonstrate

**Real World Applications:**
Artist, Inventor, Entrepreneur, Engineer, Dentist,

**Real World Terms:**
Commercial, Audience, toothbrush, invention,

**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.**

<div align="center">

**Concept Focus: Change**

**Overarching Generalizations:**
Change generates additional change.
Change can be positive/negative.
Change is inevitable.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
**Exploration can lead to change.**

**Essential Question:**

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

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How have changes in your life led to new experiences?  What are some of the gifted intelligent behaviors you use when you have new experiences?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Arts and Crafts
- Writing materials
- Paper Products

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
1. What are some of the changes I need to make in my life?
2. What new words have I learned and how can I use them in my writing and speaking?
3. What are some positive and negative things that change has brought in my life?

**Intelligent Behaviors:**

1. What gifted intelligent behaviors would I use if I were an inventor?
2. How did your intelligent behaviors help you complete the activities?

**Literary Perspective**

1. As we reflect on the story, what are your views about change?
2. What changes in George Washington's life made him a great leader?
3. What affect if any do you think pain might have on your ability to learn?

**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)**<br>**Sensing- Thinking**<br><br>Conduct a survey of your group. Who has lost teeth and how many?<br>Construct a graph to present the information to the class. What other ways could you have used to organize your information?<br><br>What gifted intelligent behaviors did you use while conducting the survey?<br><br><br><br>**V_*_L*__S__M__B__P_*_I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>In a small group, students will revisit the story to find out how many teeth George lost from beginning to end.<br><br>Why do you think he lost so many teeth?<br><br>What intelligent behaviors did you have to use as you reread the book for answers?<br><br><br><br>**V_*_L_*_S__M__B__P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Use the internet to research how many teeth children normally have and how many teeth adults normally have.<br>What conclusions could you draw based on your findings? Why might there be differences?<br><br>What gifted intelligent behaviors did you use to do your research?<br><br><br><br>**V__L_*_S__M__B__P_*_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create a set of teeth for George using Legos. What changes would you make if he had a bigger mouth/ smaller mouth?<br><br>What intelligent behaviors did you use while creating/designing the set of teeth?<br><br><br><br>**V__L_*_S__M__B_*_P__I_*_N__** |

**Real World Connections With Products:**
Conduct, Construct, Revisit, Research, Design, Create


**Real World Applications:**
Construction worker, Engineer, researcher, Doctor,


**Real World Terms:**
Survey, Graph, Dentures, Internet


**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.**

<center>

**Concept Focus: Change**

**Overarching Generalizations:**
Changes generates additional change.
Change can be positive or negative.
Change is inevitable.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
Exploration may result in "new findings" or changes.

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

</center>

What gifted intelligent behaviors did you use during these tasks that would be necessary if you were asked to design a new tool ?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Writing materials
- George Washington's Teeth
- Legos
- Computer with internet service

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. What are some of the changes you had to make when adjusting your design for George's teeth?
2. What new math processes have I learned and how can I use them in future problem solving?

**Intelligent Behaviors:**

1. What intelligent behaviors will you use the next time you research on the internet?
2. How did your intelligent behaviors help you complete the activities?

**Literary Perspective**

1. As we reflect on the story, what are some changes you could have made to help George slow down the loss of his teeth?

**Student/Teacher Reflections**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**<u>Arthur's Loose Tooth</u>**
**Children's biographies on George Washington**
**<u>Trip to the Dentist</u>**

**Finger Plays, Nursery Rhymes and Songs:**

**Song, "Brush your Teeth"**
**"Yankee Doodle Dandee"**

**Video Clips:**

**Paintings & Prints:**

# 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**

**Project Bright IDEA 2: Interest Development Early Abilities**

**A Jacob Javits Gifted Education Program**
**Funded by the US Department of Education**
**2004-2009**



**Concept: Relationship/Change**

**Topic: Friendship**

**Wanda Kluttz-Rowan Salisbury**
**Barbara Watkins-Brunswick County**

**K-2**

# Big Ideas Manifested

| |
|---|
| **Topic –Change** |
| **Literature Selection –***Hachiko*<br>**Author –Pamela Turner** |

| Concepts | Themes |
|---|---|
| Repetition<br>Friendship<br>Loyalty<br>Culture<br>Evolution<br>Patterns<br>Honor<br>Devotion | Pets<br>Cycles<br>Community involvement<br>Japanese Culture<br>Persistence |
| **Issues or Debates** | **Problems or Challenges** |
| Life vs death<br>Happiness vs loneliness<br>Change vs continuity<br>Motivation<br>Honor vs habit | Dealing with death<br>Dealing with loneliness<br>Survival |
| **Processes** | **Theories** |
| Analyzing patterns<br>Compare/contrast<br>Grieving<br>Developing bonds of friendship | Dog is man's best friend<br>Animals do not have feelings<br>Others before self<br>We depend on each other. |
| **Paradoxes** | **Assumptions or Perspectives** |
| Sad but wonderful<br>Dog trains people<br>Loyalty despite disappointment<br>Persistence without results<br>Losing a friend to gain friends | Things will go on as they always have.<br>Relationships never change<br>Change is ongoing in relationships.<br>Dogs are man's best friend.<br>All dogs are loyal. |

# Concept:  Relationship                              Topic:  Friendship

**Suggested Literature Selection(s): Hachiko, the True Story of a Loyal Dog**
**By Pamela S. Turner**

| | | |
|---|---|---|
| **Look and Listen for…** | | |
| **Gifted intelligent behaviors** | | |
| Story Focus | Remaining Open to Continuous Learning | Taking Responsible Risks |
| | Listening With Understanding and Empathy | Persisting |
| | Applying Past Knowledge to New Situations | Creating Imaging and Innovating |
| | Questioning and Posing Problems | Thinking Flexibility |
| | Taking Responsible Risks | Striving for Accuracy and Precision |
| Student Activities | Remaining Open to Continuous Learning | Thinking and Communicating with Clarity and Precision |
| | Listening With Understanding and Empathy | Thinking Interdependently |
| | Applying Past Knowledge to New Situations | Metacognition |
| | Questioning and Posing Problems | Gather Data Through all Your Senses |
| | | Responding With Wonderment and Awe |

**Thinking Skills Focus:**     *Building Thinking Skills* Level 1 by Parks and Black
Verbal Analogies, p. 302-327

**Topic Focus:** Friendship

**Concept Focus:** Relationships or Change

**Overarching Generalizations:**     Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations**     Relationships can have positive and/or negative change.
**(Two or more concepts)**     In order for relationships to grow, change is inevitable.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**

Relationships between humans and animals                Ways of life for humans and animals-life cycles
Japanese Culture vs. American Culture                      Pets-domesticated and wild
- Ceremonial dress (i.e. kimonos, tabi socks            Death-Grieving process, memorials
- Map skills (i.e. location, landforms)                    Body language (i.e. hunched over, nudged, emotions
- Food (i.e. fish, soybean cakes)                          Descriptive language-simile
- Transportation (i.e. subway, trains, cars)              Community officials
- Religion

**Suggested Vocabulary Words for Discussion:**

| | | | |
|---|---|---|---|
| Statue (bronze) | newspaper stand | applying | accuracy |
| Tokyo | headline | empathy | precision |
| tabi socks | loyal | posing | interdependently |
| honor master's memory | kimonos | responsible | awe |
| Shinto | World War II | continuous | |
| Samurai | relationship | innovating | |
| honorarium | persisting | flexibility | |

**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:**
- Body language (demonstrate word meanings through body movements/role play)

| | | |
|---|---|---|
| furious (noises) | bounded (running) | store (verb) |
| yelped | nudge | hunched over |
| grumbled | shuffled (walking) | thoughtfully |

- Concentration (words, pictures)
- Sketch to stretch
- Pictionary
- Guess my Word (word on back of student, ask questions to figure out what the word is)
- Map skills (Japan)
- Picture cards
- Newspapers activities to demonstrate headlines

**Hooks:**

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

Generalization:  Relationships change over time.
Essential Questions:  What is a relationship?
　　　　　　　　　　　 How do relationships change as you grow?
　　　　　　　　　　　 How does the change within a relationship impact life?

## Six Facets of Understanding

| Facet 1 – EXPLANATION |
|---|
| What are examples of relationships? *Divide a piece of paper into fourths.  In each fourth, draw an example of a relationship.* |
| **Facet 2 - INTERPRETATION** |
| Why are relationships important in your life?  How do they make you feel?  Each student should make a smiley face and frowny face on index cards or construction paper. *Share different scenarios describing relationships.  Students determine if the relationship makes them feel happy or sad.  Students display their choices by showing the appropriate face then think-pair-share with their partner.* |
| **Facet 3 - APPLICATION** |
| How might positive and/or negative relationships help us to make better choices in our lives?  Students create a class list of positive and negative relationships.  *In groups of four, students should discuss one of the relationships and report their discussion with the class.* |
| **Facet 4 - PERSPECTIVE** |
| Imagine you have a pet, how is your relationship with this pet similar to or different from a relationship with your best friend. *Choose a partner.  Demonstrate the two different relationships.* |
| **Facet 5 – EMPATHY** |
| What would it be like to walk in someone else's shoes?  Assume the role of your mother, father, or caregiver.  The situation to role play is: *A family rules states that all chores must be completed before your child can play, visit friends etc.  Your child wants to go to the movies with a friend but he/she has not completed his/her chores. In groups of four, role-play how you as the mother, father, or caregiver would handle the situation.* |
| **Facet 6 – SELF-KNOWLEDGE** |
| How do I know that relationships are important to me?  *Give students think time, then share with the class.* |

# Task Rotation Learning Activities

## K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| Mastery Learner (A)<br>**Sensing- Thinking** | Interpersonal Learner (B)<br>**Sensing-Thinking** |
|---|---|
| All cultures are unique.  Use the books provided to gather information about Japanese ceremonial dress, food, transportation, religion, and money.  List attributes about each topic and report your findings to the class. (Student information should be gathered for a class display on Japanese culture.) Which of these topics are most likely to be affected by change over time?  Which gifted intelligent behavior helped you complete this task?  Which do you need to work on?  How did relationships change over time?<br><br>Journal entry:  Share any prior knowledge about the Japanese culture that you have.<br><br>**V_x_L__S_x_M__B__P__I__N__** | Working interdependently with a partner, write a play that shows the impact of Hachiko on the lives of the boy, his father, Mr. Ueno, and the people of the community.  How did relationships change over time?<br><br>Journal entry:  By using the gifted intelligent behavior, *listening with empathy and understanding*, how did you interpret the impact of Hachiko on the lives of the other characters?<br><br>**V_x_L__S__M__B_ P_x_I_x_N__** |
| Understanding Learner (C)<br>**Intuitive-Thinking** | Self-Expressive Learner (D)<br>**Intuitive-Feeling** |
| Compare similarities and differences in the relationship of Hachiko and Mr. Ueno and the boy and his father.  Create a graphic organizer to show the comparison.  (i.e. double bubble map, Venn diagram (top hat or Y chart), or BTS p. 335.  How did relationships change over time?<br><br>Journal entry:  Which gifted intelligent behaviors helped you to determine the similarities and differences of the characters' relationships?<br><br>**V_x_Lx__S_x_M__B__P_x_I__N__** | • Create a poem (acrostic, simile, haiku) that expresses the relationships/friendships between Mr. Ueno and his dog, Hachiko or the boy and his father. Your poem should include illustrations.  How did relationships change over time?<br><br>• Create stick puppets to represent the characters in the play.<br><br>Journal entry:  Which gifted intelligent behavior(s) were helpful in making your decisions and completing this task?<br><br>**V_x_L__S_x_M__B_x_P_x_I__N__** |

NCSCOS:
ELA: 2.07, 2.08, 3.01, 3.03, 4.01, 4.03, 4.04, 4.05, 4.06, 4.08, 5.01, 5.02, 5.03, 5.05, 5.06
SS: 1.01, 1.02, 1.03, 2.03, 3.01, 3.02, 3.03
Math:  5.02
Science:  1.03

**Real World Connections With Products:**
Organize, analyze, evaluate, identify, describe, examine, problem solving, decision making

**Real World Applications:**
English teacher, local poets, writers' guild, drama teacher, community theater director, art teacher, puppetry guild, librarian, community theater, early childhood teachers, designer, historian, environmentalist

**Real World Terms:**
Haiku, simile, acrostic, metaphor, schedule, round trip, puppet show, character, script, graphic organizers, caption, illustration, Venn diagram, interdependent, organize, similarities, differences, role play

**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations:**
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations (Two or more concepts):**
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*Based upon what you know about owning a pet, what would you ask an animal trainer about how you could develop a strong(er) relationship with your pet?*

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

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What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Books, magazines related to Japan
- Craft sticks
- Markers/colored pencils
- Paper/pencils
- Samples of poems
- Journals
- Graphic organizer templates/samples
- examples of plays
- felt
- glue

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
9. Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**
1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are **not** needed to develop a relationship?
4. In what way(s) can we demonstrate the following gifted intelligent behaviors:
   - Remaining Open to Continuous Learning
   - Listening With Understanding and Empathy
   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Literary Perspectives:**
1. Which character in *Hachiko* can you most relate to and why?
2. What similar patterns do you see between *Hachiko* and *Stone Fox*? Are there any differences?
3. Which character in the story would you develop a relationship with? Why?
4. Pretend Hachiko is your dog. Describe activities that you would do together.
5. What was the author's purpose in writing this book? What was its impact on you and your relationships.

**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| Mastery Learner (A)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| Timelines help us organize events in our lives. They show us how much time passes between significant events. Using the section of *Hachiko* entitled "The Story Behind the Story," make a timeline to show the life of Hachiko. Consider Hachiko's relationships and include them in your timeline. Using the timeline answer the following questions: How old was Hachiko when he died? In what year was the bronze statue placed near the entrance to Shibuia Station? How old was Hachiko when Mr. Ueno died? How did relationships change over time?<br><br>Journal: What questions and or gifted intelligent behaviors did you ask yourself to help you with your task?<br><br>**V_x_L_x_S_x_M__B__P__I_x_N__** | Symmetry in illustrations is appealing. With a partner choose several illustrations from the story. Appraise the illustrations. Decide which items in the pictures show symmetry and which do not. Relate the information to the class. As you are discussing with your partner, think about which items in the pictures have one line of symmetry or more than one line of symmetry. Which items display rotational symmetry? How did relationships change over time?<br><br>Journal: Which gifted intelligent behaviors did you use to appraise the images in the illustrations?<br><br>**V_x_L_x_S_x_M__B__P_x_I_x_N__** |
| **Understanding Learner (C)**<br>Intuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| Train schedules provide departure and arrival times to and from various places. Interpret the data on the train schedule. Determine the amount of time it takes to travel from Tokyo to each of the cities listed. Sort and classify the cities' distances in various groups. Give each group a label. A city can be categorized in more than one group. Summarize your finding for the class. How did relationships change over time?<br><br>Journal: Is it important to use the gifted intelligent behavior, *applying past knowledge to new situations*, to complete this task? Why or why not?<br><br>**V_x_L_x_S_x_M__B_x_P__I_x_N__** | Generate story problems that share various types of relationships. For example: A family is composed of a mother, a father, three children, and two dogs. How many are in the family? Include problems that use different family facts: 5+2=7, 2+5=7, 7-2=5, 7-5=2 Act out each problem. How did relationships change over time?<br><br>Journal: What gifted intelligent behaviors did you use to generate and act out the problems?<br><br>**V_x_L_x_S_x_M__B_x_P_x_I_x_N__** |

Math: 1.01, 1.04, 1.05, 2.02, 3.03, 5.01, 5.02
ELA: 2.02, 2.04, 2.05, 2.07, 3.01, 3.02, 3.03, 4.04, 4.06, 4.08
Science: 1.01
SS: 5.05

**Real World Connections With Products:**
Organize, analyze, identify, describe, examine, problem solving, decision making, summarize, sort/classify, generate, interpret, determine, appraise, decide, relate

**Real World Applications:**
English teacher, drama teacher, community theater director, art teacher, puppetry guild, early childhood teachers, designer, historian, set designer, fashion designer, transit drivers, amusement park directors

**Real World Terms:**
schedule, round trip, Venn diagram, interdependent, organize, time line, relationships, symmetry, rotational symmetry, math family facts

**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:  Relationships

### Overarching Generalizations:
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

### More Complex Generalizations (Two or more concepts):
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*How does scheduling affect the relationships in your life?*

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

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- journals
- train schedule
- timeline examples
- sticky notes
- examples of symmetry/rotational symmetry
- story problem examples
- fact family samples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
9. Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**

1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not needed to develop a relationship?
4. In what way(s) can we demonstrate the following gifted intelligent behaviors:
   - Remaining Open to Continuous Learning
   - Listening With Understanding and Empathy
   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Literary Perspectives:**

1. What might happen if you were traveling from city A to city B and you did not follow the schedule?
2. Examine the picture on page 1 of the story. Does it show symmetry (line or rotational)?
3. How does the book use timelines to help you understand, "The Story Behind the Story?"

**Student/Teacher Reflections**

1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

**Concept:** Relationships or Change

**Topic:** Friendship

**Generalization(s):** Relationships change over time.

**Essential Question(s):** What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Define relationships. Identify and describe the relationships in *Hachiko* using a T chart. Which gifted intelligent behavior aided you in choosing this activity? | Using the information in *Hachiko*, find the similarities and differences between Japanese culture and your culture. What new things did you learn and how can you use them? | Suppose someone or something dear to you is no longer available. Brainstorm and document, using *Inspiration,* different ways that you could honor their memory. How did the gifted intelligent behavior *taking responsible risks* assist you in completing this activity? | With a partner, interview your classmates to determine individual feelings about specific events in the story. Reflect on your findings and share with the class. How did questioning and posing problems help to complete this activity? |
| 2 | Thinking about relationships, design a diagram that shows two of the following relationships: relationships of the characters in the story, your family relationships, school relationships, or community relationships. Which past experiences helped you in choosing the two relationships? | Based upon your knowledge of the Japanese culture, how might you support or refute the statement that Japanese culture is more similar than different to your culture. Which gifted intelligent behaviors were most helpful in completing this activity? | In the story, Hachiko is memorialized with a special Hachiko festival at Shibuya Station. Predict what type of activities will occur at the festival in 2007. Illustrate the events through an advertisement. What new information did you learn and how will it foster future learning? | Using *listening with empathy and understanding*, put yourself in the boy's shoes. How would you have reacted to the events in the story? With a partner or small group, develop interview questions and responses that reflect how you feel in each situation. Share the interview in a talk show format. How did your past experiences influence this activity? |
| 3 | Construct a display that shows relationships between humans and animals, in families, in school environments, and community environments. How has completing this activity changed the way you view yourself as a learner? | Based upon your understanding of Japanese culture and your own culture, formulate a PowerPoint slide show revealing the similarities and differences between the two cultures. How did the gifted intelligent behavior, taking responsible risks, assist you in completing this activity? | Imagine that your best friend has moved. Plan and design an honorarium that depicts the personality of your friend. Which gifted intelligent behavior was most helpful in completing this activity? Which gifted intelligent behavior do you need to work on? | Working with a partner, personify the character Hachiko. Reflect on his human characteristics and illustrate in a cartoon strip. Which gifted intelligent behavior lead you to choose this activity? Explain how it influenced you. |

**Real World Connections With Products:**
Organize, identify, describe, decision making, imagine, define, design, construct, similarities/differences, formulate, predict, illustrate

**Real World Applications:**
English teacher, drama teacher, community theater director, librarian, early childhood teachers, designer, historian, environmentalist, TV talk show host, employer, company owner, reporter, researcher, planner

**Real World Terms:**
Community, school environment, Japanese culture, Inspiration, PowerPoint, festival advertisements, honorarium

**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.**

<div align="center">

**Concept Focus:  Relationships**

**Overarching Generalizations:**
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations (Two or more concepts):**
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*Based upon what you know about owning a pet, what would you ask an animal trainer about how you could develop a strong(er) relationship with your pet?*

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

</div>

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- T chart sample
- Diagram/graphic organizers for similarities/differences
- PowerPoint examples
- Inspiration examples
- Activities for festival examples
- Advertisements examples
- Interview examples
- Comic strip examples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
9. Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**
1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not needed to develop a relationship?
4. In what way(s) can we demonstrate the following gifted intelligent behaviors:
   - Remaining Open to Continuous Learning
   - Listening With Understanding and Empathy
   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Literary Perspectives:**
1. Which character in *Hachiko* can you most relate to and why?
2. What similar patterns do you see between *Hachiko* and *Stone Fox*? Are there any differences?
3. Which character in the story would you develop a relationship with? Why?
4. Pretend Hachiko is your dog. Describe activities that you would do together.
5. What was the author's purpose in writing this book? What was its impact on you and your relationships.

**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

# 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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Think about a relationship you have with your friend.  Describe that friend by listing 5 or more attributes that show how your friendship has changed.  How did this relationship change over time?<br><br><br>Journal entry:  Which gifted intelligent behaviors would you expect to strengthen a friendship?<br><br>**V_x_L__S__M__B__P_x _I_x_N__** | Imagine your family moves during the school year.  You enter the classroom for the first time.  Write a skit showing how you could make a new friend.  Include how this experience impacts your ability to become a better friend.  Choose a partner to act out your skit for the class.  How would this change your relationship with others?  How did this relationship change over time?<br><br>Journal entry:  Was the gifted intelligent behavior applying past knowledge to new situations exhibited? Why or why not?<br><br>**Vx__L__S_x_M__B_x_P_x_I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Compare similarities and differences in the changes in two of your relationships (examples:  parents, caregivers, friends).  Create a graphic organizer to show the comparison.  (i.e. double bubble map, Venn diagram (top hat or Y chart), or BTS p. 335.  Have these changes been positive or negative?<br><br>Journal entry:  Which gifted intelligent behaviors could you use to create strong relationships in your life?<br><br>**V_x_L_x_S_x_M__B__P_x_I__N__** | Create a poem (acrostic, simile, haiku) that expresses how relationships/friendships change and/or grow over time. Include illustrations.  How did this relationships change over time?<br><br><br><br>Journal entry:  How did you apply past knowledge to new situations while doing this activity?<br><br>**V_x_L__S_x_M__B__P__I_x_N__** |

**Real World Connections With Products:**
Organize, analyze, identify, describe, problem solving, decision making, compare, similarities, differences

**Real World Applications:**
writer, journalist, designer, poet

**Real World Terms:**
Illustrate, create, skit, poem, graphic organizers, attributes

**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.**

<center>

**Concept Focus: Relationships**

**Overarching Generalizations:**
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations (Two or more concepts):**
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*Based upon what you know about owning a pet, what would you ask an animal trainer about how you could develop a strong(er) relationship with your pet?*

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

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

</center>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- paper/pencils
- journals
- graphic organizer templates
- skit examples
- acrostic/simile/haiku examples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
9. Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**
1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not needed to develop a relationship?
4. In what way(s) can we demonstrate the following gifted intelligent behaviors:
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   - Listening With Understanding and Empathy
   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Literary Perspectives:**
1. Which character in *Hachiko* can you most relate to and why?
2. What similar patterns do you see between *Hachiko* and *Stone Fox*?  Are there any differences?
3. Which character in the story would you develop a relationship with? Why?
4. Pretend Hachiko is your dog.  Describe activities that you would do together.
5. What was the author's purpose in writing this book?  What was its impact on you and your relationships.

**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

# 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**

Think of humorous events in your life. Using a time line display the humor using icons. Be sure to include humorous events that involve other people. How did relationships change over time?

Journal: What gifted intelligent behavior did you use to organize your procedures?

**V_x_L_x_S_x_M__B__P_x_I__N__**

### Interpersonal Learner (B)
**Sensing-Thinking**

With a partner or small group, decide on relevant illustrations, pictures, objects, etc. that you find in the real world that contain or do not contain symmetry. Appraise your examples. Decide which items show symmetry and which do not. Relate the information to the class. As you are discussing with your partner, think about which items in the pictures have one line of symmetry or more than one line of symmetry. Which items display rotational symmetry? How did relationships change over time?

Journal: How did you use *listening with empathy and understandin*g as you made your decisions for this task?

**V_x_L_x_S_x_M__B_x_P_x_I_x_N_x_**

### Understanding Learner (C)
**Intuitive-Thinking**

Analyze an airline schedule. Decide on three or more locations that you would like to visit leaving from your closest airport. Plan a round trip that includes each of the locations (begin and end at the closest airport). Deduce how many different routes you could use. Determine the longest and shortest route. Explain which route you will follow. Tell why. How did relationships change over time?

Journal: Is it important to use the gifted intelligent behavior, *applying past knowledge to new situations*, to complete this task? Why or why not?

**V_x_L_x_S_x_M__B_x_P__I__N__**

### Self-Expressive Learner (D)
**Intuitive-Feeling**

Using your knowledge of fact families, create story problems that share various types of relationships. For example: A family has five people. They decide to get a dog and two cats. How many are now in the family. List the step-by-step procedures that you must follow in order to solve each problem. How did relationships change over time?

Journal: Discuss your thinking (metacognition) that helped you complete this activity. Explore other ways to show the same data.

**V_x_L_x_S_x_M__B_x_P_x_I_x_N__**

Math: 1.01, 1.04, 1.05, 2.02, 3.03, 5.01, 5.02
ELA: 2.02, 2.04, 2.05, 2.07, 3.01, 3.02, 3.03, 4.04, 4.06, 4.08
Science: 1.01
SS: 5.05

**Real World Connections With Products:**
Organize, analyze, identify, describe, examine, problem solving, decision making, summarize, sort/classify, generate, interpret, determine, appraise, decide, relate

**Real World Applications:**
English teacher, drama teacher, community theater director, art teacher, puppetry guild, early childhood teachers, designer, historian, set designer, fashion designer, transit drivers, amusement park directors

**Real World Terms:**
schedule, round trip, Venn diagram, interdependent, organize, time line, relationships, symmetry, rotational symmetry, math family facts

**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: Relationships

### Overarching Generalizations:
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

### More Complex Generalizations (Two or more concepts):
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*How does scheduling affect the relationships in your life?*

### Essential Questions
**(Include concept and gifted intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- journals
- train schedule
- timeline examples
- sticky notes
- examples of symmetry/rotational symmetry
- story problem examples
- fact family samples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1.  Are relationships inevitable?
2.  Are relationships always permanent?
3.  Are relationships temporary or permanent?
4.  What things affect and are affected by relationships?
5.  How can relationships be harmonious or discordant?
6.  Are relationships unifying or dividing?
7.  Do relationships take time to develop?
8.  Are relationships required?
9.  Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**
1.  As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
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4.  In what way(s) can we demonstrate the following gifted intelligent behaviors:
   *  Remaining Open to Continuous Learning
   *  Listening With Understanding and Empathy
   *  Applying Past Knowledge to New Situations
5.  How could a pet owner demonstrate the following gifted intelligent behaviors:
   *  Questioning and Posing Problems
   *  Creating, Imaging and Innovating

**Student/Teacher Reflections**
1.  Create a mock honorarium for a special person in order to celebrate the relationship with our class.

**Additional Support Materials:**

**Favorite Read-Alouds:**
*Stone Fox*
*Japan*
*Sadako and the Thousand Paper Cranes*
*Shiloh*

**Finger Plays, Nursery Rhymes and Songs:**
Old Mother Hubbard
How Much is that Doggie in the Window
Media specialist resources

**Internet Sites**
**Kimono**
**Japanese songs**
**Japanese info**
**Symmetry**
**Symmetry 2**

**Video Clips:**
Where the Red Fern Grows
Dog training clip
Japanese Life-National Geographic
Karate Kid
Mr. Roger's Neighborhood
Reading Rainbow clips
Media specialist resources

**Paintings & Prints:**
Norman Rockwell prints
Escher prints
Calendar pictures
Picasso prints
Art teacher resource

# 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' Gifted intelligent behaviors? Please discuss how each Gifted 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

Bake Shop Ghost

## Concept: Change

## Topic: Citizenship

## K-2

**Margaret (Peg) Caines [Guilford County] and Natacha Lewis [Rowan-Salisbury]**

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

# Big Ideas Manifested

Topic - Citizenship

Literature Selection – <u>The Bake Shop Ghost</u>
Author – Jacqueline K. Ogburn

| Concepts | Themes |
|---|---|
| Conflict<br>Relationships<br>Citizenship | Friendship<br>Hobbies<br>Ownership |
| **Issues or Debates** | **Problems or Challenges** |
| Courage vs. Fear<br>Perseverance vs. Quitting | How to prove your worth/value<br>Understanding others' actions |
| **Processes** | **Theories** |
| Problem-solving<br>Decision-making<br>Baking/Cooking | Afterlife |
| **Paradoxes** | **Assumptions or Perspectives** |
| Persistence to overcome obstacles<br>Giving yet selfish | Everyone needs love<br>Change is inevitable<br>Hard work pays off |

# Concept: Change            Topic: Citizenship

**Suggested Literature Selection(s): <u>The Bake Shop Ghost</u>**

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**Look and Listen for…**

**Gifted intelligent behaviors**

    **Story Focus –** Persisting; Creating, Imagining, and Innovating; Finding Humor; Questioning and Posing Problems; Metacognition

    **Student Activities -** Persisting; Creating, Imagining, and Innovating; Finding Humor; Questioning and Posing Problems; Metacognition; Thinking Flexibly; Striving for Accuracy and Precision; Taking Responsible Risks; Listening with Understanding and Empathy; Thinking and Communicating with Clarity and Precision; Thinking Interdependently

---

**Thinking Skills Focus:** Verbal/Figural
                             Similarities/Differences
                             Describing People and Things

**Topic Focus:** Citizenship

**Concept Focus:** Change

**Overarching Generalizations:**
- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
- Relationships change over time.
- Relationships can change either negative/positive.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
- Empathy
- Citizenship
- Communities
- Emotions
- Birthdays
- Baking
- Equipment used in baking
- Measurement

**Suggested Vocabulary Words for Discussion:**
- Memories
- Recipe
- Sweetness
- Cranky
- Haunting
- Creating
- Orphan
- Equipment
- "Piece of cake"
- Similar/Different
- Value
- Emotion
- Feeling

**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:**
- Discuss words and meanings
- Illustrations
- Role-play
- Real world examples

**Hooks:**

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

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
|---|
| What do you predict you will look like when you grow up?  What job will you have in your community?  Paint a picture of yourself grown and describe your job. |

| Facet 2 - INTERPRETATION |
|---|
| Look at these items individually and decide what they are used for?  What job could you do with the pieces of equipment?  Do you need more than one? (Teacher puts on or pretends to use each piece of baker's tools until complete)  Does having all of them change your original thoughts? |

| Facet 3 - APPLICATION |
|---|
| Create your own cupcake.  How does the batter change from beginning to end?  On a folded sheet of paper draw how the dough changed after baking. |

| Facet 4 – PERSPECTIVE |
|---|
| Which of these desserts tastes best?  How are they similar/different?  Create a class graph of each student's favorite. |

| Facet 5 – EMPATHY |
|---|
| Imagine how these people feel in the given situations.  How might you feel if this happened to you?  Show the emotion on your face. (Teacher holds up variety of picture cards (Ex. Scraped knee, present) |

| Facet 6 – SELF-KNOWLEDGE |
|---|
| What is something you are good at?  What would you like to do better?  Create an advertisement that shows your special ability.  Do you think your abilities will change as you grow? |

**Read:** The Bake Shop Ghost

# Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Organize a birthday party for the ghost Cora Lee.  What decorations would you need?  Who would you invite?  What food would you serve?  Would you play games?  Present your party plans in a creative way.  How would you change your plans if the party was not for a ghost but for a live person?  What gifted gifted intelligent behaviors would the party's guests need to display to make Cora Lee feel comfortable.<br><br><div align="center">**V_ * _L_ * _S__M__B__P__I_ * _N__**</div> | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Design a birthday card for any character you choose in the story on Kid Pix.  Will giving your card change how the character feels?  How would you decide which character to create the card for?  What gifted gifted intelligent behaviors did you use in making your decision?<br><br><br><br><br><br><br><div align="center">**V_ * _L_ * _S_ * _M__B__P_ * _I_ * _N__**</div> |
|---|---|
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Pretend you are a reporter for a local news channel.  If you saw a ghost what questions would you ask during the interview?  Create a book that tells All About Ghosts.  How would your interview change if you were afraid/not afraid of the ghost?  How were you successful in using the gifted intelligent behavior of questioning and posing problems?<br><br><br><div align="center">**V_ * _L__S_ * _M__B__P__I_ * _N__**</div> | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Do you know the "Happy Birthday" song?  Create an original birthday song for someone you love.  Teach your new song to someone in our class.  What prior knowledge did you use in helping you create your new song.  What changed from the old song to the new one? (Ex. Words, tune, etc.)  How did the gifted intelligent behavior of thinking flexibly help you during the song writing process?<br><br><div align="center">**V_ * _L_ * _S__M_ * _B_ * _P__I_ * _N__**</div> |

**Real World Connections With Products:**
- Organize, present, design, decide, create, interview, teach, plan, represent

**Real World Applications:**
- Baker, store owner, artist, entrepreneur, singer

**Real World Terms:**
- bake, mix, batter, equipment, ownership, managing, creations, funeral, memories

**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.**

<div align="center">

**Concept Focus:** Change

**Overarching Generalizations:**
</div>

- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

<div align="center">

**More Complex Generalizations (Two or more concepts):**
</div>

- Relationships change over time.
- Relationships can change either negative/positive.

<div align="center">

**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
</div>

How does the gifted intelligent behavior of creating, imaging, and innovating improve/change your ability to be a good citizen?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Booklets (All About Ghosts)
- Construction
- Markers and crayons
- Scissors
- Paste
- Party idea books
- Kid Pix computer program
- Reporter hat and microphone
- Blank tapes and recorder

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. How does good citizenship toward others change relationships?
1. What is citizenship?
2. What new things did I learn about citizenship?
3. What is change?
4. Why do people change?
5. How does a community change?
6. What changes when someone dies?
7. How do relationships change over time?
8. How can change affect relationships either negative/positive?
9. How could change generate additional change?
10. How is change necessary for growth?
11. What new things did I learn about change and how can I use them?

**Gifted intelligent behaviors:**
1. Which gifted intelligent behavior was I strongest in? Which gifted intelligent behavior do I need to work on?
2. What new things about the gifted intelligent behavior finding humor did I use? How can I use them again?
3. Based on what you know about change, how can you apply what you know to new situations in relationships?
4. What gifted gifted intelligent behaviors help you show good citizenship?

**Literary Perspective:**
1. What part of the author's story can I use as a model of good citizenship in my writing?
2. Why did the author write "Cora Lee must have poured all of her sweetness into her work"? How does this help us understand with her?
3. Who is the main character and why do you think so?

**Student/Teacher Reflections**

**Math Task Rotation Learning Activities**

**K-2**
**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** |
| Look at each ingredient of a cake recipe and decide how they will change when mixed together.  Follow the directions to produce an individual cake.  How did the ingredients change as you mixed them together?  On a sheet of paper draw each ingredient as it looked in the beginning.  On the back of the paper draw what the ingredients changed into?  How does the gifted intelligent behavior metacognition help you follow the steps? | With a partner, choose symbols for each of your birthday months.  Working together, create a pattern using the symbols and label the pattern.  How would your pattern change if you added another person?  How successful were you in using the gifted intelligent behavior of thinking interdependently? |
| V_*_L_*_S_*_M__B_*_P__I_*_N__ | V_*_L_*_S_*_M__B_*_P_*_I_*_N__ |
| **Understanding Learner (C)** | **Self-Expressive Learner (D)** |
| **Intuitive-Thinking** | **Intuitive-Feeling** |
| Predict your classmates' favorite dessert. (Chocolate or Vanilla cake)  Take a survey of our classroom community and graph your results.  What changes do you notice between your predictions and the actual results?  Were they the same?  How were they different?  What gifted gifted intelligent behaviors helped you be successful in this task? | Age changes the way you move.  Match the pictures with their corresponding numerical ages.  Place them in sequential order on the floor.  Create a dance that shows how you grow/move at each numerical age, from a baby to an older person like the character Cora Lee.  How did your movements change as you pretended to grow older?  How did the gifted intelligent behavior of finding humor help you create the dance? |
| V_*_L_*_S_*_M__B__P_*_I_*_N__ | V__L_*_S_*_M_*_B_*_P__I_*_N__ |

**Real World Connections With Products:**
- produce, use, decide, follow, create, draw, predict, graph, dance

**Real World Applications:**
- baker, artist, store owner, dancer

**Real World Terms:**
- recipe, ingredients, directions, symbols, pattern, movement

**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:** Change

**Overarching Generalizations:**
- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
- Relationships change over time.
- Relationships can change either negative/positive.

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

How does the gifted intelligent behavior of thinking flexibly help you change your thinking when new information is given?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Cut out symbols for each month
- Construction paper
- Markers and crayons
- Scissors
- Paste
- Ingredients for making individual desserts
- Clipboard surveys
- Laminated pictures of people of various ages

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1.  How does good citizenship toward others change relationships?
2.  What is citizenship?
3.  What new things did I learn about being a good citizen?
4.  What is change?
5.  Why do people change?
6.  How does a community change?
7.  What changes when someone dies?
8.  How do relationships change over time?
9.  How can change affect relationships either negative/positive?
10. How could change generate additional change?
11. How is change necessary for growth?
12. What new things did I learn about change and how can I use them?

**Gifted intelligent behaviors:**
1.  Which gifted intelligent behavior was I strongest in?  Which gifted intelligent behavior do I need to work on?
2.  What new things about the gifted intelligent behavior finding humor did I use?  How can I use them again?
3.  Based on what you know about change, how can you apply what you know to new situations in relationships?
4.  What gifted gifted intelligent behaviors help you show good citizenship?

**Literary Perspective:**
1.  What part of the author's story can I use as a model to be a good citizen?
2.  Why did the author write "Cora Lee must have poured all of her sweetness into her work"?  How does this help us understand her?
3.  Who is the main character and why do you think so?

**Student/Teacher Reflections**

**Concept: Change**

**Topic: Empathy**

**Generalization(s):**
- Change can be either positive/negative.
- Change is necessary for growth.
- Relationships change over time.
- 

**Essential Question(s):** How do these activities develop our understanding of the concept of change in relationships?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | How many people bought Cora Lee's shop? Use the book to count them. Compare your answer to a partner's. | Sort the baking utensils and match with corresponding labels. What can you do if you're not sure of the answer? | Use marzipan to create a cake decoration. Display in our Marzipan Museum. You can eat it later! How is your decoration unique? | Look through magazines. Cut out pictures of desserts. Add to our classroom collage. How will the GIB of persistence help you do a better job? |
| 2 | Make a chart or list of needed items to open a bake shop. Could you run this shop alone or would you need help? | Summarize the story on the flow/story map. Share your completed map with your study buddy. | Imagine what would happen if a ghost lived in a pet shop? Draw a picture of what you might see. How is it different than a ghost in a bake shop? | How would a ghost dance? Choose a piece of music and create/perform a dance. Teach your dance to a partner. |
| 3 | Design a menu with your store name, 5 dessert choices, and prices to advertise your new bake shop. Present your menu to your class. | Why was Annie better prepared to handle the situation with Cora Lee? Make a resume of Annie's life experiences that gave her the confidence to deal with a ghost. | Invent another solution so Cora Lee would let a new owner bake in her shop. How many solutions can you invent? Which solution was the best? | Make a for sale sign. Convince people they need to buy the shop even though a ghost lives there. What would be the advantages of having your own ghost? |

12

**Real World Connections With Products:**
- Summarize, predict, invent, solve, design, list, review, display, create, perform

**Real World Applications:**
- Baker, store owner, dancer, artist, writer, designer, realtor

**Real World Terms:**
- Resume, advertise, menu, map, marzipan, collage, signs, solution, ghost

**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:** Change

**Overarching Generalizations:**
- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
- Relationships change over time.
- Relationships can change either negative/positive.

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How do these activities develop our understanding of the concept of change in relationships?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Marzipan
- Magazines
- Scissors
- Paste
- Posterboard
- Music selections
- Markers and crayons
- Story map or flow map
- Baking tools and pre-made labels

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What is change?
2. Why do people change?
3. How does a community change?
4. What changes when someone dies?
5. How do relationships change over time?
6. How can change affect relationships either negative/positive?
7. How could change generate additional change?
8. How is change necessary for growth?
9. What new things did I learn about change and how can I use them?
10. What is a citizenship?
11. How do good citizens help a community?

**Gifted intelligent behaviors:**
1. Which gifted intelligent behavior was I strongest in?  Which gifted intelligent behavior do I need to work on?
2. What new things about the gifted intelligent behavior finding humor did I use?  How can I use them again?
3. Based on what you know about change, how can you apply what you know to new situations in relationships?

**Literary Perspective:**
1. The author named 43 types of luscious desserts.  Why did the author choose to do that?
2. What part of the author's story can I use as a model of change in my writing?
3. Why did the author write certain words to show the gifted intelligent behavior of finding humor?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking**<br><br>Draw three or four pictures of the bake shop ghost demonstrating how she changed from beginning, middle, and end of the story.  Was the change negative or positive?  Was the change necessary for her growth?  How would the story have changed if the bake shop ghost had not used the intelligent behavior of persistence?<br><br><br>V_*_L_*_S_*_M__B__P__I_*_N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With your partner, assume the roles of the characters Cora Lee and Annie.  Through role play convince each other why the bake shop ghost should/shouldn't change.  How did the relationship between Cora Lee and Annie change over time?  What do you think would change the ghost's feelings from sad and angry to happy?  What gifted intelligent behaviors did Annie use to figure out what Cora Lee needed to be happy?<br><br>V_*_L__S__M__B_*_P_*_I_*_N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Choose any two bake shop owners from the story and compare their relationships with Cora Lee.  Create a Venn diagram showing their similarities and differences.  Did their relationships with Cora Lee change for the positive or negative?  What gifted intelligent behaviors did each owner use?  How?<br><br><br>V__L_*_S_*_M__B__P__I_*_N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create an original birthday cake.  How would you change this plain birthday cake into a cake that illustrates your interests and strongest gifted intelligent behaviors?  What did you put on your cake that has shown you've changed as you have grown?  What gifted intelligent behaviors did you use in creating your cake? How?<br><br><br>V__L__S_*_M__B_*_P__I_*_N__ |

**Real World Connections With Products:**
- compare/contrast, debate, explain, sequence, illustrate, create, convince, demonstrate, draw conclusions

**Real World Applications:**
- baker, store owner, artist, entrepreneur, funeral director

**Real World Terms:**
- bake, mix, batter, equipment, ownership, managing, creations, funeral, memories

**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:** Change

**Overarching Generalizations:**
- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
- Relationships change over time.
- Relationships can change either negative/positive.

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How does the intelligent behavior of persistence change the characters' understanding of empathy as it pertains to good citizenship in the story?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Construction paper
- Crayons
- Markers
- Paint
- Costumes for Cora Lee and Annie
- Cake decorations (stickers, glitter, ribbon, etc.)
- Pictures of bake shop owners on cards

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
1. How does good citizenship toward others change relationships?
2. What is good citizenship?
3. What new things did I learn about being a good citizen?
4. What is change?
5. Why do people change?
6. How does a community change?
7. How do good citizens help a community?
8. What changes when someone dies?
9. How do relationships change over time?
10. How can change affect relationships either negative/positive?
11. How could change generate additional change?
12. How is change necessary for growth?
13. What new things did I learn about change and how can I use them?

**Gifted intelligent behaviors:**
1. Which gifted intelligent behavior was I strongest in? Which gifted intelligent behavior do I need to work on?
2. What new things about the gifted intelligent behavior finding humor did I use? How can I use them again?
3. Based on what you know about change, how can you apply what you know to new situations in relationships?
4. What gifted gifted intelligent behaviors help you show good citizenship?

**Literary Perspective:**
1. What part of the illustrations in the story taught me about empathy?
2. Why does the illustrator put all the swoops and swirls in each picture?

**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)**<br>**Sensing- Thinking**<br><br>Create a timeline of your birthdays at 1, 5, 10, 20, and 80.  How will you change as you grow older?  Cora Lee had a lemon-pucker mouth.  Will you look like Cora Lee when you grow old?  What gifted intelligent behaviors did you use to be successful in creating the timeline?  How did you use the gifted intelligent behaviors?<br><br><br><br>**V_\*_L_\*_S_\*_M__B__P__I_\*_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner, use the plates and cookies to create a game that reinforces sets of numbers 1-30.  How would your game change if you were allowed to eat the cookies?  Did you and your partner create different games?  How did the intelligent behavior of communicating with clarity and precision help you explain the rules to your partner?<br><br><br>**V_-_L_\*_S_-_M__B_\*_P_\*_I_\*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>You have $1 to spend in the bake shop.  You can either buy 1 doughnut or 3 cookies.  Which choice would you make?  Why?  How would your decision change if you brought a friend along and still had $1 to spend?  How did you use the intelligent behavior of thinking flexibly to make your decision?<br><br><br>**V_\*_L_\*_S__M_\*_B__P_\*_I_\*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Think of your favorite dessert/food.  Develop a recipe.  List your ingredients and sequence the steps to follow in order to make it.  Write it down to include in our class cookbook.  How would you change your recipe to make enough for the whole class?  What would happen to your recipe if you did not use the intelligent behavior of metacognition?<br><br>**V_\*_L_\*_S_\*_M__B__P__I_\*_N__** |

**Real World Connections With Products:**
- Create, list, sequence, choose, decide

**Real World Applications:**
- Consumer, baker, store owner, artist, game maker

**Real World Terms:**
- Recipe, cookbook, number set, timeline, shopper

**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.**

<center>**Concept Focus:** Change</center>

<center>**Overarching Generalizations:**</center>
- Change generates additional change.
- Change can be either positive/negative.
- Change is inevitable.
- Change is necessary for growth.

<center>**More Complex Generalizations (Two or more concepts):**</center>
- Relationships change over time.
- Relationships can change either negative/positive.

<center>**Essential Question:**</center>
<center>**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**</center>
<center>How does the gifted intelligence behavior of communicating with clarity and precision help you with these task rotations?</center>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Construction paper
- Crayons
- Markers
- Recipe cards
- Plates
- Cookies (real or pretend)

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
1. How does good citizenship toward others change relationships?
2. What is good citizenship?
3. What new things did I learn about being a good citizen?
4. What is change?
5. Why do people change?
6. How does a community change?
7. What changes when someone dies?
8. How do relationships change over time?
9. How can change affect relationships either negative/positive?
10. How could change generate additional change?
11. How is change necessary for growth?
12. What new things did I learn about change and how can I use them?

**Gifted intelligent behaviors:**
1. Which gifted intelligent behavior was I strongest in? Which gifted intelligent behavior do I need to work on?
2. What new things about the gifted intelligent behavior communicating with clarity and precision? How can I use them again?
3. Based on what you know about communicating clearly, how can you apply this to relationships?
4. What gifted gifted intelligent behaviors help you show citizenship?

**Literary Perspective:**
1. Why did the author say "Cora Lee had a lemon-pucker mouth"? What imagery was he trying to provide? Do you think her look changed because of empathy?

**Student/Teacher Reflections**

**Additional Support Materials:**

**Various resources:**
Internet
Instructional Magazines

**Favorite Read-Alouds:**
*Honey, Honey Lion*
*Arthur's Birthday Party*
*Elmer*
Variety of cookbooks
*Henry and the Kite Dragon*
*Bully Blockers Club*
*A Fine St. Patrick's Day*
*Be My Neighbor*
*Candy Shop*
*Hachiko*
*The Best Cake in the World*

**Finger Plays, Nursery Rhymes and Songs:**
"Happy Birthday"
Poem by Peg Caines: "Donuts, cookies, cakes, and more –
                                     I went to buy at the bakery store –
                                     I left my bag,
                                     But, I don't care
                                     I think I saw a ghost in there."
Poem by Peg Caines: "A piece of pie is a triangle
                                     Doughnuts and cookies are round.
                                     But a square on my plate from my Birthday cake
                                     Is the best shape to eat I have found."
Poem by Peg Caines: "What's in the oven I asked my mom?
                                     You'll see in a minute is her same old song.
                                     She bakes sweets for dessert.
                                     They're good as can be.  I can hardly wait to see."
                                     What's in the oven I ask my dad.
                                     It's yucky he says it will taste bad.
                                     Don't try it he says with a great big grin,
                                     I know he just wants more for him."

**Video Clips:**

**Paintings & Prints:**

# 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' Gifted 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

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Kindergarten**

**Concept: Relationships**
**Honey, Honey, Lion**
**Topic: Animals**

**Laura Walden and Karina Cameron {Moore County}**
**Laura Hannah {Rowan County}**
**K-2**
**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

# Big Ideas Manifested

<table>
<tr><td colspan="2">
<b>Topic – Animals</b><br><br>
<b>Literature Selection – <u>Honey…Honey…Lion</u></b><br>
<b>Author - Jan Brett</b>
</td></tr>
</table>

| Concepts | Themes |
|---|---|
| <br>- Relationships<br>- Patterns<br>- Change<br><br><br><br> | <br>- Friendships<br>- Tradition<br>- Family<br><br><br><br> |
| **Issues or Debates** | **Problems or Challenges** |
| <br>- Life vs. Death<br>- Nature vs. nurture<br><br><br><br> | <br>- Responsible for actions<br>- Selfishness<br><br><br><br> |
| **Processes** | **Theories** |
| <br>- Problem solving<br>- Adjusting to challenges<br><br> | <br>- For every action, there is an equal and opposite reaction.<br><br> |
| **Paradoxes** | **Assumptions or Perspectives** |
| <br>- Do unto others, as you would have them do unto you. Golden Rule<br><br><br> | <br>- The early bird catches the worm.<br>- Me first<br><br><br> |

# Big Ideas Manifested

| | |
|---|---|
| **Topic –** Animals | |
| **Literature Selection – <u>Jungle Drums</u>** | |
| **Author – Graeme Base** | |

| Concepts | Themes |
|---|---|
| • Conflict<br>• Relationships | • Friendship |
| **Issues or Debates** | **Problems or Challenges** |
| • Individuality vs. conformity | • How to accept yourself as you are<br>• How to relate to others who do not accept or like you. |
| **Processes** | **Theories** |
| • Trial and error<br>• Observation<br>• Problem solving<br>• Problem making | • The grass is always greener on the other side. |
| **Paradoxes** | **Assumptions or Perspectives** |
| • You can make more problems while trying to solve a problem. | • Beauty is only skin deep. |

# Concept:  Relationships                    Topic:  Animals

**Suggested Literature Selection(s):  <u>Honey…Honey…Lion</u>**

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**Look and Listen for…**

**Gifted Intelligent Behaviors:  Metacognition, posing questions, creating – imagining – innovating, persistence, finding humor**

    **Story Focus:  Persistence, finding humor, creating – imagining - innovating**

    **Student Activities:  Persistence, finding humor, creating – imagining - innovating**

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**Thinking Skills Focus: Verbal / Figural – Figural Sequencing**

**Topic Focus:  Animals**

**Concept Focus:  Relationships**

**Overarching Generalizations:**
- Everything is related in some way
- All relationships are purposeful
- Relationships change over time

**More Complex Generalizations (Two or more concepts):**
- How do Gifted Intelligent Behaviors allow relationships to change?
- How can conflicts cause relationships to 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.

**Suggested Topics for Discussion:**
- Identify various animals
- Relationships between animals and animals, humans and humans

**Suggested Vocabulary Words for Discussion:**
- Africa
- Honey guide
- Scolded
- Broadcasting
- Echo
- Reeds
- Papyrus
- Dashed
- Reward

**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:**
- Discuss words and meanings
- Illustrate meanings of words
- Show connections of words

**Hooks:**

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

### Six Facets of Understanding

| Facet 1 – EXPLANATION |
| --- |
| What do you predict will happen to relationships in your classroom if one person is greedy?  Illustrate a classroom where there is a greedy person and one without.  What changes do you notice between the two pictures? |

| Facet 2 - INTERPRETATION |
| --- |
| Have you ever experienced greediness directed to you or a friend?  Tell a story about how the greedy friend affected your friendship in your classroom. |

| Facet 3 - APPLICATION |
| --- |
| How can we create a perfect relationship?  Build a person.  Using the parts given to you by your teacher.  What makes a perfect relationship? |

| Facet 4 - PERSPECTIVE |
| --- |
| How would you compare/contrast a day in your life without relationships? |

| Facet 5 – EMPATHY |
| --- |
| Imagine you have a friend that is being greedy.  How would you handle the situation?  Role-play a situation that tells us what a good friend would do if their friend were being greedy?  Do you think a relationship where one friend is greedy is a good relationship?  Explain your answer. |

| Facet 6 – SELF-KNOWLEDGE |
| --- |
| What character traits do you possess?  Are you a good friend to others?  What are your strengths and weaknesses of being a good friend?  Make an "I wonder" poster.  Ask one question each day.  The question map will stay in the classroom throughout the unit study. |

**Read:** Honey…Honey…Lion
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Identify the beginning, middle, and end of the story by drawing pictures to represent the sequence of the story.<br><br>How did the relationship between the animals change from the beginning of the story to the end?<br><br>What gifted intelligent behaviors did you see the animals portraying?<br><br><br><br>**V__L_*_S_*_M__B_*_P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner create a map of Honeybird and Badger's adventures.  Start the map at the tree and end at the Lion's den.<br><br>With your partner, decide your favorite part of the story and write a sentence describing it.<br><br><br>What gifted intelligent behaviors did you use to create the map and choose your favorite part.<br><br><br>**V_*_L_*_S_*_M__B__P__I_*_N_*_** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Make a list of the pros and cons for Ngiri (the little warthog) to change his external appearance.<br><br>Decide if you would change or stay as you are.  Explain your reasons for making that decision.<br><br>What Gifted Intelligent Behaviors did you use when deciding whether to change or not?<br><br><br><br>**V_*_L_*_S__M__B__P_*_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create a new African animal to add to Honey…Honey…Lion.  Discuss the animal, draw the physical characteristics and include the habitat.<br><br>Explain what positive and negative changes this new animal will add to the story.<br>Which gifted intelligent behaviors where helpful in making your decision in completing this task?<br><br><br><br>**V_*_L_*_S_*_M__B__P__I_*_N_*_** |

**Real World Connections With Products:** sequence, create, explain, list, decide, imagine, discuss

**Real World Applications:** topographer, park ranger, politician, author, illustrator

**Real World Terms:** debate, draw, write, paint, create, explore, measure

**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.**

<div align="center">

**Concept Focus:**
*Relationships*

**Overarching Generalizations:**
*Everything is related in some way*
*All relationships are purposeful*
*Relationships change over time*

**More Complex Generalizations (Two or more concepts):**
*How do gifted intelligent behaviors allow relationships to change?*
*How can conflicts cause relationships to change over time?*

**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
*How do relationships help people work together to meet their basic needs and wants?*
*What does it look like when people in families and communities are getting along with each other?*

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils
- Crayons

**MetaCognitive Discussion (Essential Questions)**
**(Whole Group)**

**Conceptual Perspectives:**

- What makes relationships?
- Why are relationships important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does being greedy affect relationships?

**Gifted Intelligent Behaviors:**

- Which Gifted Intelligent Behaviors could we exhibit in building relationships?
- How do you demonstrate these Gifted Intelligent Behaviors on a daily basis?
- Which Gifted Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

**Literary Perspectives:**

- Identify the African Animals in both Honey...Honey…Lion and Jungle Drums.
- What similarities did you notice in the relationships between the characters in Honey...Honey…Lion and Jungle Drums.

**Student/Teacher Reflections**

Have a student act as the Honeybird and lead the rest of the class (badgers) through the woods to the honey. Honeybird student chooses sounds to make for class to repeat as they go through the different areas in the woods.

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Sort animals by movement:  run, walk, swim, and fly.  Graph the animals and analyze.<br><br>Summarize by least to most common methods of movement.<br><br>Explain how you had to be persistent during this activity.<br><br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Create a pattern using the African Animals and have your partner guess the rule.<br><br>Together with your partner, come up with a rhythm and movement pattern.<br><br>Explain how you used creativity, imagination, and innovation to create your pattern.<br><br><br><br>**V_*_L__S_*_M__B_*_P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Problem Solving with a partner:<br><br>There is a family of 3 warthogs wrestling in the mud.  How many legs are there in all?  Work with a partner to draw and share a solution to the problem.  Explain how you solved the problem.<br><br>What happens if a friend joins the family?<br><br>What Gifted Intelligent Behaviors are used to solve the problem?<br><br><br><br>**V_*_L_*_S_*_M__B__P_*_I__N_*_** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create an ordinal animal counting book.  Count and order the animals.  Use ordinals first through tenth.<br><br>How is the Gifted Intelligent Behavior, create, imagine, and innovate, reflected in your ordinal counting book?<br><br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** |

**Real World Connections With Products:** Sort, create, problem solve, order, explain, summarize

**Real World Applications:** Zoologist, author, illustrator, artist, mathematician, statistician

**Real World Terms:** Write, draw, create, calculate, paint, compute, train, research

**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.**

<div align="center">

**Concept Focus:**
*Relationships*

**Overarching Generalizations:**
*Everything is related in some way*
*All relationships are purposeful*
*Relationships change over time*

**More Complex Generalizations (Two or more concepts):**
*How do gifted intelligent behaviors allow relationships to change?*
*How can conflicts cause relationships to change over time?*

**Essential Question(s):**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
*How is creative, imaginative, and innovative problem solving common in relationships?*

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Animal cutouts
- Paper
- Crayons

**MetaCognitive Discussion (Essential Questions)**
**(Whole Group)**

**Conceptual Perspectives:**

- What makes relationships?
- Why are relationships important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does being greedy affect relationships?

**Intelligent Behaviors:**

- Which Gifted Intelligent Behaviors could we exhibit in building relationships?
- How do you demonstrate these Gifted Intelligent Behaviors on a daily basis?
- Which Gifted Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors:  finding humor, persistence, and creating-innovating-imagining?

**Literary Perspective:**

- What were the common methods of problem solving that were used in Honey...Honey…Lion and Jungle Drums.
- What classifications could you use to sort the animals found in Honey...Honey…Lion and Jungle Drums.

**Student/Teacher Reflections**

Inductive Learning:  "Collective Memory"
Have teams of four make a pattern.  Student #1 views another team's pattern for 10 seconds.  Student returns to his/her team and directs team members to reproduce the pattern.  Repeat for other three students.

**Concept:** Relationships

**Topic:** Animals

**Generalization(s):** Everything is related in some way; All relationships are purposeful; Relationships change over time

**Essential Question(s):** Given the information you know about animals, what hypothesis do you have as to why they develop relationships?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | List the characters in Honey…Honey…Lion and name one characteristic of each. | Compare and contrast the warthog and giraffe's appearance in Jungle Drums. | Design a bubble map to display the attributes found in a good relationship. | Which African Animal from Honey…Honey…Lion is your favorite? Explain your reasoning. |
| 2 | Create a scrapbook to show the events in the beginning, middle, and end of the book, Honey…Honey…Lion | Make a list of pros and cons for the warthog to change his appearance. | Hypothesize ways that you could develop a good relationship. | Construct a WANT AD to find your favorite African Animal a new friend. |
| 3 | Using technology, report on two facts about the two main characters in the story, Honey…Honey…Lion | Debate internal verses external beauty with your classmates. | Invent or design a new cover for the story, Honey…Honey…Lion | Produce a letter to the editor of a newspaper telling how a relationship you have with someone is similar to the one in the story, Honey…Honey…Lion |

**Real World Connections With Products:** List, create, report, construct, hypothesize, debate, design, invent, produce, explain

**Real World Applications:**  Editor of Newspaper, author, illustrator, politician, zoologist, psychologist

**Real World Terms:** Edit, write, draw, debate, train, research, explain, interrupt

**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.**

<div align="center">

**Concept Focus:**
*Relationships*

**Overarching Generalizations:**
*Everything is related in some way*
*All relationships are purposeful*
*Relationships change over time*

**More Complex Generalizations (Two or more concepts):**
*How do intelligent behaviors allow relationships to change?*
*How can conflicts cause relationships to change over time?*

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
*What are the pros and cons of relationships?*

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Crayons
- Computers
- Poster board

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**

**Conceptual Perspectives:**

- What makes relationships?
- Why are relationships important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does being greedy affect a relationship?

**Intelligent Behaviors:**

- Which Gifted Intelligent Behaviors could we exhibit in building relationships?
- How do you demonstrate these Gifted Intelligent Behaviors on a daily basis?
- Which Gifted Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

**Literary Perspective:**

- Compare and contrast the main relationships in the two stories: Honey…Honey…Lion and Jungle Drums.
- Compare and contrast the Honeybird in Honey…Honey…Lion and the Warthog in Jungle Drums.

**Student/Teacher Reflections:**

Have the students construct a mural of pictures showing relationships of people or animals. Use magazines to find the pictures.

**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)**<br>**Sensing- Thinking**<br><br>Construct a flow chart to sequence the journey the Honeybird took while teaching the badger his lesson.<br><br>Explain the positive and negative changes the journey had on how the badger behaved.<br><br>How did the Honeybird show perseverance on his journey?<br><br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Discuss sharing with a partner and role-play ways to help each other share throughout our school day.<br><br>How does sharing affect relationships?<br><br>What Gifted Intelligent Behaviors do you use when sharing with a friend?<br><br><br><br>**V_*_L__S__M__B_*_P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Create a Venn Diagram to compare and contrast the Intelligent Behaviors exhibited by the two main characters in <u>Honey…Honey…Lion</u>.<br><br>What Gifted Intelligent Behaviors do they share?<br><br>What Gifted Intelligent Behaviors are different?<br><br><br><br>**V__L__S_*_M__B__P__I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Imagine you are an African Animal.  Select one song from the CD you are given.  Use instruments and create music and movements for your group to perform in front of the class.<br><br>How did doing this activity affect your relationship with your group members?<br><br>Explain how you were creative, imaginative, and innovative during this activity.<br><br><br><br>**V_*_L__S__M_*_B_*_P__I_*_N_*_** |

**Real World Connections With Products:**  Discuss, create, imagine, explain, construct, select

**Real World Applications:**  Dance teacher, choreographer, author, writer, actor/actress

**Real World Terms:**  dance, create, write, design, act

**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.**

<div align="center">

**Concept Focus:**
*Relationships*

**Overarching Generalizations:**
*Everything is related in some way*
*All relationships are purposeful*
*Relationships change over time*

**More Complex Generalizations (Two or more concepts):**
*How do gifted intelligent behaviors allow relationships to change?*
*How can conflicts cause relationships to change over time?*

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
*How did the sequence of events in the story affect the relationship of the two main characters?*

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- African Music tape/CD
- Musical instruments
- Tape recorder/CD player
- Crayons/Markers

**MetaCognitive Discussion (Essential Questions)**
**(Whole Group)**

**Conceptual Perspectives:**

- What makes relationships?
- Why is a relationship important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does greediness affect a relationship?

**Intelligent Behaviors:**

- How do you show perseverance when going on a journey?
- How do you demonstrate these Gifted Intelligent Behaviors when sharing with a friend in class?
- Which Gifted Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

**Literary Perspective:**

- Identify the animals in the book and choose your favorite animal.
- Why did you choose this animal?

**Student/Teacher Reflections**

Conduct a class reenactment of the book, Honey…Honey…Lion. Students will choose an animal from the story and role-play their chosen animals.

**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)**<br>**Sensing- Thinking**<br><br>Categorize and sort attribute blocks by color, size, and shape.<br><br>Graph shapes according to the number of sides. Extrapolate your results.<br><br>How did you use metacognition in solving this problem?<br><br>What other Gifted Intelligent Behaviors do you use to solve this problem?<br><br><br><br>**V_\*_L_\*_S_\*_M__B_\*_P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Sort animals according to a classification of your choice. Have your partner guess your sorting rule. Take a position and defend your rule.<br><br>What questions did your partner ask in guessing the rule that you used?<br><br>What other Gifted Intelligent Behaviors did your partner use in finding the rule?<br><br><br><br>**V_\*_L_\*_S_\*_M__B_\*_P_\*_I__N_\*_** |
| **Understanding Learner I**<br>**Intuitive-Thinking**<br><br>Using the story, <u>Honey…Honey…Lion</u>, create your own word problem.<br><br>Think, Pair, and Share to pose solutions to your partner's word problem.<br><br>What Gifted Intelligent Behaviors do you use to solve the problem?<br><br><br><br>**V_\*_L_\*_S__M__B__P_\*_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create an original African pattern using three colors and design a flag.<br><br>Present flag and describe the pattern to the class.<br><br>Display flags in a class scrapbook.<br><br>How did you use creating, imaging and innovation in designing your flag?<br><br><br><br>**V_\*_L_\*_S_\*_M__B__P__I__N__** |

**Real World Connections With Products:**  Categorize, sort, graph, defend, create, extrapolate, think, pair, share, describe


**Real World Applications:**  Math teacher, author, designer, publisher



**Real World Terms:**  Teach, publish, solve, create, design, innovate



**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.**

<div align="center">

**Concept Focus:**
Relationships

**Overarching Generalizations:**
*Everything is related in some way*
*All relationships are purposeful*
*Relationships change over time*

**More Complex Generalizations (Two or more concepts):**
*How do gifted intelligent behaviors allow relationships to change?*
*How can conflicts cause relationships to change over time?*

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
*How is creative, imaginative, and innovative problem solving common in relationships?*

</div>


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Attribute blocks
- Paper
- Crayons
- Graph paper
- Scissors
- Glue

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**

**Conceptual Perspectives:**

- What makes a relationship?
- Why is a relationship important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does greediness affect a relationship?

**Intelligent Behaviors:**

- Which Gifted Intelligent Behaviors do you use to solve problems?
- How do you demonstrate these Intelligent Behaviors on a daily basis?
- Which Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

**Literary Perspective:**

- Count the different kinds of animals in the story. Draw the animals you found and number them.

**Student/Teacher Reflections:**

Reenact a word problem that uses animals. Discuss the possible ways to solve the problem and reach an answer as a class.

**Additional Support Materials:**  These materials are not directly in our unit but can be used as other materials to use throughout the duration of the unit.

**Favorite Read-Alouds:**
- <u>Warthog in the Kitchen</u> By: Pamela Duncan Edwards, Henry Cole
- <u>Platypus Lost</u> By: Janet Stevens
- <u>Miss Bindergarten Takes a Field Trip With Kindergarten</u> By: Joseph Slate
- <u>Julius</u> By: Angela Johnson
- <u>Mouse and Moose</u> By: Michael Harry

**Finger Plays, Nursery Rhymes and Songs:**  *These finger plays and others can be found at www.thebestkidsbooksite.com/fingerplays-for-kids.cfm*

- Five Monkeys
- Elephant
- Jungle Animals

**Video Clips:**

- Jungle Book
- Lion King

**Paintings & Prints:**

- African Art (masks, cloths, etc.)

# NCSCOS (Kindergarten)

**Language Arts:**

2.01

2.09

3.04

4.01

4.03

4.04

**Math**

1.01e

3.02

4.01

4.02

5.01

5.02

**Science**

1.01

1.02

1.03

**Social Studies**

1.04

3.01

5.02

# 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

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept:  Change**
**Topic:  Citzenship**
**Citizenship**
**K-2**

North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

Deb Allers and Cindy Collins

# Big Ideas Manifested

Topic -Citizenship

Literature Selection –Jungle Drums
Author –Graeme Base

| Concepts | Themes |
|---|---|
| Change | Citizenship<br>Diversity<br>Communities |
| **Issues or Debates** | **Problems or Challenges** |
| What is beauty?<br>Is bigger better? | Acceptance<br>Adapting to Change<br>Self Esteem |
| **Processes** | **Theories** |
| Comparing/contrasting<br>Habitats<br>Problem solving<br>Research | Value in everyone |
| **Paradoxes** | **Assumptions or Perspectives** |
| Same but different<br>Grass is always greener | Be careful what you ask for<br>Beauty is in the eye of the beholder<br>Change is better |

## Big Ideas Manifested

| Topic - |
| --- |
| Literature Selection – <br> Author - |

| Concepts | Themes |
| --- | --- |
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Big Ideas Manifested

> **Topic -**
>
> **Literature Selection –**
> **Author -**

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept:   Change                    Topic:  Citizenship

**Suggested Literature Selection(s): Jungle Drums**

---

**Look and Listen for…**

**Intelligent Behaviors**

| | |
|---|---|
| **Story Focus** | Remaining open to continuous learning |
| | Listening with understanding and empathy |
| | Applying past knowledge to new situations |
| | |
| **Student Activities** | Metacognition |
| | Questioning and posing problems |
| | Finding humor |
| | Thinking and communicating with clarity and precision |

---

**Thinking Skills Focus**      <u>Building Thinking Skills</u>, Parks and Black;
                                       Figural Similarities and Differences, Chp 2, 4, 6, and 7

**Concept Focus:**          Change

**Overarching Generalizations:**   Change generates additional change
                                                   Change can be positive or negative
                                                   Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
                          How can change impact relationships?
                          How can conflict impact relationships?

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**

1. Setting up classroom rules
2. How the student's behavior has changed over the last year
3. How a student's behavior can affect other student's behavior (both positively and negatively)

5

**Suggested Vocabulary Words for Discussion:**

**From literature (**Jungle Drums by Graeme Base)

Tease, jealous, arguing, admire, belong, normal, savanna

**From generalizations** (change)

Necessary, expectation, conflict, survival, relationships, chaos, power,

**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:**
1. Mix-and-Match: Each student will receive an index card with either a vocabulary word, the definition, a sentence using the word, or a picture to represent the word. The students will walk around the room with their index card faced down and pass their card to another student as they walk by (always keeping the index card faced down). When the teacher stops the passing of cards, each student needs to read their card and find the other cards that relate to their card. When each student has found their group, students will share their cards with the class.
Hooks:

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

# Six Facets of Understanding

| **Facet 1 – EXPLANATION** |
| --- |

Describe how you have changed since you were in first grade.
How is change necessary for growth?

| **Facet 2 – INTERPRETATION** |
| --- |

After the teacher tells a story about a person's behavior the students will critique if that behavior was a positive or negative change.

What is positive change?  What is negative change?

| **Facet 3 – APPLICATION** |
| --- |

Design classroom rules that demonstrate good citizenship.
After students illustrate a positive and negative behavior classroom, students will generate classroom rules to ensure good citizenship.

What does a classroom of students showing positive behavior look like?  How can change generate additional change.

| **Facet 4 – PERSPECTIVE** |
| --- |

Students will analyze the given scenerios of positive and negative citizenship models that can happen in the classroom.

Is change necessary in each of these situations, why or why not?

| **Facet 5 – EMPATHY** |
| --- |

Role-play given school scenarios (on the playground, in the classroom and on the bus).  Students will gain an understanding of how others feel as they exhibit positive or negative citizenship traits.

How can our behavior effect how others feel?

| **Facet 6 – SELF-KNOWLEDGE** |
| --- |

Reflect on the kind of citizen you have been so far during your school career.  Set goals that will bring about change to ensure a successful school year.

How have you demonstrated positive/negative citizenship and what are your goals for this year?

## Task Rotation Learning Activities

### K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br>**Read: Jungle Drums**<br><br>Retell the story by completing the flow chart on the changes that took place to the animals after Ngiri made each wish.<br>Consider the following generalizations:<br>    Change is necessary for growth.<br>    Change can be positive or negative.<br>    Change generates additional change.<br><br>What intelligent behaviors did you use to complete your flow chart?<br><br><br>**V\* L\_S\_\_M\_\_B\_\_P\_\_I\_\_N\_\_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Write a letter to Old Nyumbu asking him if you can borrow the drum for one night.  What changes would you like to make in ourself and why?<br>Consider the following generalizations:<br>    Change is necessary for growth.<br>    Change can be positive or negative.<br>    Change generates additional change.<br><br>What intelligent behaviors did you use to complete your letter?  If you used different intelligent behaviors, would your letter they the same?<br><br>**V\*L\_\_S\_\_M\_\_B\_\_P \*I\_\_N\_\_** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Debate the qualities of good citizens found in the students in the classroom.  Explain in writing in relation to the following:<br>    Change is necessary for growth.<br>    Change can be positive or negative.<br>    Change generates additional change.<br><br>What intelligent behaviors did you use?  If you were to use different intelligent behaviors, how might it be different?<br><br><br>**V\*L\_\_S\_\_M\_\_B\_\_P\_\_I\*N\_\_** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create a beat on Jungle Drums.  Write on paper what changes would take place in the jungle due to your rhythm and who the changes would take place to.  Discuss the following generalizations:<br>    Change is necessary for growth.<br>    Change can be positive or negative.<br>    Change generates additional change.<br><br>What intelligent behaviors did you use to create your jungle beat?  If you created another jungle beat, would you use the same intelligent behaviors?  Why or why not?<br><br>**V\_\_L\* S\_\_M\* B \*P\_\_I\_\_N\_\_** |

**Real World Connections With Products:**
retelling stories, writing letters, debating issues, creating a rhythm

**Real World Applications:**
teachers, story-tellers, journalists, politicians, musicians

**Real World Terms:**
retell, write, debate, create


**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.**

<div align="center">

**Concept Focus:**
Citizenship

**Overarching Generalizations:**
Change generates change.
Change can be positive or negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
How can change impact relationships?
How can conflict impact relationships?

**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How is change necessary for growth?
What is positive change?  What is negative change?
How can change generate change?

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**Materials Needed for Task Rotation and/or Task Rotation Menu**
flow charts
lined paper, pencils
drums

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

**Intelligent Behaviors:**
Building Upon: Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly, thinking and communicating with clarity and precision.

Focus on: Remaining open to continuous learning, listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others? Why should we? How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations? Why should we?

**Literary Perspectives:**

1. Identify (name) the characters in the book.
2. Describe the relationship between Ngiri and the other animals.
3. Predict how you think the animals will get along in the future.
4. Compare the way Nyumbu the Wildebeest handled the situation and how your teacher would handle the situation?
5. Create another ending for the story.
6. Would you recommend this book to a friend? Why or why not?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Students will create a class pictograph on a topic (favorite pet, favorite sport, birthdays, etc.). In writing, the students will interpret the results of the graph. After viewing another class's pictograph on the same subject matter, the students will discuss the changes in the two graphs. Remember to consider the following:<br>Change generates change.<br>Change can be positive or negative.<br>Change is necessary for growth.<br><br>How did you apply past knowledge to new situations? In what ways did we listen with understanding and empathy?<br><br>**V__L*S*M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>After given an outline of a shape and pattern blocks, the students will use pattern blocks to fill in the outline. Students will share their creations with a partner. Partners will discuss the changes in the way their pattern blocks fit into the outline. Remember to consider the following:<br>Change generates change.<br>Change can be positive or negative.<br>Change is necessary for growth.<br><br>How did you remain open to continuous learning? In what ways did you listen with understanding and empathy?<br><br>**V__L*S*M__B__P*I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>After given a number, the students will problem solve and list number families for that number. How does change occur in the number families with addition and subtraction. Remember to consider the following:<br>Change generates change.<br>Change can be positive or negative.<br>Change is necessary for growth.<br><br>How did you apply past knowledge to new situations?<br><br>**V__L*S__M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>After the teacher composes a pattern with snapping fingers and clapping hands, the students will continue the pattern. Students will create their own snap/clap patterns, and have a partner continue their patterns. Remember to consider the following:<br>Change generates change.<br>Change can be positive or negative.<br>Change is necessary for growth.<br><br>How did you apply past knowledge to new situations?<br><br>**V__L__S__M*B*P*I__N__** |

**Real World Connections With Products:**
reading graph and charts, creating patterns, using numeration in everyday situations, developing spatial awareness

## Real World Applications:
mathematican, musician, graphic designer, maintaining a checkbook

## Real World Terms:
spatial, geometry, graphs, comparisons, beats

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change generates change.
Change can be positive or negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
How can change impact relationships?
How can conflict impact relationships?

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

How is change necessary for growth?
What is positive change?  What is negative change?
How can change generate change?

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Graph paper
- Pattern blocks
- Lined paper and pencils
- Outline of animals for pattern blocks

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

**Intelligent Behaviors:**
Building Upon:  Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly,  thinking and communicating with clarity and precision.

Focus on:  Remaining open to continuous learning,  listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others?  Why should we?  How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations?  Why should we?

**Literary Perspective:**

**Student/Teacher Reflections**

**Concept: Change**

**Topic: Citizenship**

**Generalization(s):**   Change generates change.
                        Change can be positive or negative.
                        Change is necessary for growth.
**Essential Question(s):**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | Describe the setting in which the story takes place. | After given a map of the savanna, students will label which side of the river each animal lived in the beginning of the story. | After given feeling icons, students will associate groups of icons together. Students will label each group of feelings. | Students will work with a partner to list their likes and dislikes of a character in the story. |
| 2 | After given a blank world map, the students will label each continent. | Write on lined paper if you agree or disagree with the following statement: Wishes can come true, but not always as you expect. Remember to include evidence from the story. | Students will create analogies using the feeling icons and the animals found in the story. | Students will write in their journal which side of the river they would like to live on and why. Students will share journal entries with a partner. |
| 3 | After going on a nature walk on campus, students will construct a diorama on the African Savanna. | Research an animal found in the African Savanna. Include a description of the animal and its habitat. Include three interesting facts about your animal. | After choosing a picture from the story, the students will compose a paragraph discussing the feelings of the animals in the picture. | Students will choose a new jungle animal to add to the river community, and write what action would take place due to that new member of the community. Share with your table. |

**Real World Connections With Products:**
working cooperatively, feelings, African Savanna, continents, journal writing, habitats

**Real World Applications:**
zoologist, environmentalist, journalist, artist

**Real World Terms:**
Savanna, habitat, continent, Africa, predator

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change generates change.
Change can be positive or negative.
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
How can change impact relationships?
How can conflict impact relationships?

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

How is change necessary for growth?
What is positive change?  What is negative change?
How can change generate change?

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**Materials Needed for Task Rotation and/or Task Rotation Menu**
lined paper and pencils
World maps
feeling icons
journals
internet access
art materials
story pictures
shoe box

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

**Intelligent Behaviors:**
Building Upon:  Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly,  thinking and communicating with clarity and precision.

Focus on:  Remaining open to continuous learning,  listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others?  Why should we?  How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations?  Why should we?

**Literary Perspective:**

**Student/Teacher Reflections:**

# 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)**<br>**Sensing- Thinking**<br><br>Draw pictures demonstrating the sequence of events that show change in the animals on both sides of the river.  Discuss the following generalizations:<br>      Change generates additional change.<br>      Change can be positive or negative.<br>      Change is necessary for growth.<br><br>In your opinion, what are the most important intelligent behaviors in change?  Why?<br><br><br>**V*L__S*M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Decide which jungle animal you relate to in the story in relationship to the following generalizations:<br>      Change generates additional change.<br>      Change can be positive or negative.<br>      Change is necessary for growth.<br><br>With a partner role play the animal and ways it related to change.  Which intelligent behaviors would the animal use and how?<br><br><br>**V__L__S__M__B* P__I*N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Debate the qualities of good citizenship demonstrated by the animals.  Explain in writing in relation to the following generalizations<br>      Change generates additional change.<br>      Change can be positive or negative.<br>      Change is necessary for growth.<br><br>What intelligent behaviors did you use?  If you were to use different intelligent behaviors from the ones you may have used in your story, how might your ending be different?<br><br>**V*L__S__M__B__P*I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create a new animal that is able to adapt to life on both sides of the river.  Discuss the following generalizations:<br>      Change generates additional change.<br>      Change can be positive or negative.<br>      Change is necessary for growth.<br><br>What intelligent behaviors did you use in creating your animal?  Why?  If you created another animal, would you use the same intelligent behaviors?  Why or why not?<br><br>**V*L__S*M__B__P*I__N__** |

**Real World Connections With Products:**
sequencing, good citizenship, role play, create

**Real World Applications:**
citizens, actors, artists

**Real World Terms:**
sequence, citizen, create

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change generates change.
Change can be positive and negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
How can change impact relationships?
How can conflict impact relationships?

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

How is change necessary for growth?
What is positive change?  What is negative change?
How can change generate change?

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

- sequencing pictures
- art supplies (glue, feathers, felt, pom poms etc)
- paper and pencils

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

**Intelligent Behaviors:**
Building Upon:  Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly,  thinking and communicating with clarity and precision.

Focus on:  Remaining open to continuous learning,  listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others?  Why should we?  How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations?  Why should we?

**Literary Perspective:**

1.  Identify (name) the characters in the book.
2.  Describe the relationship between Ngiri and the other animals.
3.  Predict how you think the animals will get along in the future.
4.  Compare the way Nyumbu the Wildebeest handled the situation and how your teacher would handle the situation?
5.  Create another ending for the story.
6.  Would you recommend this book to a friend?  Why or why not?

**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)**<br>**Sensing- Thinking**<br><br>Predict the outcome, collect the data and analyze the data.  Create a  pictograph demonstrating which African Savanna animal is the favorite in the whole/part of school population.  How does that change across the grades?  Remember to consider the following generalizations:<br>    Change generates additional change.<br>    Change can be positive or negative.<br>        Change is necessary for growth.<br><br><br>    V__L_*_S__M__B__P_*_I__N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner collaborate on a variety of ways to construct African Savanna animals using pattern blocks.  What can you do to change your animals?  Remember to consider the following generalizations:<br>        Change generates additional change.<br>        Change can be positive or negative.<br>            Change is necessary for growth.<br><br><br><br>    V__L_*_S__M__B__P_*_I__N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>When presented with a number of legs, eyes, horns, wings, etc., the students will propose solutions to list all the possible animals needed to create that number.  How do the combinations of animals?  Remember to consider the following generalizations:<br>        Change generates additional change.<br>        Change can be positive or negative.<br>            Change is necessary for growth.<br><br><br>    V__L_*_S__M__B__P__I__N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Compose a drum solo by creating drum beats using a pattern.  Show ways the drum beats can change to form new compositions.  Remember to consider the  following generalizations:<br>        Change generates additional change.<br>        Change can be positive or negative.<br>            Change is necessary for growth.<br><br><br>    V__L_*_S__M_*_B__P__I__N__ |

**Real World Connections With Products:**
collect data, working with a partner, spatial awareness, numeration, patterns

**Real World Applications:**
scientists, mathematician, graphic designer, musician, maintaining a checkbook

**Real World Terms:**
data, spatial, numeration, patterns

**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:**
Change

**Overarching Generalizations:**
Change generates change.
Change can be positive or negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
How can change impact relationships?
How can conflict impact relationships?

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How is change necessary for growth?
What is positive change?  What is negative change?
How can change generate change?
How have you demonstrated positive/negative citizenship?

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**Materials Needed for Task Rotation and/or Task Rotation Menu**
graph paper
pattern blocks
lined paper and pencils
drums

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

**Intelligent Behaviors:**
Building Upon:  Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly,  thinking and communicating with clarity and precision.

Focus on:  Remaining open to continuous learning,  listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others?  Why should we?  How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations?  Why should we?

**Literary Perspective:**

1. Identify (name) the characters in the book.
2. Describe the relationship between Ngiri and the other animals.
3. Predict how you think the animals will get along in the future.
4. Compare the way Nyumbu the Wildebeest handled the situation and how your teacher would handle the situation?
5. Create another ending for the story.
6. Would you recommend this book to a friend?  Why or why not?

**Student/Teacher Reflections:**

**Additional Support Materials:**

Favorite Read-Alouds:
Jungle Drums by Graeme Base
Life on the African Savanna
Anansi Tales by Eric Kimmel
Rabbit and Tiger…a play
Officer Buckle and Gloria
Babuska
Big Bad Bruce


**Finger Plays, Nursery Rhymes and Songs:**

In the Jungle
Jungle Boogie
Lion King soundtrack


**Video Clips:**

Lion King video clips


**Paintings & Prints:**

# 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**

**Project Bright IDEA 2:  Interest Development Early Abilities**

**A Jacob Javits Gifted Education Program**
**Funded by the US Department of Education**
**2004-2009**

**Concept:  Change**
**Topic:  Citzenship**
**Citizenship**
**K-2**
Jungle Drums

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

Deb Allers and Cindy Collins

## Big Ideas Manifested

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**Topic -Citizenship**

**Literature Selection –Jungle Drums**
**Author –Graeme Base**

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| Concepts | Themes |
|---|---|
| Change | Citizenship<br>Diversity<br>Communities |
| **Issues or Debates** | **Problems or Challenges** |
| What is beauty?<br>Is bigger better? | Acceptance<br>Adapting to Change<br>Self Esteem |
| **Processes** | **Theories** |
| Comparing/contrasting<br>Habitats<br>Problem solving<br>Research | Value in everyone |
| **Paradoxes** | **Assumptions or Perspectives** |
| Same but different<br>Grass is always greener | Be careful what you ask for<br>Beauty is in the eye of the beholder<br>Change is better |

**Big Ideas Manifested**

Topic -

Literature Selection –
Author -

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Big Ideas Manifested

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**Topic -**

**Literature Selection –**
**Author -**
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| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept:   Change                              Topic:  Citizenship

**Suggested Literature Selection(s): Jungle Drums**

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**Look and Listen for…**

**Intelligent Behaviors**

| | |
|---|---|
| **Story Focus** | Remaining open to continuous learning |
| | Listening with understanding and empathy |
| | Applying past knowledge to new situations |
| | |
| **Student Activities** | Metacognition |
| | Questioning and posing problems |
| | Finding humor |
| | Thinking and communicating with clarity and precision |

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**Thinking Skills Focus**     <u>**Building Thinking Skills**</u>**, Parks and Black;**
Figural Similarities and Differences, Chp 2, 4, 6, and 7

**Concept Focus:**          **Change**

**Overarching Generalizations:**   Change generates additional change
Change can be positive or negative
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
How can change impact relationships?
How can conflict impact relationships?

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**

1. Setting up classroom rules
2. How the student's behavior has changed over the last year
3. How a student's behavior can affect other student's behavior (both positively and negatively)

**Suggested Vocabulary Words for Discussion:**

**From literature (**Jungle Drums by Graeme Base)
Tease, jealous, arguing, admire, belong, normal, savanna

**From generalizations** (change)
Necessary, expectation, conflict, survival, relationships, chaos, power,

**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:**
1. Mix-and-Match: Each student will receive an index card with either a vocabulary word, the definition, a sentence using the word, or a picture to represent the word.  The students will walk around the room with their index card faced down and pass their card to another student as they walk by (always keeping the index card faced down).  When the teacher stops the passing of cards, each student needs to read their card and find the other cards that relate to their card. When each student has found their group, students will share their cards with the class.
Hooks:

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

# Six Facets of Understanding

## Facet 1 – EXPLANATION

Describe how you have changed since you were in first grade.
How is change necessary for growth?

## Facet 2 – INTERPRETATION

After the teacher tells a story about a person's behavior the students will critique if that behavior was a positive or negative change.

What is positive change?  What is negative change?

## Facet 3 – APPLICATION

Design classroom rules that demonstrate good citizenship.
After students illustrate a positive and negative behavior classroom, students will generate classroom rules to ensure good citizenship.

What does a classroom of students showing positive behavior look like?  How can change generate additional change.

## Facet 4 – PERSPECTIVE

Students will analyze the given scenerios of positive and negative citizenship models that can happen in the classroom.

Is change necessary in each of these situations, why or why not?

## Facet 5 – EMPATHY

Role-play given school scenarios (on the playground, in the classroom and on the bus).  Students will gain an understanding of how others feel as they exhibit positive or negative citizenship traits.

How can our behavior effect how others feel?

## Facet 6 – SELF-KNOWLEDGE

Reflect on the kind of citizen you have been so far during your school career.  Set goals that will bring about change to ensure a successful school year.

How have you demonstrated positive/negative citizenship and what are your goals for this year?

**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br>**Read: Jungle Drums**<br><br>Retell the story by completing the flow chart on the changes that took place to the animals after Ngiri made each wish.<br>Consider the following generalizations:<br>    Change is necessary for growth.<br>    Change can be positive or negative.<br>    Change generates additional change.<br><br>What intelligent behaviors did you use to complete your flow chart?<br><br><br>    **V\* L\_S\_\_M\_\_B\_\_P\_\_I\_\_N\_\_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Write a letter to Old Nyumbu asking him if you can borrow the drum for one night. What changes would you like to make in ourself and why?<br>Consider the following generalizations:<br>    Change is necessary for growth.<br>    Change can be positive or negative.<br>    Change generates additional change.<br><br>What intelligent behaviors did you use to complete your letter? If you used different intelligent behaviors, would your letter they the same?<br><br>    **V\*L\_\_S\_\_M\_\_B\_\_P \*I\_\_N\_\_** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Debate the qualities of good citizens found in the students in the classroom. Explain in writing in relation to the following:<br>    Change is necessary for growth.<br>    Change can be positive or negative.<br>    Change generates additional change.<br><br>What intelligent behaviors did you use? If you were to use different intelligent behaviors, how might it be different?<br><br><br>    **V\*L\_\_S\_\_M\_\_B\_\_P\_\_I\*N\_\_** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create a beat on Jungle Drums. Write on paper what changes would take place in the jungle due to your rhythm and who the changes would take place to. Discuss the following generalizations:<br>    Change is necessary for growth.<br>    Change can be positive or negative.<br>    Change generates additional change.<br><br>What intelligent behaviors did you use to create your jungle beat? If you created another jungle beat, would you use the same intelligent behaviors? Why or why not?<br><br>    **V\_\_L\* S\_\_M\* B \*P\_\_I\_\_N\_\_** |

**Real World Connections With Products:**
retelling stories, writing letters, debating issues, creating a rhythm

**Real World Applications:**
teachers, story-tellers, journalists, politicians, musicians

**Real World Terms:**
retell, write, debate, create

**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:
Citizenship

### Overarching Generalizations:
Change generates change.
Change can be positive or negative.
Change is necessary for growth.

### More Complex Generalizations (Two or more concepts):
How can change impact relationships?
How can conflict impact relationships?

### Essential Question
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How is change necessary for growth?
What is positive change?  What is negative change?
How can change generate change?

**Materials Needed for Task Rotation and/or Task Rotation Menu**
flow charts
lined paper, pencils
drums

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

**Intelligent Behaviors:**
Building Upon: Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly, thinking and communicating with clarity and precision.

Focus on: Remaining open to continuous learning, listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others? Why should we? How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations? Why should we?

**Literary Perspectives:**

1. Identify (name) the characters in the book.
2. Describe the relationship between Ngiri and the other animals.
3. Predict how you think the animals will get along in the future.
4. Compare the way Nyumbu the Wildebeest handled the situation and how your teacher would handle the situation?
5. Create another ending for the story.
6. Would you recommend this book to a friend? Why or why not?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
**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** |
| Students will create a class pictograph on a topic (favorite pet, favorite sport, birthdays, etc.). In writing, the students will interpret the results of the graph. After viewing another class's pictograph on the same subject matter, the students will discuss the changes in the two graphs. Remember to consider the following: Change generates change. Change can be positive or negative. Change is necessary for growth. | After given an outline of a shape and pattern blocks, the students will use pattern blocks to fill in the outline. Students will share their creations with a partner. Partners will discuss the changes in the way their pattern blocks fit into the outline. Remember to consider the following: Change generates change. Change can be positive or negative. Change is necessary for growth. |
| How did you apply past knowledge to new situations? In what ways did we listen with understanding and empathy? | How did you remain open to continuous learning? In what ways did you listen with understanding and empathy? |
| **V__L*S*M__B__P__I__N__** | **V__L*S*M__B__P*I__N__** |

| Understanding Learner (C) | Self-Expressive Learner (D) |
|---|---|
| **Intuitive-Thinking** | **Intuitive-Feeling** |
| After given a number, the students will problem solve and list number families for that number. How does change occur in the number families with addition and subtraction. Remember to consider the following: Change generates change. Change can be positive or negative. Change is necessary for growth. | After the teacher composes a pattern with snapping fingers and clapping hands, the students will continue the pattern. Students will create their own snap/clap patterns, and have a partner continue their patterns. Remember to consider the following: Change generates change. Change can be positive or negative. Change is necessary for growth. |
| How did you apply past knowledge to new situations? | How did you apply past knowledge to new situations? |
| **V__L*S__M__B__P__I__N__** | **V__L__S__M*B*P*I__N__** |

**Real World Connections With Products:**
reading graph and charts, creating patterns, using numeration in everyday situations, developing spatial awareness

**Real World Applications:**
mathematican, musician, graphic designer, maintaining a checkbook

**Real World Terms:**
spatial, geometry, graphs, comparisons, beats

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change generates change.
Change can be positive or negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
How can change impact relationships?
How can conflict impact relationships?

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

How is change necessary for growth?
What is positive change?  What is negative change?
How can change generate change?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Graph paper
- Pattern blocks
- Lined paper and pencils
- Outline of animals for pattern blocks

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

**Intelligent Behaviors:**
Building Upon:  Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly,  thinking and communicating with clarity and precision.

Focus on:  Remaining open to continuous learning,  listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others?  Why should we?  How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations?  Why should we?

**Literary Perspective:**

**Student/Teacher Reflections**

**Concept: Change**

**Topic: Citizenship**

**Generalization(s):**    Change generates change.
                             Change can be positive or negative.
                             Change is necessary for growth.

**Essential Question(s):**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | Describe the setting in which the story takes place. | After given a map of the savanna, students will label which side of the river each animal lived in the beginning of the story. | After given feeling icons, students will associate groups of icons together. Students will label each group of feelings. | Students will work with a partner to list their likes and dislikes of a character in the story. |
| 2 | After given a blank world map, the students will label each continent. | Write on lined paper if you agree or disagree with the following statement: Wishes can come true, but not always as you expect. Remember to include evidence from the story. | Students will create analogies using the feeling icons and the animals found in the story. | Students will write in their journal which side of the river they would like to live on and why. Students will share journal entries with a partner. |
| 3 | After going on a nature walk on campus, students will construct a diorama on the African Savanna. | Research an animal found in the African Savanna. Include a description of the animal and its habitat. Include three interesting facts about your animal. | After choosing a picture from the story, the students will compose a paragraph discussing the feelings of the animals in the picture. | Students will choose a new jungle animal to add to the river community, and write what action would take place due to that new member of the community. Share with your table. |

**Real World Connections With Products:**
working cooperatively, feelings, African Savanna, continents, journal writing, habitats

**Real World Applications:**
zoologist, environmentalist, journalist, artist

**Real World Terms:**
Savanna, habitat, continent, Africa, predator

**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:**
Change

**Overarching Generalizations:**
Change generates change.
Change can be positive or negative.
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
How can change impact relationships?
How can conflict impact relationships?

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

How is change necessary for growth?
What is positive change?  What is negative change?
How can change generate change?

**Materials Needed for Task Rotation and/or Task Rotation Menu**
lined paper and pencils
World maps
feeling icons
journals
internet access
art materials
story pictures
shoe box

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

**Intelligent Behaviors:**
Building Upon:  Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly,  thinking and communicating with clarity and precision.

Focus on:  Remaining open to continuous learning,  listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others?  Why should we?  How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations?  Why should we?

**Literary Perspective:**

**Student/Teacher Reflections:**

# 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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Draw pictures demonstrating the sequence of events that show change in the animals on both sides of the river.  Discuss the following generalizations:<br>Change generates additional change.<br>Change can be positive or negative.<br>Change is necessary for growth.<br><br>In your opinion, what are the most important intelligent behaviors in change?  Why?<br><br><br>**V\*L__S\*M__B__P__I__N__** | Decide which jungle animal you relate to in the story in relationship to the following generalizations:<br>Change generates additional change.<br>Change can be positive or negative.<br>Change is necessary for growth.<br><br>With a partner role play the animal and ways it related to change.  Which intelligent behaviors would the animal use and how?<br><br><br>**V__L__S__M__B\* P__I\*N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Debate the qualities of good citizenship demonstrated by the animals.  Explain in writing in relation to the following generalizations<br>Change generates additional change.<br>Change can be positive or negative.<br>Change is necessary for growth.<br><br>What intelligent behaviors did you use?  If you were to use different intelligent behaviors from the ones you may have used in your story, how might your ending be different?<br><br>**V\*L__S__M__B__P\*I__N__** | Create a new animal that is able to adapt to life on both sides of the river.  Discuss the following generalizations:<br>Change generates additional change.<br>Change can be positive or negative.<br>Change is necessary for growth.<br><br>What intelligent behaviors did you use in creating your animal?  Why?  If you created another animal, would you use the same intelligent behaviors?  Why or why not?<br><br><br>**V\*L__S\*M__B__P\*I__N__** |

**Real World Connections With Products:**
sequencing, good citizenship, role play, create

**Real World Applications:**
citizens, actors, artists

**Real World Terms:**
sequence, citizen, create

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change generates change.
Change can be positive and negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
How can change impact relationships?
How can conflict impact relationships?

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

How is change necessary for growth?
What is positive change?  What is negative change?
How can change generate change?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- sequencing pictures
- art supplies (glue, feathers, felt, pom poms etc)
- paper and pencils

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

**Intelligent Behaviors:**
Building Upon:  Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly,  thinking and communicating with clarity and precision.

Focus on:  Remaining open to continuous learning,  listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others?  Why should we?  How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations?  Why should we?

**Literary Perspective:**

1.  Identify (name) the characters in the book.
2. Describe the relationship between Ngiri and the other animals.
3. Predict how you think the animals will get along in the future.
4. Compare the way Nyumbu the Wildebeest handled the situation and how your teacher would handle the situation?
5. Create another ending for the story.
6. Would you recommend this book to a friend?  Why or why not?

**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)**<br>**Sensing- Thinking**<br><br>Predict the outcome, collect the data and analyze the data.  Create a  pictograph demonstrating which African Savanna animal is the favorite in the whole/part of school population.  How does that change across the grades?  Remember to consider the following generalizations:<br>　　Change generates additional change.<br>　　Change can be positive or negative.<br>　　Change is necessary for growth.<br><br><br>**V__L_*_S__M__B__P_*_I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner collaborate on a variety of ways to construct African Savanna animals using pattern blocks.  What can you do to change your animals?  Remember to consider the following generalizations:<br>　　Change generates additional change.<br>　　Change can be positive or negative.<br>　　Change is necessary for growth.<br><br><br>**V__L_*_S__M__B__P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>When presented with a number of legs, eyes, horns, wings, etc., the students will propose solutions to list all the possible animals needed to create that number.  How do the combinations of animals?  Remember to consider the following generalizations:<br>　　Change generates additional change.<br>　　Change can be positive or negative.<br>　　Change is necessary for growth.<br><br><br>**V__L_*_S__M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Compose a drum solo by creating drum beats using a pattern.  Show ways the drum beats can change to form new compositions.  Remember to consider the  following generalizations:<br>　　Change generates additional change.<br>　　Change can be positive or negative.<br>　　Change is necessary for growth.<br><br><br>**V__L_*_S__M_*_B__P__I__N__** |

**Real World Connections With Products:**
collect data, working with a partner, spatial awareness, numeration, patterns

**Real World Applications:**
scientists, mathematician, graphic designer, musician, maintaining a checkbook

**Real World Terms:**
data, spatial, numeration, patterns

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change generates change.
Change can be positive or negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
How can change impact relationships?
How can conflict impact relationships?

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How is change necessary for growth?
What is positive change?  What is negative change?
How can change generate change?
How have you demonstrated positive/negative citizenship?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**
graph paper
pattern blocks
lined paper and pencils
drums

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

**Intelligent Behaviors:**
Building Upon:  Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly,  thinking and communicating with clarity and precision.

Focus on:  Remaining open to continuous learning,  listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others?  Why should we?  How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations?  Why should we?

**Literary Perspective:**

1.  Identify (name) the characters in the book.
2.  Describe the relationship between Ngiri and the other animals.
3. Predict how you think the animals will get along in the future.
4. Compare the way Nyumbu the Wildebeest handled the situation and how your teacher would handle the situation?
5. Create another ending for the story.
6. Would you recommend this book to a friend?  Why or why not?

**Student/Teacher Reflections:**

**Additional Support Materials:**

Favorite Read-Alouds:
Jungle Drums by Graeme Base
Life on the African Savanna
Anansi Tales by Eric Kimmel
Rabbit and Tiger…a play
Officer Buckle and Gloria
Babuska
Big Bad Bruce


**Finger Plays, Nursery Rhymes and Songs:**

In the Jungle
Jungle Boogie
Lion King soundtrack


**Video Clips:**

Lion King video clips


**Paintings & Prints:**

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Changes**

**Topic: Traditions**

**K-2**

April Stewart, Brunswick County Schools
Janice Raper, Rowan Salisbury Schools

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

# Big Ideas Manifested

Topic -Traditions

Literature Selection – Circle Unbroken
Author – Margot Theis Raven

| Concepts | Themes |
|---|---|
| Change<br>Relationships<br>Survival<br>Patterns | Man's inhumanity to man<br>Circle of Life<br> Keeping memories/traditions alive |
| **Issues or Debates** | **Problems or Challenges** |
| Freedom Versus Slavery<br>Old Ways New Ways | Keeping Traditions of a culture alive while living in another culture.<br>Changes after slavery; Civil War; WWII<br>Adapting to changing society without losing heritage. |
| **Processes** | **Theories** |
| Historical Inquiry<br>Making Inferences<br>Decision Making | Progress will make life better for all.<br>Everyone has a scared place. |
| **Paradoxes** | **Assumptions or Perspectives** |
| Progress Versus Traditions | Preserving one's heritage is a necessary step in maintaining one's history. |

**Concept:  Change**                              **Topic: Traditions**


## Suggested Literature Selection(s): Circle Unbroken

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## Look and Listen for…

Gifted intelligent behaviors:
  Story Focus:      Metacognition, Questioning and Posing Problems,
                    Remaining Open to Continuous Learning, Applying Past
                    Knowledge to New Situations, Finding Humor, Listening with
                    Understanding and Empathy



  Student Activities:  Metacognition, Questioning and Posing Problems,
                    Remaining Open to Continuous Learning, Applying Past
                    Knowledge to New Situations, Finding Humor, Listening with
                    Understanding and Empathy

---

**Thinking Skills Focus: B.T.S. –Sandra Parks**
        Chapter 2-Figural and Verbal Similarities and Differences
        Chapter 5-Figural and Verbal Analogies
**Topic Focus:  Traditions**

**Concept Focus: Changes**

**Overarching Generalizations:**  Change is inevitable.
                                  Change can be positive or negative.
                                  Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
Change brings about new ways of survival.
Patterns provide an order to change.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
Freedom verses Slavery; Underground Railroad; WWII; Civil War; How wars change society

**Suggested Vocabulary Words for Discussion:**

| | |
|---|---|
| Old-timey | plantation |
| Stalks | cypress |
| Winnow | bulrush |
| Harvest | palmetto |
| Sacred | cassava |
| Knot | fanner basket |
| Coil | marsh |
| Groove | milled |
| Bitter | tourist |
| Bound | auction |

**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:** Sort words you know and unknown words.
Role play words.
Illustrate words in a pictionary.
Create a concentration game with definitions.

**Hooks:**

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

## Six Facets of Understanding

| Facet 1 – EXPLANATION |
| --- |
| **Describe traditions that your family has kept in your home over time.  Have any of these traditions changed?** |

| Facet 2 - INTERPRETATION |
| --- |
| **What is the meaning of a favorite tradition?   With a partner, tell a story of a favorite family tradition.** |

| Facet 3 - APPLICATION |
| --- |
| **Create five questions to ask a family member about traditions.  Have these traditions stayed the same through the years?** |

| Facet 4 - PERSPECTIVE |
| --- |
| **Compare and contrast two traditions in your family by using a Venn Diagram.  How have these traditions changed over time?** |

| Facet 5 – EMPATHY |
| --- |
| **Consider traditions of other cultures.  Assume the role of a person of another culture and share with the class.** |

| Facet 6 – SELF-KNOWLEDGE |
| --- |
| **Reflect how traditions are shaped or changed by experiences, habits, and/or prejudices.  Think if these views may have changed over time.  Pair with a classmate and share your views.** |

**Read:**
**Circle Unbroken, Margot Theis Raven**

**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| As you read the book, *Circle Unbroken,* list the changes that you notice in the lives of the families.  What tradition remains constant?<br><br>Journal Entry:  What gifted intelligent behavior does the family exhibit throughout the story?  Write your response in your journal.<br><br><br><br><br>**V _*_ L __ S __ M __ B __ P __ I _*_ N __** | Find in the book, *Circle Unbroken*, references to "sacred place."  Where are the characters' "scared places"?  Share your ideas about these sacred places with a partner.   What is your sacred place?  Write a Secret Letter to yourself and describe your "sacred place".  Do you think this sacred place will change in time?<br><br>Journal Entry:  What gifted intelligent behaviors are you using to identify your "scared place"?<br><br>**V _*_ L __ S __ M __ B __ P _*_ I _*_ N _*_** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Formulate a time line that corresponds with the book's illustrations.  How do the pictures show change over time?<br><br>Journal Entry:  What gifted intelligent behaviors are used to make your time line?<br><br><br><br><br><br>**V _*_ L _*_ S _*_ M __ B __ P __ I _*_ N __** | Imagine you are the next family member in the story.  Write a song, rap, story, or poem to describe how you will continue to pass the basket weaving tradition to the next generations.  Will the tradition change?<br><br>Journal Entry:  What gifted intelligent behaviors will you use to continue your basket weaving tradition?<br><br>**V _*_ L __ S __ M _*_ B _*_ P _*_ I _*_ N __** |

Language Arts: Goals 2.01, 2.02, 2.03. 2.04,52.05, 2.06, 2.07, 2.08.  Social Studies: 4.01, 4.02, and 4.03
Math: 1.03, 1.04, 1.05, 2.01

**Real World Connections With Products**: organize, analyze, evaluate, identify, describe, examine, problem solving, decision making, summarize, create, imagine


**Real World Applications:** arts and crafts teacher, construction worker, genealogist, artist, Social Worker, land developer, architect, construction engineer

**Real World Terms**: illustrate, demonstrate, research, design, construct, counsel


**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.**

<div align="center">

**Concept Focus:**
**Change**


**Overarching Generalizations:**
Change is inevitable.
Change can be positive or negative.
Change is necessary for growth.


**More Complex Generalizations (Two or more concepts):**
Change brings about new ways of survival.
Patterns provide order to change.


Essential Question
As a construction engineer, what gifted intelligent behaviors would you use to justify the changes that will take place when you continue to build new roads to the islands off the coast of South Carolina and Georgia?
What causes change?
Why do traditions resist change over time?
How is change necessary for progress and growth?

</div>


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper,
- Crayons, markers, colored pencils
- Construction paper
- Scissors
- CD player
- Sentence Strips
- Index Cards

**MetaCognitive Discussion (Essential Questions):**
1. What causes change?
2. Why do traditions resist change over time?
**3.** How is change necessary for progress and growth?

**(Whole Group)**
**Conceptual Perspectives:**
1. Change generates additional change.
2. Change can be either positive or negative.
3. Change is inevitable.
4. Change is necessary for growth.
5. Change can be evolutionary or revolutionary.

**Gifted intelligent behaviors:**
1. Which gifted intelligent behaviors do the characters in the book exhibit that caused change?
2. How do you demonstrate these same gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not demonstrated in the book?
4. In what ways can we demonstrate the following gifted intelligent behaviors:
    * thinking flexibly
    * applying past knowledge to new situations
    * remaining open to continuous learning
    * persisting
    * thinking about your thinking?

**Literary Perspectives:**
1. Using the book, *Circle Unbroken,* and another book about traditions, compare and contrast the traditions.
2. What traditions did you notice in the story other than weaving?
3. Whenever you see the italicized phrases in the book, such as "Just as I am teaching you," whom do you think this is addressing?
4. At the end of the story is a bridge; relate the significance of this to changes of future traditions.

**Student/Teacher Reflections**
  Invite grandparents and older relatives to class. Have them share their life and traditions with pictures and stories. Reflections: students write in Journals and describe what gifted intelligent behaviors were observed during the visit. Compare the visit to concepts in the book.

# Math Task Rotation Learning Activities

## K-2
## All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Organize a time line dividing the time periods in decades and centuries.  Draw to scale using metric and customary measurements.  Observe the length of time of the setting of the book.<br><br>Journal Entry:  What gifted intelligent behavior did you utilize as you completed this activity?<br><br><br><br>V_*_L*_S_*_M__B_*_P__I__N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Bring your favorite basket from home.  Group the baskets in attributes of size, shape, color, height, and weight.  Display data on a whole class graph.  What changes are noticed when you graph according to the different categories?<br><br>Journal Entry:  Using the gifted intelligent behavior of questioning and posing problems, evaluate the changes in your graphs as you completed each according to the different attributes.<br><br>V__*_L_*_S_*_M__B__P_*_I_*_N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>With a partner, research different shapes of sea grass baskets.  Compare the different shapes with items you see in the classroom.  What are their similarities and differences?<br><br>Journal Entry:  How does the gifted intelligent behavior of "applying past knowledge to new situations" aid you as you complete this activity?<br><br><br>V_*_L_*_S_*_M__B__P__I_*_N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create a basket by using symmetrical figures and then translating (changing) the pattern.  Use materials provided.<br><br>Journal Entry:  Which gifted intelligent behaviors did you use?  Explain.<br>How would the behavior of "persisting" be appropriate for this activity?<br><br><br>V_*_L_*_S_*_M__B__P_*_I__N_*_ |

Language Arts: 2.03, 2.04, 2.05, and 2.08.   Math:  1.01, 1.02, 1.03, 2.01, 3.01, 3.02, 3.03, 5.01.
Social Studies: 5.05

**Real World Connections With Products:**  organize, analyze, evaluate, identify, describe**,** examine, problem solve, decision-making, create, group, compare


**Real World Applications:** mathematician, construction worker, construction engineer, architect, basket weaver, arts and craft artist


**Real World Terms:**  construct, build, design, research, graph


**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change can be positive or negative.
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
Change brings about new ways of survival.
Patterns provide an order to change.

**Essential Question(s):**

By using the information you now know, what gifted intelligent behaviors would you use to show change in time lines, as well as in community growth and progress?
What causes change?
Why do traditions resist change over time?
How is change necessary for progress and growth?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Construction paper
- Metric measurement (meter stick)
- Chart paper
- Some type of rope or heavy twine
- Scissors
- Paper
- Markers, crayons, colored pencils
- Glue
- Graph paper

**MetaCognitive Discussion (Essential Questions):**
1. What causes change?
2. Why do traditions resist change over time?
3. How is change necessary for progress and growth?

**(Whole Group)**

**Conceptual Perspectives:**
1. Change generates additional change.
2. Change can be either positive or negative.
3. Change is inevitable.
4. Change is necessary for growth.
5. Change can be evolutionary or revolutionary.

**Gifted intelligent behaviors:**
1. Which gifted intelligent behaviors do the characters in the book exhibit that caused change?
2. How do you demonstrate these same gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not demonstrated in the book?
4. In what ways can we demonstrate the following gifted intelligent behaviors:
   * thinking flexibly
   * applying past knowledge to new situations
   * remaining open to continuous learning
   * persisting
   * thinking about your thinking?

**Literary Perspective:**

1. What was the time span for the setting of the story?
2. Analyze the symmetrical figures and the translations you used when creating your basket. Compare and contrast your baskets to two baskets pictured in the story.

**Student/Teacher Reflection**
Invite grandparents and older relatives to class. Have them share their life and traditions with pictures and stories. Reflections: students write in Journals and describe what gifted intelligent behaviors were observed during the visit. Compare the visit to concepts in the book.

**Concept: Change**
**Topic:    Traditions**

**Generalization(s):** Change is inevitable; change can be positive or negative, change is necessary for growth.

**Essential Question(s):** What causes change? Why do traditions change over time? How is change necessary for progress and growth?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Identify the historical events in the story that shows how life changes for the characters. Pair with a partner and record your findings on chart paper, then be prepared to share with the class. | Compare and contrast the changes of life for the characters at the beginning of the story and at the end of the story. Illustrate the changes. What metacognition skills did you use when completing this activity? | With a partner, brainstorm all the possible uses of a hand woven basket. How would you remain open to continuous learning as you complete this activity? Did you list changes as you shared your answers? | As a group member, share what traditions you like and which you dislike. Make a group chart and prioritize your top three favorite traditions and least three favorite. Do you think your opinion will change as your grow? Use listening with understanding and empathy as you complete this activity. |
| 2 | Design a flow chart of historical events depicted in the story. Create a board game to depict these events. How did you problem solve as you created the game? | Formulate the causes and effects of the changes in the lives of the characters at the beginning and ending of the story. Write a diary entry from the viewpoint of one of the characters at each time period, noting changes. | How are you like a basket? Create and illustrate several analogies to show how five nouns are like a basket. Did you use "finding humor" in this activity? | Personal Journal Entry. Write a letter to a family member and thank them for continuing a family tradition. Tell them why you enjoy it. What gifted intelligent behavior is used in the activity? |
| 3 | Construct a time line of the historical events that took place in the story and illustrate. Apply past knowledge to new situations. Note the changes in the setting of the book, which was the island community. Was this change positive or negative? Explain your reasoning. | Research life of the two time periods (beginning and ending of the story), then debate the issue: Life was better for the characters at the beginning of the story. Use gifted intelligent behaviors as you complete this task and reflect in your journals. | Design your favorite basket. Create directions to give to a partner to make your basket. Make your basket an original shape, size, and for an original use. How does applying past knowledge to a new situation apply to this task? | Set your personal goal to decide what traditions you plan to continue with your own family as you grow older. Decide on the future traditions and write them Put your decision in a sacred place and don't lose them! What gifted intelligent behavior did you use in this class. |

**Real World Connections With Products:**  organize, apply, observe, compare/contrast, identify, evaluate, design, analyze, problem-solving, decision making, explain


**Real World Applications:**  Writer, Lawyer, Arts & Craft Artist, Designer


**Real World Terms:**  create, decide, prioritize, brainstorm, design, construct


**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:
Changes

### Overarching Generalizations:
Change is inevitable**.**
Change can be positive or negative.
Change is necessary for growth

### More Complex Generalizations (Two or more concepts):
Change brings about new ways of survival.
Patterns provide an order to change.

### Essential Question:
What would a basket designer tell tourists about the history of sea grass baskets?  What gifted intelligent behaviors
would this person use to relate this message?
What causes change?
Why do traditions resist change over time?
How is change necessary for progress and growth?

### Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper,
- Construction paper
- Markers, pens, pencils
- Index cards
- Graph papers
- Chart papers

**MetaCognitive Discussion (Essential Questions):**
   **(Whole Group)**
   1. What causes change?
   2. Why do traditions resist change over time?
   **3.** How is change necessary for progress and growth?


**Conceptual Perspectives:**
   1. Change generates additional change.
   2. Change can be either positive or negative.
   3. Change is inevitable.
   4. Change is necessary for growth.
   5. Change can be evolutionary or revolutionary.


**Gifted intelligent behaviors:**
   1. Which gifted intelligent behaviors do the characters in the book exhibit that caused change?
   2. How do you demonstrate these same gifted intelligent behaviors on a daily basis?
   3. Which gifted intelligent behaviors are not demonstrated in the book?
   4. In what ways can we demonstrate the following gifted intelligent behaviors:
          * thinking flexibly
          * applying past knowledge to new situations
          * remaining open to continuous learning
          * persisting
          * thinking about your thinking?

**Literary Perspective:**

   1. We have discussed traditions as they are shared with family members and passed down through generations.  Why did the author choose to use a sea grass basket to show traditions and change in the character's lives?
   2. What words are used to describe change in this book?




**Student/Teacher Reflections:**

Invite grandparents or older relatives to class.  Have them share their life and traditions with pictures and stories.  Reflections:  students write in Journals and describe what gifted intelligent behaviors were observed during the visit.  Compare the visit to concepts in the

**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)**<br>**Sensing- Thinking**<br>Identify and illustrate three traditions within your own family or community. Have these traditions changed in any way? Explain.<br><br>Journal Entry: What gifted intelligent behaviors did you use to identify and illustrate these tradition?<br><br><br>**V_*_L*_S_*_M__B__P_*_I_*_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>You are an older family member. Role play as that person and tell the class about your family traditions. Reflect the changes within your family throughout the years and how they affected the traditions.<br><br>Journal Entry: What gifted intelligent behaviors will your character utilize in the role play?<br><br>**V_*_L__S_*_M__B_*_P_*_I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Summarize how your family traditions have changed throughout time. Predict what your family traditions will be when you are 65 years old. What traditions would you want to remain the same? What traditions might change and how might they change?<br><br>Journal Entry: What gifted intelligent behaviors have you used in this activity?<br><br>**V_*_L_*_S__M__B__P_*_I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Using provided materials, create a product to record your family traditions. Include pictures, written accounts, and family trees. You may include song, dance, or any media of your choice. Show how traditions have remained the same and how they may have changed.<br><br>Journal Entry: What gifted intelligent behaviors did you use in creating this album?<br><br>**V_*_L_*_S_*_M_*_B_*_P_*_I_*_N_*_** |

Language Arts: 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 3.01, 3.02, 3.03, 3.06, 4.01, 4.02, 4.03, 4.04, 4.05, and 4.06. Social Studies: 3.01, 3.02, 3.03, 3.04, 3.05, 3.06. 4.01,4.02, 4.03.

**Real World Connections With Products:**  identify, illustrate, role-play, reflect, summarize, predict, create, organize, apply, evaluate, conclude, problem solve, decision making, conclude

**Real World Applications:**  Social Worker, writer, interviewer, actor, artist

Real World Terms:  illustrate, identify, role play, summarize, create

**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:
Change
Overarching Generalizations:
Change is inevitable**.**
Change can be positive or negative.
Change is necessary for growth.

### More Complex Generalizations (Two or more concepts):
Change brings about new ways of survival.
Patterns provide an order to change.

### Essential Question:
In what ways would you apply knowledge to new situations as you evaluate family or community traditions?
What causes change?
Why do traditions resist change over time?
How is change necessary for progress and growth?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Markers, crayons colored pencils, pens, pencils
- Graph paper
- Construction paper
- Poster paper
- Costumes and props for role play
- Musical instruments

**MetaCognitive Discussion (Essential Questions):**
   **(Whole Group)**
1. What causes change?
2. Why do traditions resist change over time?
**3.** How is change necessary for progress and growth?


**Conceptual Perspectives:**
1. Change generates additional change.
2. Change can be either positive or negative.
3. Change is inevitable.
4. Change is necessary for growth.
5. Change can be evolutionary or revolutionary.


**Gifted intelligent behaviors:**
1. Which gifted intelligent behaviors do the characters in the book exhibit that caused change?
2. How do you demonstrate these same gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not demonstrated in the book?
4. In what ways can we demonstrate the following gifted intelligent behaviors:
    * thinking flexibly
    * applying past knowledge to new situations
    * remaining open to continuous learning
    * persisting
    * thinking about your thinking?

**Literary Perspective:**

1. Why do you think the author wrote this book?
2. What point is the author trying to teach us as we read her book?
3. Continue the story by writing and illustrating two more pages.


**Student/Teacher Reflections**
Invite grandparents and older relatives to class. Have them share their life and traditions with pictures and stories. Reflections: students write in Journals and describe what gifted intelligent behaviors were observed during the visit. Compare the visit to concepts in the book.

**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)**<br>**Sensing- Thinking**<br><br>Gather information on your own life.  Create a Time Line of your life.  Draw to scale using metric or customary units of measurements.  Illustrate important events through drawings and/or photographs.<br><br>Journal Entry:  Describe what gifted intelligent behaviors you are utilizing when you are creating your time line.<br><br>V_*_L_*_S_*_M__B_*_P_*_I_*_N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Choose a topic to survey your classroom ie. your favorite color.  Complete a tally chart of survey results. Graph your results using a pictograph.<br>Next, change the type of graph to a horizontal or vertical bar graph.  Complete this activity on poster paper first, then graph the results using a computer.<br><br>Journal Entry:  What changes did you observe as you completed the four types of graphs?<br><br>Which gifted intelligent behavior did you not utilize in this activity and explain why you felt it was not necessary to use it?<br><br>V_*_L_*_S_*_M__B_*_P_*_I_*_N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Using at least four different polygons, formulate sets of repeating and growing patterns. The order of your polygons must change with each new pattern set.  Create a booklet of your various sets of patterns.  You will share your booklet with a classmate who will continue each pattern four spaces.<br><br>Journal Entry:  How did you use metacognition, applying past knowledge to new situations, and questioning and posing problems as you completed the activity?  Did you use a gifted intelligent behavior as your shared/checked your classmate's work of your pattern set?<br><br>V_*_L_*_S_*_M__B_*_P_*_I_*_N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Take a square polygon, cut a triangular shape from the top of the square, slide the triangle to bottom of the square and tape.  Starting from the top left corner of your art paper draw your shape then tessellate (translate) to completely cover your paper.  Use a pattern of colors as you create your finished product. Use another shape and another cut to create your own design.<br><br>Journal Entry: Describe the change in attributes as the shape was cut, then rearranged on the paper.  Identify the patterns in your product.  What gifted intelligent behaviors did you use.<br><br>V_*_L_*_S_*_M__B_*_P_*_I_*_N__ |

Math:  1.01, 1.02, 1.03, 1.04, 1.05, 2.01, 3.01, 3.02, 3.03, 4.01, 5.01,

**Real World Connections With Products**:  gather, create, illustrate, survey, formulate, analyze, problem solve, decision making,

**Real World Applications:** Artist, Mathematician, Designer, Pollster, Biographer, Author, Photographer, Publisher, Textile Designer

**Real World Terms:** illustrate, draw, survey, create, design

**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:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change can be positive or negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
Change brings about new ways of survival.
Patterns provide an order to change.

**Essential Question:**
If you chose a career in Textile Design, what gifted intelligent behaviors would you use to help you create patterns and designs?
What causes change?
Why do traditions resist change over time?
How is change necessary for progress and growth?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Markers, colored pencils, pens, crayons and pencils
- Chart paper
- Poster paper
- Graph paper
- Measurement tools
- A set of polygon figures
- Scissors
- Tapes
- Construction paper

**MetaCognitive Discussion (Essential Questions):**
   **(Whole Group)**
1.  What causes change?
2.  Why do traditions resist change over time?
**3.**  How is change necessary for progress and growth**?**


**Conceptual Perspectives:**
1.  Change generates additional change.
2.  Change can be either positive or negative.
3.  Change is inevitable.
4.  Change is necessary for growth.
5.  Change can be evolutionary or revolutionary.


**Intelligent Behaviors:**
1.  Which intelligent behaviors do the characters in the book exhibit that caused change?
2.  How do you demonstrate these same intelligent behaviors on a daily basis?
3.  Which intelligent behaviors are not demonstrated in the book?
4.  In what ways can we demonstrate the following intelligent behaviors:
      * thinking flexibly
      * applying past knowledge to new situations
      * remaining open to continuous learning
      * persisting
      * thinking about your thinking?

**Literary Perspective:**
1.  What types of graphs could you use to illustrate historical events in the book?
2.  As you look through the book, what patterns (words, letters, shapes) do you notice?


**Student/Teacher Reflections:**
  Invite grandparents and older relatives to class.  Have them share their life and traditions with pictures and stories.  Reflections:  students write in Journals and describe what gifted intelligent behaviors were observed during the visit.  Compare the visit to concepts in the book.

**Additional Support Materials:**

**Favorite Read-Alouds:**
**Home**
**Hana in the Time of the Tulips**
**Candy Shop**
**The Bully Blockers Club**
**Bake Shop Ghost**
**Remember, Grandma**
**Knockin' on Wood**
**The Flyers**
**Don Quixote**
**The Printer**
**Hanna is My Name**
**Sequoyah**
**The Printer**
**Private and Confidential**
**Research classroom and media center for more stories related to traditions.**

**Finger Plays, Nursery Rhymes and Songs:**
**Mailbox is a great resource.**
**www.thebestkidsbooksite.com/fingerplays-for-kids.cfm**
**Research classroom and other resources for more songs, poems, and finger plays.**

**Video Clips:**
**Research classroom and media center for videos related to traditions.**

**Paintings & Prints:**
Research for resources
Utilize art teacher for ideas and /or resources to use in the classroom

# 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' Gifted intelligent behaviors? Please discuss how each Gifted 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

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

Circle Unbroken
**Concept:  Change**

**Topic:  Communities**

**K-2**
**Julie Coates (Duplin) and Marta Whitehouse (Wake)**

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

> **Topic – Social Studies – Goal 4 –**The learner will exhibit an understanding of change in communities over time.
> **Literature Selection –**<u>Circle Unbroken</u>
> **Author – Margot Theis Raven**

| Concepts | | Themes |
|---|---|---|
| **Change** | **Order vs. Chaos** | **Change can be either positive or negative** |
| **Conflict** | **Power** | **Change is inevitable** |
| **Force or Influence** | **Relationships** | **Change is necessary for growth** |
| | | **Change generates additional change** |
| | | **Change can be evolutionary or revolutionary** |

| Issues or Debates | Problems or Challenges |
|---|---|
| **Slavery vs. Freedom** | **Survival** |
| | **Separation from family** |
| | **Separation from culture** |
| | **Separation from the known** |

| Processes | Theories |
|---|---|
| **Adaptation to a new environment** | **Change can be difficult** |
| **Basket weaving** | **Culturally rich nation** |
| | **Changes produce new traditions** |

| Paradoxes | Assumptions or Perspectives |
|---|---|
| **Struggle brings forth strength** | **Change comes with a cost** |

Julie Coates and Marta Whitehouse
Revised 6/22/06

**Big Ideas Manifested**

| Topic - |
| Literature Selection – |
| Author - |

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

## Big Ideas Manifested

| |
|---|
| **Topic -** |
| **Literature Selection –** <br> **Author -** |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Concept: Change             Topic: Communities

## Suggested Literature Selection(s): <u>Circle Unbroken</u>

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**Look and Listen for…**

**Gifted intelligent Behaviors**

      Story Focus: Persistence
               Thinking flexibly
               Applying past knowledge to new situations


      Student Activities: Applying past knowledge to new situations
                        Remaining open to continuous learning
                        Listening with understanding and empathy

---

**Thinking Skills Focus: Sequences – Copying a pattern**


**Topic Focus: Communities**

**Concept Focus: Change**

**Overarching Generalizations:  Change generates additional change.**



**More Complex Generalizations (Two or more concepts):  Conflict brings change**



**Directions for Teachers:**

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

**Suggested Topics for Discussion:  Slavery, survival, traditions (old and new), separation**

Julie Coates and Marta Whitehouse
Revised 6/22/06

**Suggested Vocabulary Words for Discussion:**

| | | | |
|---|---|---|---|
| **Community** | **Resistance** | **Village** | **Origin** |
| **Cultural Tradition** | **Pattern** | **History** | **Trade** |

**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:**
**Create a portfolio of written descriptions of various vocabulary words.**
**Create a movement or sequence of movements to explain various vocabulary words.**
**Make a collage of various vocabulary words**.

**Hooks:**

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

### Six Facets of Understanding

| **Facet 1 – EXPLANATION** |
| --- |
| How has your community changed over time?  Draw a picture of what you think your community looked like a hundred years ago.   Explain your drawings to a partner. |

| **Facet 2 – INTERPRETATION** |
| --- |
| How do the changes in your community relate to you and others?  In your journal tell how the changes in your community relate to you, your family, and others. |

| **Facet 3 – APPLICATION** |
| --- |
| If you could create a new family tradition, what would it be?  Propose a new family tradition to help carry on your family's history. |

| **Facet 4 – PERSPECTIVE** |
| --- |
| Compare/contrast your community today with your community a hundred years ago.  How have the changes affected the people and the land in your community?  Share your thoughts with the class. |

| **Facet 5 – EMPATHY** |
| --- |
| Imagine if you were a member of your community a hundred years ago, what would you do to pass on or maintain traditions within your community? |

| **Facet 6 – SELF-KNOWLEDGE** |
| --- |
| Does your family have traditions?  What are your family traditions?  Realize your own family traditions by creating a KWL chart and then interview adult family members to learn more about your family traditions. |

**Read:  Circle Unbroken**

**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>Sensing- Thinking | **Interpersonal Learner (B)**<br>Sensing-Thinking |
|---|---|
| What is change?<br>Read the story, <u>Circle Unbroken</u>, and find three examples of change, list them. Be prepared to share your examples from the book.<br><br><br><br>**V_x_L__S__M__B__P_x_I__N__** | Identify two characters in the story that caused change. Did the change they caused have a positive or negative effect on other characters in the story? Evaluate the effects on the characters. Discuss your opinion with a partner.<br><br>**V_x_L_x_S__M__B__P_x_I_x_N__** |
| **Understanding Learner (C)**<br>Intuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| How have grass baskets changed over time? Research grass baskets and show how they have changed or stayed the same over time (Include materials used and uses of baskets). Present your findings to the class, be creative with your choice of method.<br><br><br>**V_x_L__S__M__B__P_x_I__N_x_** | What would it be like to walk in the shoes of one of the characters in <u>Circle Unbroken</u>?<br>Imagine yourself as one of the characters in the book and tell how change affected your life and feelings. Write a journal entry expressing your life and feelings today.<br><br><br>**V__L_x_S__M__B__P__I_x_N__** |

**Language Arts**
**Goal 1 – The learner will develop and apply enabling strategies and skills to read and write.**
**Goal – 2 – The learner will develop and apply and skills to comprehend text that is read, heard, and viewed.**
**Goal – 3 – The learner will make connections through the use of oral language, written language, media, and technology.**
**Goal – 4 – The learner will apply strategies and skills to create oral, written, and visual texts.**
**Goal – 5 – The learner will apply grammar and language conventions to communicate effectively.**

**Real World Connections With Products:**
**Research, write, debate, identify, evaluate, discuss**

**Real World Applications:**
**City planner, architect, archeologist, politician, author, teacher**

**Real World Terms:**
**Manage, research, record, evaluate**

**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:  Change**

**Overarching Generalizations:  Change generates additional change.**

**More Complex Generalizations (Two or more concepts):  Conflict brings change.**

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

**What predictions about change can I make using the text?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **paper**
- **pencil**
- **copy of book: <u>Circle Unbroken</u>**
- **journal**
- **internet access**

**MetaCognitive Discussion (Essential Questions):**
**How do I use prior knowledge and experiences to help understand change?**
**(Whole Group)**

**Conceptual Perspectives:**
**What is change?**
**How does change generate additional change?**
**Why is change inevitable?**

**Gifted intelligent Behaviors:**
**Persistence**
**Thinking Flexibly**
**Applying past knowledge to new situations**

**Literary Perspectives:**
**Did the changes that the characters in the story caused create positive or negative effects?**
**How have grass baskets changed over time?**
**What would it be like to walk in the shoes of one of the characters in the story?**

**Student/Teacher Reflections:**

Julie Coates and Marta Whitehouse
Revised 6/22/06

## Math Task Rotation Learning Activities

### K-2
### 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** |
| Can we identify patterns?  Define the patterns which are presented.  Use a variety of labels to name the patterns given.  Construct four patterns using geometric shapes to be defined by a classmate. | What geometric shapes and patterns do you see around you?  Create a collage to show the various shapes which you find in your community. Label each shape and tell how it is used. When your collage is complete, hang it on the bulletin for the class to see. |
| **V_x_L_x_S_x_M__B_x_P_x_I__N__** | **V__L_x_S_x_M__B_x_P_x_I__N__** |
| **Understanding Learner (C)** | **Self-Expressive Learner (D)** |
| **Intuitive-Thinking** | **Intuitive-Feeling** |
| How many ways can you combine the geometric figures provided to make this shape? Using the geometric shapes which have been provided, create the given shape in a variety of ways. Trace and color the shapes which you used. | Demonstrate your ability to build a pattern by using various shapes and colors of the construction paper shapes which have been provided.  Create at least four different patterns of colors and shapes.  Glue them to the poster paper which has been provided. What gifted intelligent behaviors did you use in completing this task? |
| **V__L_x_S_x_M__B_x_P__I_x_N__** | **V__L_x_S_x_M__B_x_P_x_I__N__** |

**Math**
**Goal 5 – The learner will recognize and represent patterns and simple mathematical relationships.**
**5.01 – Identify, describe, translate, and extend repeating and growing patterns.**

**Goal 3 – The learner will perform simple transformations.**
**3.01 – Combine simple figures to create a given shape.**

**Real World Connections With Products:**
**Construct, create, design, identify, define, demonstrate**


**Real World Applications:**
**Architect, archeologist, city planner, politician, author**

**Real World Terms:**
**Create, construct, label, demonstrate, combine**


**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.**

<div align="center">

**Concept Focus:  Change**

**Overarching Generalizations:  Change generates additional changes.**


**More Complex Generalizations (Two or more concepts):  Conflict brings change.**

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

</div>

**How can I use my experiences with patterns to understand how to define them?**




**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **geometric shapes**
- **sets of patterns**
- **magazines**
- **poster board**
- **crayons**
- **construction paper shapes**
- **pencil**
- **paper**
- **glue**

**MetaCognitive Discussion (Essential Questions):**
**How can I use my experiences with patterns to understand how to define them?**

**(Whole Group)**

**Conceptual Perspectives:**
**What is change?**
**How does change generate additional change?**
**Why is change inevitable?**

**Gifted intelligent Behaviors:**
**Persistence**
**Thinking Flexibly**
**Applying past knowledge to new situations**

**Literary Perspective:**
**Did the changes that the characters in the story caused create positive or negative effects?**
**How have grass baskets changed over time?**
**What would it be like to walk in the shoes of one of the characters in the story?**

**Student/Teacher Reflections**

**Concept: Change**

**Topic: Communites**

**Generalization(s): Change brings additional change**

**Essential Question(s): How can change affect a community?**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Describe the changes that take place with a tree through the seasons. Draw a picture to show the changes. | Reorganize the words in the sentences provided to create questions. Write the new questions on lined paper. | Match the correct picture to the singular and plural of each of the words given. | Think of a change in your life and tell a partner if you like or dislike the change. |
| 2 | Place the sentences provided in the order given. Could the sequencing of these sentences change the story? Write your response in your journal. | If the setting of a story were changed, what causes could it affect? Read Little Red Riding Hood. What changes would take place in the story? Role-play the story for the class. | Predict the conflicts that could arise if the school rules were removed. Write a poem telling the effects. | Imagine how you would feel if you were taken from your family and placed in a new environment with a new family. Create a painting showing your feelings. |
| 3 | Construct a time-line showing the changes in the United States from time of the Native Americans to present day. Use sentence strips to organize the information. | Debate your position on the changes in the environment which have taken place due to pollution and overpopulation. Be ready to defend your position in a class debate. | Using the keyboard, compose an original song which demonstrates the effects of changes in sound and rhythm. Play the song for the class. | Write an editorial in response to an article which was written about a change which took place within the school community. The article may be about a positive or negative change. |

**Real World Connections With Products:**
**Organize, describe, create, sequence, predict, debate, imagine, construct, compose**

**Real World Applications:**
**Architect, archeologist, city planner, politician, author, teacher, student**

**Real World Terms:**
**Create, construct, label, demonstrate, combine**


**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.**

<div align="center">

**Concept Focus:  Change**

**Overarching Generalizations:  Change generates additional changes.**


**More Complex Generalizations (Two or more concepts):  Conflict brings change.**

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

</div>

**How can change affect a community?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **drawing paper**
- **pencil**
- **lined paper**
- **pictures with singular and plural words**
- **journals**
- **book Little Red Riding Hood**
- **paint**
- **sentence strips**
- **keyboard**

**MetaCognitive Discussion (Essential Questions):**
**How can I use my experiences with patterns to understand how to define them?**

**(Whole Group)**

**Conceptual Perspectives:**
**What is change?**
**How does change generate additional change?**
**Why is change inevitable?**

**Gifted intelligent Behaviors:**
**Persistence**
**Thinking Flexibly**
**Applying past knowledge to new situations**

**Literary Perspective:**
**Did the changes that the characters in the story caused create positive or negative effects?**
**How have grass baskets changed over time?**
**What would it be like to walk in the shoes of one of the characters in the story?**

**Student/Teacher Reflections**

Julie Coates and Marta Whitehouse
Revised 6/22/06

**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)**<br>**Sensing- Thinking**<br><br>**What is change?**<br>**Describe the changes which have taken place in the growth of a flower, bird, or frog. Draw pictures to show the various changes.**<br><br><br><br>**V__L__S_x_M__B__P_x_I_x_N_x_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>**Are you able to recognize the changes which have taken place in your life? Create a timeline showing the changes that have taken place in your life. Begin with your birth to present day. You may include pictures.**<br><br><br>**V__L__S_x_M__B__P_x_I_x_N__** |
|---|---|
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>**How does development of a community change the original area and the surrounding area? Plan a new community of your own. Create maps to show how the area had been previously used and what changes took place.**<br><br><br><br>**V__L_x_S_x_M__B__P__I__N_x_** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>**How has change affected your community? Write in your journal whether you think change in your community has had a positive or a negative outcome on the people living there.**<br><br><br><br><br>**V_x_L_x_S__M__B__P__I_x_N_x_** |

**Language Arts**
**Goal 1 – The learner will develop and apply enabling strategies and skills to read and write.**
**Goal – 2 – The learner will develop and apply and skills to comprehend text that is read, heard, and viewed.**
**Goal – 3 – The learner will make connections through the use of oral language, written language, media, and technology.**
**Goal – 4 – The learner will apply strategies and skills to create oral, written, and visual texts.**
**Goal – 5 – The learner will apply grammar and language conventions to communicate effectively.**

**Real World Connections With Product:**
**Describe, create, plan, write**

**Real World Applications:**
**City planner, architect, archeologist, politician, author, teacher**

**Real World Terms:**
**Manage, research, record, evaluate**

**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:  Change**

**Overarching Generalizations:  Change generates additional change.**

**More Complex Generalizations (Two or more concepts):  Conflict brings change.**

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

**How is change visible in all communities?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **drawing paper**
- **lined paper**
- **ruler**
- **journal**
- **crayons or colored pencils**

**MetaCognitive Discussion (Essential Questions):**
**How can I use my experiences with patterns to understand how to define them?**

**(Whole Group)**

**Conceptual Perspectives:**
**What is change?**
**How does change generate additional change?**
**Why is change inevitable?**

**Gifted intelligent Behaviors:**
**Persistence**
**Thinking Flexibly**
**Applying past knowledge to new situations**

**Literary Perspective:**
**Did the changes that the characters in the story caused create positive or negative effects?**
**How have grass baskets changed over time?**
**What would it be like to walk in the shoes of one of the characters in the story?**

**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)**<br>**Sensing- Thinking**<br><br>How has change affected these numerical patterns? Find the rule to the patterns and complete them. What would be the twentieth digit in each pattern? Write these on paper to turn in to your teacher.<br><br><br><br><br>V__L_x_S__M__B__P__I_x_N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Can you construct complex transformations? Using the geometric pieces given to you and your partner, create a minimum of five different bird shapes as represented in the samples given. Trace and color the shapes to represent the figures which you have created.<br><br><br>V__L_x_S_x_M__B_x_P_x_I__N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>How does placement of a digit affect the final outcome of a number sentence? Formulate five sets of fact families to explain the commonalities of the digits and their position in the number sentences. Using the five fact families which you created, add a zero to a placement of one of the digits. Solve each problem to reveal how change of the place value of the digit has changed the outcome. Analyze the outcome of each set of numbers. Compare the original fact families to the revised fact families. Explain the change that has taken place. Write your explanation in your math journal.<br><br>V__L_x_S__M__B__P__I_x_N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>What might an ABAB pattern look like using body movements? Combine body movements to demonstrate a pattern you create. Perform the movements for the teacher to define the pattern.<br><br><br><br><br><br>V__L_x_S_x_M_x_B_x_P_x_I_x_N__ |

**Math**
**Goal 5 – The learner will recognize and represent patterns and simple mathematical relationships.**
**5.01 – Identify, describe, translate, and extend repeating and growing patterns.**

**Goal 3 – The learner will perform simple transformations.**
**3.01 – Combine simple figures to create a given shape.**

**Real World Connections With Products:**
**Construct, perform, create, formulate, analyze, explain, compare**

**Real World Applications:**
**City planner, architect, archeologist, politician, author, teacher**

**Real World Terms:**
**Manage, research, record, evaluate**

**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:  Change**

**Overarching Generalizations:  Change generates additional change.**

**More Complex Generalizations (Two or more concepts):  Conflict brings change.**

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

**What if we change one or more parts of a problem?  How does that affect the outcomes?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **journal**
- **geometric shapes**
- **paper**
- **pencil**
- **crayons or colored pencils**
- **sheet with numerical patterns**
- **sheet with bird tangrams**

**MetaCognitive Discussion (Essential Questions):**
**How can I use my experiences with patterns to understand how to define them?**

**(Whole Group)**

**Conceptual Perspectives:**
**What is change?**
**How does change generate additional change?**
**Why is change inevitable?**

**Gifted intelligent Behaviors:**
**Persistence**
**Thinking Flexibly**
**Applying past knowledge to new situations**

**Literary Perspective:**
**Did the changes that the characters in the story caused create positive or negative effects?**
**How have grass baskets changed over time?**
**What would it be like to walk in the shoes of one of the characters in the story?**

**Student/Teacher Reflections**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips:**

**Paintings & Prints:**

Julie Coates and Marta Whitehouse
Revised 6/22/06

## 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' Gifted intelligent Behaviors? Please discuss how each Gifted 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

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Changes**

**Topic: Traditions**

**K-2**

April Stewart, Brunswick County Schools
Janice Raper, Rowan Salisbury Schools

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

## Big Ideas Manifested

**Topic -Traditions**

**Literature Selection – Circle Unbroken**
**Author – Margot Theis Raven**

| Concepts | Themes |
|---|---|
| Change<br>Relationships<br>Survival<br>Patterns | Man's inhumanity to man<br>Circle of Life<br> Keeping memories/traditions alive |
| **Issues or Debates** | **Problems or Challenges** |
| Freedom Versus Slavery<br>Old Ways New Ways | Keeping Traditions of a culture alive while living in another culture.<br>Changes after slavery; Civil War; WWII<br>Adapting to changing society without losing heritage. |
| **Processes** | **Theories** |
| Historical Inquiry<br>Making Inferences<br>Decision Making | Progress will make life better for all.<br>Everyone has a scared place. |
| **Paradoxes** | **Assumptions or Perspectives** |
| Progress Versus Traditions | Preserving one's heritage is a necessary step in maintaining one's history. |

**Concept:  Change**                          **Topic: Traditions**


## Suggested Literature Selection(s): Circle Unbroken

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### Look and Listen for…

Gifted intelligent behaviors:
       Story Focus:    Metacognition, Questioning and Posing Problems,
                         Remaining Open to Continuous Learning, Applying Past
                         Knowledge to New Situations, Finding Humor, Listening with
                         Understanding and Empathy


       Student Activities:  Metacognition, Questioning and Posing Problems,
                         Remaining Open to Continuous Learning, Applying Past
                         Knowledge to New Situations, Finding Humor, Listening with
                         Understanding and Empathy

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**Thinking Skills Focus: B.T.S. –Sandra Parks**
        Chapter 2-Figural and Verbal Similarities and Differences
        Chapter 5-Figural and Verbal Analogies
**Topic Focus:  Traditions**

**Concept Focus: Changes**

**Overarching Generalizations:**  Change is inevitable.
                                  Change can be positive or negative.
                                  Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
Change brings about new ways of survival.
Patterns provide an order to change.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
Freedom verses Slavery; Underground Railroad; WWII; Civil War; How wars change society

**Suggested Vocabulary Words for Discussion:**

| | |
|---|---|
| Old-timey | plantation |
| Stalks | cypress |
| Winnow | bulrush |
| Harvest | palmetto |
| Sacred | cassava |
| Knot | fanner basket |
| Coil | marsh |
| Groove | milled |
| Bitter | tourist |
| Bound | auction |

**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:**     Sort words you know and unknown words.
Role play words.
Illustrate words in a pictionary.
Create a concentration game with definitions.

**Hooks:**

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

## Six Facets of Understanding

| Facet 1 – EXPLANATION |
|---|
| **Describe traditions that your family has kept in your home over time. Have any of these traditions changed?** |

| Facet 2 - INTERPRETATION |
|---|
| **What is the meaning of a favorite tradition? With a partner, tell a story of a favorite family tradition.** |

| Facet 3 - APPLICATION |
|---|
| **Create five questions to ask a family member about traditions. Have these traditions stayed the same through the years?** |

| Facet 4 - PERSPECTIVE |
|---|
| **Compare and contrast two traditions in your family by using a Venn Diagram. How have these traditions changed over time?** |

| Facet 5 – EMPATHY |
|---|
| **Consider traditions of other cultures. Assume the role of a person of another culture and share with the class.** |

| Facet 6 – SELF-KNOWLEDGE |
|---|
| **Reflect how traditions are shaped or changed by experiences, habits, and/or prejudices. Think if these views may have changed over time. Pair with a classmate and share your views.** |

**Read:**
**Circle Unbroken, Margot Theis Raven**

# Task Rotation Learning Activities

## K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>Sensing- Thinking | **Interpersonal Learner (B)**<br>Sensing-Thinking |
|---|---|
| As you read the book, *Circle Unbroken,* list the changes that you notice in the lives of the families.  What tradition remains constant?<br><br>Journal Entry:  What gifted intelligent behavior does the family exhibit throughout the story?  Write your response in your journal.<br><br><br><br>**V _*_ L __ S __ M __ B __ P __ I _*_ N __** | Find in the book, *Circle Unbroken*, references to "sacred place."  Where are the characters' "scared places"?  Share your ideas about these sacred places with a partner.   What is your sacred place?  Write a Secret Letter to yourself and describe your "sacred place".  Do you think this sacred place will change in time?<br><br>Journal Entry:  What gifted intelligent behaviors are you using to identify your "scared place"?<br><br>**V _*_ L __ S __ M __ B __ P _*_ I _*_ N _*_** |
| **Understanding Learner (C)**<br>Intuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| Formulate a time line that corresponds with the book's illustrations.  How do the pictures show change over time?<br><br>Journal Entry:  What gifted intelligent behaviors are used to make your time line?<br><br><br><br><br>**V _*_ L _*_ S _*_ M __ B __ P __ I _*_ N __** | Imagine you are the next family member in the story.  Write a song, rap, story, or poem to describe how you will continue to pass the basket weaving tradition to the next generations.  Will the tradition change?<br><br>Journal Entry:  What gifted intelligent behaviors will you use to continue your basket weaving tradition?<br><br>**V _*_ L __ S __ M _*_ B _*_ P _*_ I _*_ N __** |

Language Arts: Goals 2.01, 2.02, 2.03. 2.04,52.05, 2.06, 2.07, 2.08.  Social Studies: 4.01, 4.02, and 4.03
Math: 1.03, 1.04, 1.05, 2.01

**Real World Connections With Products**:  organize, analyze, evaluate, identify, describe, examine, problem solving, decision making, summarize, create, imagine


**Real World Applications:**  arts and crafts teacher, construction worker, genealogist, artist, Social Worker, land developer, architect, construction engineer

**Real World Terms**:  illustrate, demonstrate, research, design, construct, counsel


**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.**

<div align="center">

**Concept Focus:**
**Change**


**Overarching Generalizations:**
Change is inevitable.
Change can be positive or negative.
Change is necessary for growth.


**More Complex Generalizations (Two or more concepts):**
Change brings about new ways of survival.
Patterns provide order to change.


Essential Question
As a construction engineer, what gifted intelligent behaviors would you use to justify the changes that will take place when you continue to build new roads to the islands off the coast of South Carolina and Georgia?
What causes change?
Why do traditions resist change over time?
How is change necessary for progress and growth?

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper,
- Crayons, markers, colored pencils
- Construction paper
- Scissors
- CD player
- Sentence Strips
- Index Cards

**MetaCognitive Discussion (Essential Questions):**
1. What causes change?
2. Why do traditions resist change over time?
**3.** How is change necessary for progress and growth?

**(Whole Group)**
**Conceptual Perspectives:**
1. Change generates additional change.
2. Change can be either positive or negative.
3. Change is inevitable.
4. Change is necessary for growth.
5. Change can be evolutionary or revolutionary.

**Gifted intelligent behaviors:**
1. Which gifted intelligent behaviors do the characters in the book exhibit that caused change?
2. How do you demonstrate these same gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not demonstrated in the book?
4. In what ways can we demonstrate the following gifted intelligent behaviors:
   * thinking flexibly
   * applying past knowledge to new situations
   * remaining open to continuous learning
   * persisting
   * thinking about your thinking?

**Literary Perspectives:**
1. Using the book, *Circle Unbroken,* and another book about traditions, compare and contrast the traditions.
2. What traditions did you notice in the story other than weaving?
3. Whenever you see the italicized phrases in the book, such as "Just as I am teaching you," whom do you think this is addressing?
4. At the end of the story is a bridge; relate the significance of this to changes of future traditions.

**Student/Teacher Reflections**
　　　Invite grandparents and older relatives to class. Have them share their life and traditions with pictures and stories. Reflections: students write in Journals and describe what gifted intelligent behaviors were observed during the visit. Compare the visit to concepts in the book.

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Organize a time line dividing the time periods in decades and centuries. Draw to scale using metric and customary measurements. Observe the length of time of the setting of the book.<br><br>Journal Entry: What gifted intelligent behavior did you utilize as you completed this activity?<br><br><br><br>V_*_L_*_S_*_M__B_*_P__I__N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Bring your favorite basket from home. Group the baskets in attributes of size, shape, color, height, and weight. Display data on a whole class graph. What changes are noticed when you graph according to the different categories?<br><br>Journal Entry: Using the gifted intelligent behavior of questioning and posing problems, evaluate the changes in your graphs as you completed each according to the different attributes.<br><br>V__*_L_*_S_*_M__B__P_*_I_*_N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>With a partner, research different shapes of sea grass baskets. Compare the different shapes with items you see in the classroom. What are their similarities and differences?<br><br>Journal Entry: How does the gifted intelligent behavior of "applying past knowledge to new situations" aid you as you complete this activity?<br><br><br><br>V_*_L_*_S_*_M__B__P__I_*_N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create a basket by using symmetrical figures and then translating (changing) the pattern. Use materials provided.<br><br>Journal Entry: Which gifted intelligent behaviors did you use? Explain.<br>How would the behavior of "persisting" be appropriate for this activity?<br><br><br><br>V_*_L_*_S_*_M__B__P_*_I__N_*_ |

Language Arts: 2.03, 2.04, 2.05, and 2.08.   Math: 1.01, 1.02, 1.03, 2.01, 3.01, 3.02, 3.03, 5.01.
Social Studies: 5.05

**Real World Connections With Products:**  organize, analyze, evaluate, identify, describe**,** examine, problem solve, decision-making, create, group, compare


**Real World Applications:** mathematician, construction worker, construction engineer, architect, basket weaver, arts and craft artist


**Real World Terms:**  construct, build, design, research, graph


**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change can be positive or negative.
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
Change brings about new ways of survival.
Patterns provide an order to change.

**Essential Question(s):**

By using the information you now know, what gifted intelligent behaviors would you use to show change in time lines, as well as in community growth and progress?
What causes change?
Why do traditions resist change over time?
How is change necessary for progress and growth?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Construction paper
- Metric measurement (meter stick)
- Chart paper
- Some type of rope or heavy twine
- Scissors
- Paper
- Markers, crayons, colored pencils
- Glue
- Graph paper

**MetaCognitive Discussion (Essential Questions):**
1. What causes change?
2. Why do traditions resist change over time?
3. How is change necessary for progress and growth?

**(Whole Group)**

**Conceptual Perspectives:**
1. Change generates additional change.
2. Change can be either positive or negative.
3. Change is inevitable.
4. Change is necessary for growth.
5. Change can be evolutionary or revolutionary.

**Gifted intelligent behaviors:**
1. Which gifted intelligent behaviors do the characters in the book exhibit that caused change?
2. How do you demonstrate these same gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not demonstrated in the book?
4. In what ways can we demonstrate the following gifted intelligent behaviors:
   * thinking flexibly
   * applying past knowledge to new situations
   * remaining open to continuous learning
   * persisting
   * thinking about your thinking?

**Literary Perspective:**

1. What was the time span for the setting of the story?
2. Analyze the symmetrical figures and the translations you used when creating your basket. Compare and contrast your baskets to two baskets pictured in the story.

**Student/Teacher Reflection**
Invite grandparents and older relatives to class. Have them share their life and traditions with pictures and stories. Reflections: students write in Journals and describe what gifted intelligent behaviors were observed during the visit. Compare the visit to concepts in the book.

**Concept: Change**
**Topic: Traditions**

**Generalization(s):** Change is inevitable; change can be positive or negative, change is necessary for growth.
**Essential Question(s):** What causes change? Why do traditions change over time? How is change necessary for progress and growth?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Identify the historical events in the story that shows how life changes for the characters. Pair with a partner and record your findings on chart paper, then be prepared to share with the class. | Compare and contrast the changes of life for the characters at the beginning of the story and at the end of the story. Illustrate the changes. What metacognition skills did you use when completing this activity? | With a partner, brainstorm all the possible uses of a hand woven basket. How would you remain open to continuous learning as you complete this activity? Did you list changes as you shared your answers? | As a group member, share what traditions you like and which you dislike. Make a group chart and prioritize your top three favorite traditions and least three favorite. Do you think your opinion will change as your grow? Use listening with understanding and empathy as you complete this activity. |
| 2 | Design a flow chart of historical events depicted in the story. Create a board game to depict these events. How did you problem solve as you created the game? | Formulate the causes and effects of the changes in the lives of the characters at the beginning and ending of the story. Write a diary entry from the viewpoint of one of the characters at each time period, noting changes. | How are you like a basket? Create and illustrate several analogies to show how five nouns are like a basket. Did you use "finding humor" in this activity? | Personal Journal Entry. Write a letter to a family member and thank them for continuing a family tradition. Tell them why you enjoy it. What gifted intelligent behavior is used in the activity? |
| 3 | Construct a time line of the historical events that took place in the story and illustrate. Apply past knowledge to new situations. Note the changes in the setting of the book, which was the island community. Was this change positive or negative? Explain your reasoning. | Research life of the two time periods (beginning and ending of the story), then debate the issue: Life was better for the characters at the beginning of the story. Use gifted intelligent behaviors as you complete this task and reflect in your journals. | Design your favorite basket. Create directions to give to a partner to make your basket. Make your basket an original shape, size, and for an original use. How does applying past knowledge to a new situation apply to this task? | Set your personal goal to decide what traditions you plan to continue with your own family as you grow older. Decide on the future traditions and write them Put your decision in a sacred place and don't lose them! What gifted intelligent behavior did you use in this class. |

**Real World Connections With Products:**  organize, apply, observe, compare/contrast, identify, evaluate, design, analyze, problem-solving, decision making, explain


**Real World Applications:**  Writer, Lawyer, Arts & Craft Artist, Designer


**Real World Terms:**  create, decide, prioritize, brainstorm, design, construct


**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:
Changes

### Overarching Generalizations:
Change is inevitable**.**
Change can be positive or negative.
Change is necessary for growth

### More Complex Generalizations (Two or more concepts):
Change brings about new ways of survival.
Patterns provide an order to change.

### Essential Question:
What would a basket designer tell tourists about the history of sea grass baskets?  What gifted intelligent behaviors
would this person use to relate this message?
What causes change?
Why do traditions resist change over time?
How is change necessary for progress and growth?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper,
- Construction paper
- Markers, pens, pencils
- Index cards
- Graph papers
- Chart papers

**MetaCognitive Discussion (Essential Questions):**
   **(Whole Group)**
1.  What causes change?
2.  Why do traditions resist change over time?
3.  How is change necessary for progress and growth?


**Conceptual Perspectives:**
1.  Change generates additional change.
2.  Change can be either positive or negative.
3.  Change is inevitable.
4.  Change is necessary for growth.
5.  Change can be evolutionary or revolutionary.


**Gifted intelligent behaviors:**
1.  Which gifted intelligent behaviors do the characters in the book exhibit that caused change?
2.  How do you demonstrate these same gifted intelligent behaviors on a daily basis?
3.  Which gifted intelligent behaviors are not demonstrated in the book?
4.  In what ways can we demonstrate the following gifted intelligent behaviors:
      * thinking flexibly
      * applying past knowledge to new situations
      * remaining open to continuous learning
      * persisting
      * thinking about your thinking?

**Literary Perspective:**

1.  We have discussed traditions as they are shared with family members and passed down through generations.  Why did the author choose to use a sea grass basket to show traditions and change in the character's lives?
2.  What words are used to describe change in this book?




**Student/Teacher Reflections:**

Invite grandparents or older relatives to class.  Have them share their life and traditions with pictures and stories.  Reflections:  students write in Journals and describe what gifted intelligent behaviors were observed during the visit.  Compare the visit to concepts in the

**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)**<br>**Sensing- Thinking**<br>Identify and illustrate three traditions within your own family or community. Have these traditions changed in any way? Explain.<br><br>Journal Entry: What gifted intelligent behaviors did you use to identify and illustrate these tradition?<br><br><br><br>**V_*_L*_S_*_M__B__P_*_I_*_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>You are an older family member. Role play as that person and tell the class about your family traditions. Reflect the changes within your family throughout the years and how they affected the traditions.<br><br>Journal Entry: What gifted intelligent behaviors will your character utilize in the role play?<br><br>**V_*_L__S_*_M__B_*_P_*_I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Summarize how your family traditions have changed throughout time. Predict what your family traditions will be when you are 65 years old. What traditions would you want to remain the same? What traditions might change and how might they change?<br><br>Journal Entry: What gifted intelligent behaviors have you used in this activity?<br><br>**V_*_L_*_S__M__B__P_*_I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Using provided materials, create a product to record your family traditions. Include pictures, written accounts, and family trees. You may include song, dance, or any media of your choice. Show how traditions have remained the same and how they may have changed.<br><br>Journal Entry: What gifted intelligent behaviors did you use in creating this album?<br><br>**V_*_L_*_S_*_M_*_B_*_P_*_I_*_N_*_** |

Language Arts: 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 3.01, 3.02, 3.03, 3.06, 4.01, 4.02, 4.03, 4.04, 4.05, and 4.06. Social Studies: 3.01, 3.02, 3.03, 3.04, 3.05, 3.06. 4.01, 4.02, 4.03.

**Real World Connections With Products:**  identify, illustrate, role-play, reflect, summarize, predict, create, organize, apply, evaluate, conclude, problem solve, decision making, conclude

**Real World Applications:**  Social Worker, writer, interviewer, actor, artist

Real World Terms:  illustrate, identify, role play, summarize, create

**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:
Change
Overarching Generalizations:
Change is inevitable**.**
Change can be positive or negative.
Change is necessary for growth.

### More Complex Generalizations (Two or more concepts):
Change brings about new ways of survival.
Patterns provide an order to change.

### Essential Question:
In what ways would you apply knowledge to new situations as you evaluate family or community traditions?
What causes change?
Why do traditions resist change over time?
How is change necessary for progress and growth?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Markers, crayons colored pencils, pens, pencils
- Graph paper
- Construction paper
- Poster paper
- Costumes and props for role play
- Musical instruments

**MetaCognitive Discussion (Essential Questions):**
    **(Whole Group)**
1. What causes change?
2. Why do traditions resist change over time?
3. How is change necessary for progress and growth?

**Conceptual Perspectives:**
1. Change generates additional change.
2. Change can be either positive or negative.
3. Change is inevitable.
4. Change is necessary for growth.
5. Change can be evolutionary or revolutionary.

**Gifted intelligent behaviors:**
1. Which gifted intelligent behaviors do the characters in the book exhibit that caused change?
2. How do you demonstrate these same gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not demonstrated in the book?
4. In what ways can we demonstrate the following gifted intelligent behaviors:
      \* thinking flexibly
      \* applying past knowledge to new situations
      \* remaining open to continuous learning
      \* persisting
      \* thinking about your thinking?

**Literary Perspective:**

1. Why do you think the author wrote this book?
2. What point is the author trying to teach us as we read her book?
3. Continue the story by writing and illustrating two more pages.

**Student/Teacher Reflections**
Invite grandparents and older relatives to class. Have them share their life and traditions with pictures and stories. Reflections: students write in Journals and describe what gifted intelligent behaviors were observed during the visit. Compare the visit to concepts in the book.

**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)**<br>**Sensing- Thinking**<br><br>Gather information on your own life.  Create a Time Line of your life.  Draw to scale using metric or customary units of measurements.  Illustrate important events through drawings and/or photographs.<br><br>Journal Entry:  Describe what gifted intelligent behaviors you are utilizing when you are creating your time line.<br><br><br>V_* L_* S_* M_ B_* P_* I_* N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Choose a topic to survey your classroom ie. your favorite color.  Complete a tally chart of survey results.  Graph your results using a pictograph.<br>Next, change the type of graph to a horizontal or vertical bar graph.  Complete this activity on poster paper first, then graph the results using a computer.<br><br>Journal Entry:  What changes did you observe as you completed the four types of graphs?<br><br>Which gifted intelligent behavior did you not utilize in this activity and explain why you felt it was not necessary to use it?<br><br>V_* L_* S_* M_ B_* P_* I_* N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Using at least four different polygons, formulate sets of repeating and growing patterns. The order of your polygons must change with each new pattern set.  Create a booklet of your various sets of patterns.  You will share your booklet with a classmate who will continue each pattern four spaces.<br><br>Journal Entry:  How did you use metacognition, applying past knowledge to new situations, and questioning and posing problems as you completed the activity?  Did you use a gifted intelligent behavior as your shared/checked your classmate's work of your pattern set?<br><br>V_* L_* S_* M_ B_* P_* I_* N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Take a square polygon, cut a triangular shape from the top of the square, slide the triangle to bottom of the square and tape.  Starting from the top left corner of your art paper draw your shape then tessellate (translate) to completely cover your paper.  Use a pattern of colors as you create your finished product. Use another shape and another cut to create your own design.<br><br>Journal Entry: Describe the change in attributes as the shape was cut, then rearranged on the paper.  Identify the patterns in your product.  What gifted intelligent behaviors did you use.<br><br>V_* L_* S_* M_ B_* P_* I_* N__ |

Math:  1.01, 1.02, 1.03, 1.04, 1.05, 2.01, 3.01, 3.02, 3.03, 4.01, 5.01,

**Real World Connections With Products**:  gather, create, illustrate, survey, formulate, analyze, problem solve, decision making,

**Real World Applications:** Artist, Mathematician, Designer, Pollster, Biographer, Author, Photographer, Publisher, Textile Designer

**Real World Terms:** illustrate, draw, survey, create, design

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change is inevitable.
Change can be positive or negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
Change brings about new ways of survival.
Patterns provide an order to change.

**Essential Question:**
If you chose a career in Textile Design, what gifted intelligent behaviors would you use to help you create patterns and designs?
What causes change?
Why do traditions resist change over time?
How is change necessary for progress and growth?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Markers, colored pencils, pens, crayons and pencils
- Chart paper
- Poster paper
- Graph paper
- Measurement tools
- A set of polygon figures
- Scissors
- Tapes
- Construction paper

**MetaCognitive Discussion (Essential Questions):**
   **(Whole Group)**
   1.  What causes change?
   2.  Why do traditions resist change over time?
   **3.**  How is change necessary for progress and growth**?**


**Conceptual Perspectives:**
   1.  Change generates additional change.
   2.  Change can be either positive or negative.
   3.  Change is inevitable.
   4.  Change is necessary for growth.
   5.  Change can be evolutionary or revolutionary.


**Intelligent Behaviors:**
   1.  Which intelligent behaviors do the characters in the book exhibit that caused change?
   2.  How do you demonstrate these same intelligent behaviors on a daily basis?
   3.  Which intelligent behaviors are not demonstrated in the book?
   4.  In what ways can we demonstrate the following intelligent behaviors:
        * thinking flexibly
        * applying past knowledge to new situations
        * remaining open to continuous learning
        * persisting
        * thinking about your thinking?

**Literary Perspective:**
   1.  What types of graphs could you use to illustrate historical events in the book?
   2.  As you look through the book, what patterns (words, letters, shapes) do you notice?


**Student/Teacher Reflections:**
  Invite grandparents and older relatives to class.  Have them share their life and traditions with pictures and stories.  Reflections:  students write in Journals and describe what gifted intelligent behaviors were observed during the visit.  Compare the visit to concepts in the book.

**Additional Support Materials:**

**Favorite Read-Alouds:**
**Home**
**Hana in the Time of the Tulips**
**Candy Shop**
**The Bully Blockers Club**
**Bake Shop Ghost**
**Remember, Grandma**
**Knockin' on Wood**
**The Flyers**
**Don Quixote**
**The Printer**
**Hanna is My Name**
**Sequoyah**
**The Printer**
**Private and Confidential**
**Research classroom and media center for more stories related to traditions.**

**Finger Plays, Nursery Rhymes and Songs:**
**Mailbox is a great resource.**
**www.thebestkidsbooksite.com/fingerplays-for-kids.cfm**
**Research classroom and other resources for more songs, poems, and finger plays.**

**Video Clips:**
**Research classroom and media center for videos related to traditions.**

**Paintings & Prints:**
Research for resources
Utilize art teacher for ideas and /or resources to use in the classroom

# 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' Gifted intelligent behaviors? Please discuss how each Gifted 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**

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept:  Relationship/Change**

**Topic:  Friendship**

**Wanda Kluttz-Rowan Salisbury**
**Barbara Watkins-Brunswick County**

**K-2**

North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

**Big Ideas Manifested**

| | |
|---|---|
| **Topic –Change** | |
| **Literature Selection –***Hachiko* | |
| **Author –Pamela Turner** | |

| Concepts | Themes |
|---|---|
| Repetition<br>Friendship<br>Loyalty<br>Culture<br>Evolution<br>Patterns<br>Honor<br>Devotion | Pets<br>Cycles<br>Community involvement<br>Japanese Culture<br>Persistence |
| **Issues or Debates** | **Problems or Challenges** |
| Life vs death<br>Happiness vs loneliness<br>Change vs continuity<br>Motivation<br>Honor vs habit | Dealing with death<br>Dealing with loneliness<br>Survival |
| **Processes** | **Theories** |
| Analyzing patterns<br>Compare/contrast<br>Grieving<br>Developing bonds of friendship | Dog is man's best friend<br>Animals do not have feelings<br>Others before self<br>We depend on each other. |
| **Paradoxes** | **Assumptions or Perspectives** |
| Sad but wonderful<br>Dog trains people<br>Loyalty despite disappointment<br>Persistence without results<br>Losing a friend to gain friends | Things will go on as they always have.<br>Relationships never change<br>Change is ongoing in relationships.<br>Dogs are man's best friend.<br>All dogs are loyal. |

# Concept:  Relationship                    Topic:  Friendship

**Suggested Literature Selection(s): Hachiko, the True Story of a Loyal Dog**
                                    **By Pamela S. Turner**

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## Look and Listen for…
**Gifted intelligent behaviors**

| | | |
|---|---|---|
| Story Focus | Remaining Open to Continuous Learning | Taking Responsible Risks |
| | Listening With Understanding and Empathy | Persisting |
| | Applying Past Knowledge to New Situations | Creating Imaging and Innovating |
| | Questioning and Posing Problems | Thinking Flexibility |
| | Taking Responsible Risks | Striving for Accuracy and Precision |
| Student Activities | Remaining Open to Continuous Learning | Thinking and Communicating with Clarity and Precision |
| | Listening With Understanding and Empathy | Thinking Interdependently |
| | Applying Past Knowledge to New Situations | Metacognition |
| | Questioning and Posing Problems | Gather Data Through all Your Senses |
| | | Responding With Wonderment and Awe |

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**Thinking Skills Focus:**     *Building Thinking Skills* Level 1 by Parks and Black
                            Verbal Analogies, p. 302-327

**Topic Focus:** Friendship

**Concept Focus:** Relationships or Change

**Overarching Generalizations:**     Relationships change over time.
                                Everything is related in some way.
                                All relationships are purposeful.

**More Complex Generalizations**     Relationships can have positive and/or negative change.
 **(Two or more concepts)**          In order for relationships to grow, change is inevitable.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**

Relationships between humans and animals
Japanese Culture vs. American Culture
- Ceremonial dress (i.e. kimonos, tabi socks
- Map skills (i.e. location, landforms)
- Food (i.e. fish, soybean cakes)
- Transportation (i.e. subway, trains, cars)
- Religion

Ways of life for humans and animals-life cycles
Pets-domesticated and wild
Death-Grieving process, memorials

Body language (i.e. hunched over, nudged, emotions
Descriptive language-simile
Community officials

**Suggested Vocabulary Words for Discussion:**

| | | | |
|---|---|---|---|
| Statue (bronze) | newspaper stand | applying | accuracy |
| Tokyo | headline | empathy | precision |
| tabi socks | loyal | posing | interdependently |
| honor master's memory | kimonos | responsible | awe |
| Shinto | World War II | continuous | |
| Samurai | relationship | innovating | |
| honorarium | persisting | flexibility | |

**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:**

- Body language (demonstrate word meanings through body movements/role play)

| | | |
|---|---|---|
| furious (noises) | bounded (running) | store (verb) |
| yelped | nudge | hunched over |
| grumbled | shuffled (walking) | thoughtfully |

- Concentration (words, pictures)
- Sketch to stretch
- Pictionary
- Guess my Word (word on back of student, ask questions to figure out what the word is)
- Map skills (Japan)
- Picture cards
- Newspapers activities to demonstrate headlines

**Hooks:**

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

Generalization:  Relationships change over time.
Essential Questions:  What is a relationship?
                              How do relationships change as you grow?
                              How does the change within a relationship impact life?

## Six Facets of Understanding

| Facet 1 – EXPLANATION |
|---|
| What are examples of relationships? <br> *Divide a piece of paper into fourths.  In each fourth, draw an example of a relationship.* |
| **Facet 2 - INTERPRETATION** |
| Why are relationships important in your life?  How do they make you feel?  Each student should make a smiley face and frowny face on index cards or construction paper. *Share different scenarios describing relationships.  Students determine if the relationship makes them feel happy or sad.  Students display their choices by showing the appropriate face then think-pair-share with their partner.* |
| **Facet 3 - APPLICATION** |
| How might positive and/or negative relationships help us to make better choices in our lives?  Students create a class list of positive and negative relationships.  *In groups of four, students should discuss one of the relationships and report their discussion with the class.* |
| **Facet 4 - PERSPECTIVE** |
| Imagine you have a pet, how is your relationship with this pet similar to or different from a relationship with your best friend. *Choose a partner.  Demonstrate the two different relationships.* |
| **Facet 5 – EMPATHY** |
| What would it be like to walk in someone else's shoes?  Assume the role of your mother, father, or caregiver.  The situation to role play is: *A family rules states that all chores must be completed before your child can play, visit friends etc.  Your child wants to go to the movies with a friend but he/she has not completed his/her chores. In groups of four, role-play how you as the mother, father, or caregiver would handle the situation.* |
| **Facet 6 – SELF-KNOWLEDGE** |
| How do I know that relationships are important to me?  *Give students think time, then share with the class.* |

**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| Mastery Learner (A)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| All cultures are unique.  Use the books provided to gather information about Japanese ceremonial dress, food, transportation, religion, and money.  List attributes about each topic and report your findings to the class. (Student information should be gathered for a class display on Japanese culture.) Which of these topics are most likely to be affected by change over time?  Which gifted intelligent behavior helped you complete this task?  Which do you need to work on?  How did relationships change over time?<br><br>Journal entry:  Share any prior knowledge about the Japanese culture that you have.<br><br>**V_x_L__S_x_M__B__P__I__N__** | Working interdependently with a partner, write a play that shows the impact of Hachiko on the lives of the boy, his father, Mr. Ueno, and the people of the community.  How did relationships change over time?<br><br>Journal entry:  By using the gifted intelligent behavior, *listening with empathy and understanding*, how did you interpret the impact of Hachiko on the lives of the other characters?<br><br><br><br>**V_x_L__S__M__B_ P_x_I_x_N__** |
| **Understanding Learner (C)**<br>Intuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| Compare similarities and differences in the relationship of Hachiko and Mr. Ueno and the boy and his father.  Create a graphic organizer to show the comparison. (i.e. double bubble map, Venn diagram (top hat or Y chart), or BTS p. 335.  How did relationships change over time?<br><br>Journal entry:  Which gifted intelligent behaviors helped you to determine the similarities and differences of the characters' relationships?<br><br>**V_x_Lx__S_x_M__B__P_x_I__N__** | • Create a poem (acrostic, simile, haiku) that expresses the relationships/friendships between Mr. Ueno and his dog, Hachiko or the boy and his father. Your poem should include illustrations.  How did relationships change over time?<br><br>• Create stick puppets to represent the characters in the play.<br><br>Journal entry:  Which gifted intelligent behavior(s) were helpful in making your decisions and completing this task?<br><br>**V_x_L__S_x_M__B_x_P_x_I__N__** |

NCSCOS:
ELA: 2.07, 2.08, 3.01, 3.03, 4.01, 4.03, 4.04, 4.05, 4.06, 4.08, 5.01, 5.02, 5.03, 5.05, 5.06
SS: 1.01, 1.02, 1.03, 2.03, 3.01, 3.02, 3.03
Math:  5.02
Science:  1.03

**Real World Connections With Products:**
Organize, analyze, evaluate, identify, describe, examine, problem solving, decision making

**Real World Applications:**
English teacher, local poets, writers' guild, drama teacher, community theater director, art teacher, puppetry guild, librarian, community theater, early childhood teachers, designer, historian, environmentalist

**Real World Terms:**
Haiku, simile, acrostic, metaphor, schedule, round trip, puppet show, character, script, graphic organizers, caption, illustration, Venn diagram, interdependent, organize, similarities, differences, role play

**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.**

<div align="center">

**Concept Focus:  Relationships**

**Overarching Generalizations:**
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations (Two or more concepts):**
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*Based upon what you know about owning a pet, what would you ask an animal trainer about how you could develop a strong(er) relationship with your pet?*

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

</div>

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Books, magazines related to Japan
- Craft sticks
- Markers/colored pencils
- Paper/pencils
- Samples of poems
- Journals
- Graphic organizer templates/samples
- examples of plays
- felt
- glue

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
9. Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**
1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are **not** needed to develop a relationship?
4. In what way(s) can we demonstrate the following gifted intelligent behaviors:
   - Remaining Open to Continuous Learning
   - Listening With Understanding and Empathy
   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Literary Perspectives:**
1. Which character in *Hachiko* can you most relate to and why?
2. What similar patterns do you see between *Hachiko* and *Stone Fox*?  Are there any differences?
3. Which character in the story would you develop a relationship with? Why?
4. Pretend Hachiko is your dog.  Describe activities that you would do together.
5. What was the author's purpose in writing this book?  What was its impact on you and your relationships.

**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Timelines help us organize events in our lives. They show us how much time passes between significant events. Using the section of *Hachiko* entitled "The Story Behind the Story," make a timeline to show the life of Hachiko. Consider Hachiko's relationships and include them in your timeline. Using the timeline answer the following questions: How old was Hachiko when he died? In what year was the bronze statue placed near the entrance to Shibuia Station? How old was Hachiko when Mr. Ueno died? How did relationships change over time?<br><br>Journal: What questions and or gifted intelligent behaviors did you ask yourself to help you with your task?<br><br>**V_x_L_x_S_x_M__B__P__I_x_N__** | Symmetry in illustrations is appealing. With a partner choose several illustrations from the story. Appraise the illustrations. Decide which items in the pictures show symmetry and which do not. Relate the information to the class. As you are discussing with your partner, think about which items in the pictures have one line of symmetry or more than one line of symmetry. Which items display rotational symmetry? How did relationships change over time?<br><br>Journal: Which gifted intelligent behaviors did you use to appraise the images in the illustrations?<br><br>**V_x_L_x_S_x_M__B__P_x_I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Train schedules provide departure and arrival times to and from various places. Interpret the data on the train schedule. Determine the amount of time it takes to travel from Tokyo to each of the cities listed. Sort and classify the cities' distances in various groups. Give each group a label. A city can be categorized in more than one group. Summarize your finding for the class. How did relationships change over time?<br><br>Journal: Is it important to use the gifted intelligent behavior, *applying past knowledge to new situations*, to complete this task? Why or why not?<br><br>**V_x_L_x_S_x_M__B_x_P__I_x_N__** | Generate story problems that share various types of relationships. For example: A family is composed of a mother, a father, three children, and two dogs. How many are in the family? Include problems that use different family facts: 5+2=7, 2+5=7, 7-2=5, 7-5=2 Act out each problem. How did relationships change over time?<br><br>Journal: What gifted intelligent behaviors did you use to generate and act out the problems?<br><br>**V_x_L_x_S_x_M__B_x_P_x_I_x_N__** |

Math: 1.01, 1.04, 1.05, 2.02, 3.03, 5.01, 5.02
ELA: 2.02, 2.04, 2.05, 2.07, 3.01, 3.02, 3.03, 4.04, 4.06, 4.08
Science: 1.01
SS: 5.05

**Real World Connections With Products:**
Organize, analyze, identify, describe, examine, problem solving, decision making, summarize, sort/classify, generate, interpret, determine, appraise, decide, relate

**Real World Applications:**
English teacher, drama teacher, community theater director, art teacher, puppetry guild, early childhood teachers, designer, historian, set designer, fashion designer, transit drivers, amusement park directors

**Real World Terms:**
schedule, round trip, Venn diagram, interdependent, organize, time line, relationships, symmetry, rotational symmetry, math family facts

**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:  Relationships

### Overarching Generalizations:
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

### More Complex Generalizations (Two or more concepts):
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*How does scheduling affect the relationships in your life?*

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

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- journals
- train schedule
- timeline examples
- sticky notes
- examples of symmetry/rotational symmetry
- story problem examples
- fact family samples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
9. Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**
1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not needed to develop a relationship?
4. In what way(s) can we demonstrate the following gifted intelligent behaviors:
   - Remaining Open to Continuous Learning
   - Listening With Understanding and Empathy
   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Literary Perspectives:**
1. What might happen if you were traveling from city A to city B and you did not follow the schedule?
2. Examine the picture on page 1 of the story. Does it show symmetry (line or rotational)?
3. How does the book use timelines to help you understand, "The Story Behind the Story?"

**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

**Concept:** Relationships or Change

**Topic:** Friendship

**Generalization(s):** Relationships change over time.

**Essential Question(s):** What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | Define relationships. Identify and describe the relationships in *Hachiko* using a T chart.  Which gifted intelligent behavior aided you in choosing this activity? | Using the information in *Hachiko*, find the similarities and differences between Japanese culture and your culture.  What new things did you learn and how can you use them? | Suppose someone or something dear to you is no longer available. Brainstorm and document, using *Inspiration,* different ways that you could honor their memory.  How did the gifted intelligent behavior *taking responsible risks* assist you in completing this activity? | With a partner, interview your classmates to determine individual feelings about specific events in the story.  Reflect on your findings and share with the class.  How did questioning and posing problems help to complete this activity? |
| 2 | Thinking about relationships, design a diagram that shows two of the following relationships: relationships of the characters in the story, your family relationships, school relationships, or community relationships.  Which past experiences helped you in choosing the two relationships? | Based upon your knowledge of the Japanese culture, how might you support or refute the statement that Japanese culture is more similar than different to your culture.  Which gifted intelligent behaviors were most helpful in completing this activity? | In the story, Hachiko is memorialized with a special Hachiko festival at Shibuya Station.  Predict what type of activities will occur at the festival in 2007.  Illustrate the events through an advertisement.  What new information did you learn and how will it foster future learning? | Using *listening with empathy and understanding*, put yourself in the boy's shoes.  How would you have reacted to the events in the story? With a partner or small group, develop interview questions and responses that reflect how you feel in each situation.  Share the interview in a talk show format.  How did your past experiences influence this activity? |
| 3 | Construct a display that shows relationships between humans and animals, in families, in school environments, and community environments.  How has completing this activity changed the way you view yourself as a learner? | Based upon your understanding of Japanese culture and your own culture, formulate a PowerPoint slide show revealing the similarities and differences between the two cultures.  How did the gifted intelligent behavior, taking responsible risks, assist you in completing this activity? | Imagine that your best friend has moved.  Plan and design an honorarium that depicts the personality of your friend.  Which gifted intelligent behavior was most helpful in completing this activity? Which gifted intelligent behavior do you need to work on? | Working with a partner, personify the character Hachiko. Reflect on his human characteristics and illustrate in a cartoon strip.  Which gifted intelligent behavior lead you to choose this activity?  Explain how it influenced you. |

**Real World Connections With Products:**
Organize, identify, describe, decision making, imagine, define, design, construct, similarities/differences, formulate, predict, illustrate

**Real World Applications:**
English teacher, drama teacher, community theater director, librarian, early childhood teachers, designer, historian, environmentalist, TV talk show host, employer, company owner, reporter, researcher, planner

**Real World Terms:**
Community, school environment, Japanese culture, Inspiration, PowerPoint, festival advertisements, honorarium

**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.**

<div align="center">

**Concept Focus:  Relationships**

**Overarching Generalizations:**
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations (Two or more concepts):**
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*Based upon what you know about owning a pet, what would you ask an animal trainer about how you could develop a strong(er) relationship with your pet?*

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

</div>

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- T chart sample
- Diagram/graphic organizers for similarities/differences
- PowerPoint examples
- Inspiration examples
- Activities for festival examples
- Advertisements examples
- Interview examples
- Comic strip examples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
9. Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**
1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not needed to develop a relationship?
4. In what way(s) can we demonstrate the following gifted intelligent behaviors:
   - Remaining Open to Continuous Learning
   - Listening With Understanding and Empathy
   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Literary Perspectives:**
1. Which character in *Hachiko* can you most relate to and why?
2. What similar patterns do you see between *Hachiko* and *Stone Fox*?  Are there any differences?
3. Which character in the story would you develop a relationship with? Why?
4. Pretend Hachiko is your dog.  Describe activities that you would do together.
5. What was the author's purpose in writing this book?  What was its impact on you and your relationships.


**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

**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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Think about a relationship you have with your friend.  Describe that friend by listing 5 or more attributes that show how your friendship has changed.  How did this relationship change over time?<br><br><br><br>Journal entry:  Which gifted intelligent behaviors would you expect to strengthen a friendship?<br><br>**V_x_L__S__M__B__P_x _I_x_N__** | Imagine your family moves during the school year.  You enter the classroom for the first time.  Write a skit showing how you could make a new friend.  Include how this experience impacts your ability to become a better friend.  Choose a partner to act out your skit for the class.  How would this change your relationship with others?  How did this relationship change over time?<br><br>Journal entry:  Was the gifted intelligent behavior applying past knowledge to new situations exhibited? Why or why not?<br><br>**Vx__L__S_x_M__B_x_P_x_I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Compare similarities and differences in the changes in two of your relationships (examples:  parents, caregivers, friends).  Create a graphic organizer to show the comparison.  (i.e. double bubble map, Venn diagram (top hat or Y chart), or BTS p. 335.  Have these changes been positive or negative?<br><br>Journal entry:  Which gifted intelligent behaviors could you use to create strong relationships in your life?<br><br>**V_x_L_x_S_x_M__B__P_x_I__N__** | Create a poem (acrostic, simile, haiku) that expresses how relationships/friendships change and/or grow over time. Include illustrations.  How did this relationships change over time?<br><br><br><br>Journal entry:  How did you apply past knowledge to new situations while doing this activity?<br><br>**V_x_L__S_x_M__B__P__I_x_N__** |

NCSCOS:
ELA: 2.07, 2.08, 3.01, 3.03, 4.01, 4.03, 4.04, 4.05, 4.06, 4.08, 5.01, 5.02, 5.03, 5.05, 5.06
SS:  1.01, 1.02, 1.03, 2.03, 3.01, 3.02
Math: 5.02
Science:  1.03

**Real World Connections With Products:**
Organize, analyze, identify, describe, problem solving, decision making, compare, similarities, differences

**Real World Applications:**
writer, journalist, designer, poet

**Real World Terms:**
Illustrate, create, skit, poem, graphic organizers, attributes


**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations:**
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations (Two or more concepts):**
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*Based upon what you know about owning a pet, what would you ask an animal trainer about how you could develop a strong(er) relationship with your pet?*

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

</div>

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- paper/pencils
- journals
- graphic organizer templates
- skit examples
- acrostic/simile/haiku examples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
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1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
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   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Literary Perspectives:**
1. Which character in *Hachiko* can you most relate to and why?
2. What similar patterns do you see between *Hachiko* and *Stone Fox*? Are there any differences?
3. Which character in the story would you develop a relationship with? Why?
4. Pretend Hachiko is your dog. Describe activities that you would do together.
5. What was the author's purpose in writing this book? What was its impact on you and your relationships.

**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

# 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) | Interpersonal Learner (B) |
|---|---|
| **Sensing- Thinking** | **Sensing-Thinking** |
| Think of humorous events in your life. Using a time line display the humor using icons. Be sure to include humorous events that involve other people. How did relationships change over time? | With a partner or small group, decide on relevant illustrations, pictures, objects, etc. that you find in the real world that contain or do not contain symmetry. Appraise your examples. Decide which items show symmetry and which do not. Relate the information to the class. As you are discussing with your partner, think about which items in the pictures have one line of symmetry or more than one line of symmetry. Which items display rotational symmetry? How did relationships change over time? |
| Journal: What gifted intelligent behavior did you use to organize your procedures? | Journal: How did you use *listening with empathy and understandin*g as you made your decisions for this task? |
| **V_x_L_x_S_x_M__B__P_x_I__N__** | **V_x_L_x_S_x_M__B_x_P_x_I_x_N_x_** |

| Understanding Learner (C) | Self-Expressive Learner (D) |
|---|---|
| **Intuitive-Thinking** | **Intuitive-Feeling** |
| Analyze an airline schedule. Decide on three or more locations that you would like to visit leaving from your closest airport. Plan a round trip that includes each of the locations (begin and end at the closest airport). Deduce how many different routes you could use. Determine the longest and shortest route. Explain which route you will follow. Tell why. How did relationships change over time? | Using your knowledge of fact families, create story problems that share various types of relationships. For example: A family has five people. They decide to get a dog and two cats. How many are now in the family. List the step-by-step procedures that you must follow in order to solve each problem. How did relationships change over time? |
| Journal: Is it important to use the gifted intelligent behavior, *applying past knowledge to new situations*, to complete this task? Why or why not? | Journal: Discuss your thinking (metacognition) that helped you complete this activity. Explore other ways to show the same data. |
| **V_x_L_x_S_x_M__B_x_P__I__N__** | **V_x_L_x_S_x_M__B_x_P_x_I_x_N__** |

Math: 1.01, 1.04, 1.05, 2.02, 3.03, 5.01, 5.02
ELA: 2.02, 2.04, 2.05, 2.07, 3.01, 3.02, 3.03, 4.04, 4.06, 4.08
Science: 1.01
SS: 5.05

**Real World Connections With Products:**
Organize, analyze, identify, describe, examine, problem solving, decision making, summarize, sort/classify, generate, interpret, determine, appraise, decide, relate

**Real World Applications:**
English teacher, drama teacher, community theater director, art teacher, puppetry guild, early childhood teachers, designer, historian, set designer, fashion designer, transit drivers, amusement park directors

**Real World Terms:**
schedule, round trip, Venn diagram, interdependent, organize, time line, relationships, symmetry, rotational symmetry, math family facts

**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.**

<div align="center">

**Concept Focus:  Relationships**

**Overarching Generalizations:**
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations (Two or more concepts):**
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*How does scheduling affect the relationships in your life?*

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

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- journals
- train schedule
- timeline examples
- sticky notes
- examples of symmetry/rotational symmetry
- story problem examples
- fact family samples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
9. Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**
1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not needed to develop a relationship?
4. In what way(s) can we demonstrate the following gifted intelligent behaviors:
   - Remaining Open to Continuous Learning
   - Listening With Understanding and Empathy
   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

**Additional Support Materials:**

**Favorite Read-Alouds:**
*Stone Fox*
*Japan*
*Sadako and the Thousand Paper Cranes*
*Shiloh*

**Finger Plays, Nursery Rhymes and Songs:**
Old Mother Hubbard
How Much is that Doggie in the Window
Media specialist resources

**Internet Sites**
**Kimono**
**Japanese songs**
**Japanese info**
**Symmetry**
**Symmetry 2**

**Video Clips:**
Where the Red Fern Grows
Dog training clip
Japanese Life-National Geographic
Karate Kid
Mr. Roger's Neighborhood
Reading Rainbow clips
Media specialist resources

**Paintings & Prints:**
Norman Rockwell prints
Escher prints
Calendar pictures
Picasso prints
Art teacher resource

# 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' Gifted intelligent behaviors? Please discuss how each Gifted 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**

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009



**Concept: Relationships**

**Topic: Relationships within a Culture**

**Ann Jones and Elaine Moore**
**Duplin County and Wake County**
**Written for Second Grade**

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

<table>
<tr><td colspan="2">

**Topic – Culture**

**Literature Selection –An Elephant in the Backyard**
**Author –Richard Sobol**
</td></tr>
</table>

| Concepts | Themes |
|---|---|
| Relationships<br>Survival<br>Change<br>Systems | Relationships play a role in the make-up of a society.<br>Animals have special relationships to people.<br>Unique cultures exist around the world. |
| **Issues or Debates** | **Problems or Challenges** |
| Should animals be taken from their natural environment?<br>Should animals be forced to work?<br>How are the lives of animals altered?<br>Are societies different based upon their location?<br>How are relationships interwoven with cultures? | How would we adjust to a new culture?<br>How are other cultures different than our own?<br>How are our lives changed through relationships? |
| **Processes** | **Theories** |
| Problem solving   Organizing<br>Debating          Note taking<br>Researching      Predicting<br>Creating          Analyzing<br>Constructing<br>Interpreting | Nature Verses Nurture<br>Relationships can be simple or complex.<br>All things affect and are affected by their relationships within a culture. |

| Paradoxes | Assumptions or Perspectives |
|---|---|
| How can you be rich and still be poor? Cultures can be simple and at the same time be complex. How can we live both in harmony and in discord at the same time? | Cultures are biased to location. Relationships are necessary for the survival of a culture. Relationships can be forced by circumstances. Relationships are all around us. |

**Big Ideas Manifested**

> **Topic**
>
> **Literature Selection –**
> **Author -**

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

**Big Ideas Manifested**

| | |
|---|---|
| **Topic -** | |
| **Literature Selection –** **Author -** | |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Concept: Relationships          Topic: Culture

**Suggested Literature Selection(s): An Elephant in the Backyard**

---

**Look and Listen for…**

**Intelligent Behaviors:**
    **Story Focus:  persistence, thinking flexibly, striving for accuracy and precision, questioning and problem posing, thinking interdependently, finding humor, taking responsible risks,**


    **Student Activities :  Use the following gifted intelligent behaviors:  Meta-Cognition (thinking about your thinking), listening with understanding and empathy, remaining open to continuous learning, questioning and problem posing, finding humor, applying prior knowledge to new situations**

---

**Thinking Skills Focus:** Venn diagrams, verbal similarities and differences, verbal sequences, verbal classifications, analogies


**Topic Focus:**  Culture has an effect on relationships.

**Concept Focus**: Relationships

**Overarching Generalizations:** Relationships are required within all cultures.


**More Complex Generalizations (Two or more concepts):**
                Forced relationships cause adaptations.
                Relationships are required for survival.
                Relationships change as needs change.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:** review of economics units (spiraling), cultural differences, family and community relationships, relationships within our environment (animals, plants, etc.) how survival depends upon relationships

**Suggested Vocabulary Words for Discussion:** relationship, culture, survival, environment, monetary, domesticated, Thailand, transport, professional, graduate (as in moving up), vegetarians, celebration, festival, temple, economic, analyze, prove, demonstrate, predict, generate

Focus on these twelve: relationship, culture, survival, environment, domesticated, transport, professional, vegetarians, celebration, economic, temple, monetary system

**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:** Use the new vocabulary in journal writings, oral sharing, in games, listen for vocabulary in video and tally mark each time you hear one of our vocabulary words, Mind's Eye activity

**Hooks: Relationships are required.**

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

**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
|---|
| Illustrate a picture about someone you are related to and write a caption to explain the relationship. |
| Discuss the meaning of relationships as you share your work within your group. |

| **Facet 2 - INTERPRETATION** |
|---|
| Make a list showing how you are related to different people in your family. |
| What does it mean to be related? |

| **Facet 3 - APPLICATION** |
|---|
| Create a mobile with an illustration of yourself hanging in the center.  Illustrate the many groups to which you belong and hang them on your mobile.  Be ready to share this information with our class. |
| Example: a picture with your scout uniform, with a church group, dressed as a ball team member etc. |
| What is your relationship to your community? |

| **Facet 4 - PERSPECTIVE** |
|---|
| Partner up discuss with your partner about who buys the food for your family.  Where do they go, how to they pay for it, and what happens when the bags of food come home.  Also share your favorite food and who is responsible for preparing your favorite food. |
| Is there a difference in your favorite food choice and that of your partner? Is either choice of food unique to your culture or country? |

| **Facet 5 – EMPATHY** |
|---|
| Creating a journal entry, imagine you are alone in the world.  Write about your experiences for a day. Would your story change if you were alone in the world for more than a month.  Think of the possibilities and be ready to share following author's chair time. |
| How are relationships necessary for survival? |

| **Facet 6 – SELF-KNOWLEDGE** |
|---|
| Reflect on your own role in the classroom.  What do you do to help form relationships with other members of our classroom? Use a marker and scribe **at least one** idea on the chart paper provided in your center. Later today you will evaluate the entire list and decide which one you feel is the most successful way to form relationships within our classroom. |
| Do relationships affect the classroom culture? |

**Read: <u>The Elephant in the Backyard</u>**
**Task Rotation Learning Activities**

**Second Grade**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| At this center, chose a book about Thailand. Take notes as you read.  Focus on how Thailand people live, their clothes, festivals, and foods.<br><br>Suggestion: Use the note cards provided and label the cards with the focus categories.<br><br>Does the environment you live in change relationships? Which gifted intelligent behavior did you use for this task?<br><br>How are relationships evident within a culture?<br><br><br><br><br><br><br><br>**V_x_L__S__M__B__P__I__N__** | Write a letter to a pen-pal in Thailand describing a holiday that is celebrated in America.  Your pen-pal<br>has never been to America so be very descriptive. Include ideas related to food, location, decorations, and different types of clothes, feelings, and activities. U Choose a print from the wallpaper book and how you would like to display your letter for others to view.<br>How are our celebrations similar or different to the festival in the story?<br>What gifted intelligent behavior might be useful at a celebration to promote relationships?<br>How are relationships evident within a culture?<br><br>**V_x_L__Sx__M__B__P__I_x_N__** |
|  |  |

| Understanding Learner (C)<br>Intuitive-Thinking | Self-Expressive Learner (D)<br>Intuitive-Feeling |
|---|---|
| With a partner or alone, use the Venn Y provided at your center to compare and contrast the training of the elephant in our story to the training of a dog or cat. Evaluate which you feel would be an easier job and support your choice with an explanation.<br><br>How might the relationships with pets different than relationships with work animals?<br><br>Which gifted intelligent behaviors would be useful in training an animal?<br><br>How are relationships evident within a culture?<br><br>**V_x_L__S__M__B__P_x_I_x_N_x** | After reading and understanding how roads are formed in Tha Klang, Thailand, create a song or dance about how you would form roads in a different country using other materials derived from nature. Be prepared to articulate or perform your song or dance to the whole group after rotations during our share time.<br><br>Why is man and nature's relationship necessary?<br><br>What gifted intelligent behaviors do you feel are necessary to become an inventor? Why?<br><br>How are relationships evident within a culture?<br>**V_x_L_x_S__M_x_B_x_P_x_I__N__x** |

English Language Arts Objectives:

1.02, 1.03, 1.04, 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 3.01, 3.02, 3.03, 3.04,
**4.01, 4.02, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02, 5.04, 5.05, 5.06, 5.07Real World**

**Connections With Products**: Analyze, compare similarities and differences, describe, evaluate, create, imagine, reflect

**Real World Applications:** artist, song writers, editors, engineer, zoo worker, animal trainer, researcher

# Real World Terms: paint, illustrate, design, write, train, investigate, hypothesize

**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations: Relationships are necessary.**

**More Complex Generalizations (Two or more concepts):**
**Relationships are necessary for survival.**

**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
Why are relationships necessary?
How does culture have an effect on a relationship?
Why are relationships in a culture necessary for survival?
How are relationships evident within a culture?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Several books on Thailand and US culture
- Writing journals
- Chart paper and markers
- Recorder if needed from background music
- Model of Venn Y

**MetaCognitive Discussion (Essential Questions):** In what ways are relationships required? How could we apply prior knowledge to build better relationships that are necessary for survival within a culture? How does listening with understanding and empathy effect relationships that are necessary for survival within a culture?
(Whole Group)-Which gifted intelligent behavior is my strongest and which do I need to work on?

What new words did I learn that I could use daily in speaking and writing**?**
Why did the author choose certain words to show relationships?

Conceptual Perspectives: Are relationships always necessary for survival within a culture? Were relationships in the story forced or voluntary? Were relationships intentional or unintentional? How does relationships support survival? How are relationships evident within a culture?

**Intelligent Behaviors:** Meta-Cognition (thinking about your thinking), listening with understanding and empathy, remaining open to continuous learning, questioning and problem posing, finding humor, applying prior knowledge

Literary Perspectives: How are relationships in your life like the relationships in the story? How did I use prior knowledge and experience to help me understand relationships in the story? What new things did I learn about relationships and how can I use them? What relationship existed between the main character, Wan Pen and the family in our story? What do you predict will happen to Wan Penn in a few years?

**Student/Teacher Reflections:** How did the activities help you see relationships in a different way? Set aside a time for your students to perform their skits. Host an author's chair for sharing of journals and other rotation products.

## Math Task Rotation Learning Activities

### 2nd grade
**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 |
|---|---|
| Using the box of coins provided, list ways to show sixty cents using only six coins. If time permits, show ways to make sixty cents using only seven coins. | At our store center, assume the role of a clerk for five minutes. Give each of the other children in your group one dollar and allow them to make a purchase from the choices on the table. Use the "counting on" method to give your "customer" their proper change resulting from their purchase. Remember to allow another group members time to assume the role of a clerk while you become the consumer. |
| What is the relationship between the number of coins and their value? | What is the relationship between purchasing goods and our monetary system? |
| Which gifted intelligent behaviors are useful in performing this task? | What gifted intelligent behaviors would you use to operate a store? |
| How are relationships evident within a culture? | How are relationships evident within a culture? |
| V_x_L_x_S__M__B_x_P__I__N__ | V_x_L_x_S__M__B_x_P_x_I__N__ |

| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
|---|---|
| Formulate a chart to demonstrate all the possible ways to make twenty-five cents. | |
| What is the relationship between a quarter and other coins in our monetary system? | If we had a different system for our money, what are some of the possibilities?  Create a new system using items from nature.  Illustrate and explain your new monetary system. |
| Which gifted intelligent behaviors did you find useful? | |
| How are relationships evident within a culture? | How might relationships of coins or other items change under a new system? |
| | How are relationships evident within a culture? |
| **V_x_L_x S_x_M__B__P__I__N__** | V_x_L_x S_x_M__B__P__I__N_x |

Social studies: 7.04 and 7.05
Math Objectives:  1.01, 1.04, 1.05, 4.01

**Real World Connections With Products: Prove, assume the role, predict, analyze, formulate, list,**

**Real World Applications: clerk, consumer, bank teller, customer,**

**Real World Terms: collect, purchase, calculate, count, economize**

**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: Relationships**

**Overarching Generalizations: Relationships are necessary.**

**More Complex Generalizations (Two or more concepts):**
**Relationships are necessary for survival**

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

Why are relationships necessary?
How does culture affect a relationship?
Why are relationships in a culture necessary for survival?
How could we apply prior knowledge to build better relationships that are necessary for survival within a culture?
How does listening with understanding and empathy effect relationships that are necessary for survival within a culture?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- 2 boxes of coins (one for the mastery center and one for the store center)
- calculators
- dictionaries
- items priced to purchase at the store

**MetaCognitive Discussion (Essential Questions): Are relationships necessary for survival?**

**(Whole Group) How are relationships evident within a culture?**

Conceptual Perspectives: In our monetary relationships, how can more be less or less be more?
                Why are relationships necessary?
                How does culture affect a relationship?
                Why are relationships in a culture necessary for survival?

**Intelligent Behaviors: Meta-Cognition (thinking about your thinking, listening with understanding and empathy, remaining open to continuous learning, questioning and problem posing, finding humor, applying prior knowledge**

**Literary Perspective:** What is the value of the following coins: penny, nickel, dime, quarter, half dollar? How did Wan Pen help provide for the wants and needs of his family? Who provides the money for our wants and needs?
Books about our monetary system (Houghton Mifflin has several).

**Student/Teacher Reflections:** In a large group discussion, talk about the different activities and relationships that occurred at the "store".

**Concept: Relationships are necessary.**

**Topic: Relationships within a culture**

**Generalization(s): Relationships are necessary for survival.**

**Essential Question(s): Why are relationships within a culture necessary for survival?**

# Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | **<u>Mind's Eye</u>** Read the vocabulary cards at this center associated with <u>Honey, Honey Lion</u>. Create a picture, ask a question, make a prediction, or describe a feeling using these words. Now listen to the book using the tape recorder and headphones provided. Orally share with others if your initial opinions have changed. | Read the articles provided by your teacher about cultures (teachers will write the articles in reading ability levels for these children). You will use the chart paper provided and complete a Lotus chart to show what you have learned about cultures. Remember when you create a Lotus, you pass the chart paper until no new information is added. | Pretend you are a trained elephant. Pantomime actions of the elephant while others in your group guess what you are doing. After five guesses, tell them how you are helping out in Thailand and choose someone else in your group who has not been the elephant**.** | Explain to your group what you would enjoy best about living in Thailand and why. |

| | | | |
|---|---|---|---|
| 2 | Look at the pictures of other cultures on the table at this rotation. With a partner, select one picture. Use the post its and identify words about the picture. Take the words and put them into groups. Use labels to identify each group of words. The labels must be different than the words used in the grouping. Report your groups as topic sentences or hypothesis. Extend your writing by using details from your groups. Share your writings with others. Which relationships were easier to recognize? | Using the books) provided, compare and contrast an African and Asian elephant. Write about your findings in a magazine article for National Geographic. | Speculate how a Thai child might feel if they moved to America and were in your classroom. What are some thoughts and feeling this child might have? What things could you do to help build relationships and make the transition more pleasurable**?** | If you were an elephant, would you feel it is fair to work for a family in Thailand? Assume the persona of the elephant. Record your feeling in your journal. Use the clay provided to make an elephant. Later at share time, your clay elephant will "read" your journal entry to your classmates. |
| **3** | Present the information about elephants in the back of the story on a Tri-fold board that will help our visitors learn about elephants. | Create a picture collage to introduce a new celebration or festival for Thailand and America. Be prepared to share and tell why they are different based upon their culture. | With a partner, design a game board that could be used to teach other second graders about different cultures. | Be prepared to debate which country you feel would be the best place to live. Use researched information to support your opinion. |

**Real World Connections With Products:** Analyze, compare similarities and differences, describe, evaluate, create, imagine, reflect, speculate, design, pantomime, present, research, debate

**Real World Applications:** politician, engineer, architect, artist, sculptor, editor, reporter, therapist, town planner

**Real World Terms:** campaigning, designing, creating, building, investigating, reporting, listening, compromising

**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.**

<div align="center">

**Concept Focus:** Relationships

**Overarching Generalizations:** Relationships are necessary.

**More Complex Generalizations (Two or more concepts):**
Relationships are necessary for survival.

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How could we apply prior knowledge to build better relationships that are necessary for survival within a culture? How does listening with understanding and empathy effect relationships that are necessary for survival within a culture?
Why are relationships necessary for survival in our culture?(questioning and posing problems)

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- poster boards, markers, colored pencils and index cards (to make game boards)
- Tri-fold presentation boards
- Tape recorder
- Tape of Honey, Honey Lion read and recorded ahead of time
- Artist paper for collage
- Wall paper book (sample book from store)
- Prepared vocabulary cards
- Books on Asian and African elephants
- Readability leveled articles on cultures
- Post-It notes

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections:**

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

| **Mastery Learner (A)**<br>Sensing- Thinking | **Interpersonal Learner (B)**<br>Sensing-Thinking |
|---|---|
|       Using the set of pictures provided, cut them apart and place the pictures about our culture on the left and pictures about Thailand's culture on the right of the construction paper provided.<br><br>Under each picture write a caption about how the picture relates to the culture.<br><br><br><br>**V_x_L__S_x_M__B_x_P__I__N__** | What if you had been born in another country? How would your relationships with your family and community be different?<br>Working with a partner, express your opinions and feelings about those relationships through a song or dance.<br><br><br><br>**V_x_L__S_x_M__B__P_x_I_x_N__** |
| **Understanding Learner (C)**<br>Intuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| How are relationships in your culture and in Thailand's culture similar and different? Use graphic organizers, pictures, and/or words to explain.<br><br><br><br>**V_x_L_x_S_x_M__B__P__Ix_N__** | With the people in your group, create and perform a skit to show your understanding of relationships within a different culture. Do not use any story lines from An Elephant in the Backyard but you may use it as a background resource.<br><br><br><br>**V_x_L__S_x_M_x_B__Px__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.**

<div align="center">

**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)**

</div>



**Materials Needed for Task Rotation and/or Task Rotation Menu**

- 
-

**MetaCognitive Discussion (Essential Questions): Are relationships necessary for survival?**

**(Whole Group):**

Conceptual Perspectives:

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections**

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

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br><br>How much is two dimes, three nickels and four quarters?<br><br>What is the relationship of coins to addition using regrouping?<br><br><br><br>**V__L_X_S__M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br><br>Explain to a partner how you would spend ten dollars. Your partner's job is to see if your selection is in a "reasonable" range.<br><br><br>How do our choices about wants and needs relate to income?<br><br><br>**V__L x_S__M__B__P x__I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br>Using a chart, prove which of the two bags have more money.<br><br><br><br>.<br><br>Four quarters are inside the first bag.   Five dimes and nine nickels are inside the second bag.<br><br>What are the relationships between quarters, nickels, and dimes?<br><br>**V__L_x_S_x_M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br><br>Predict which words could total exactly one dollar if consonants were worth a penny, an A was worth a nickel, and E was worth a dime, an I was worth a quarter, and the O and U were worth a half dollar each. Use a calculator to prove your prediction. Create a word art picture with words that total exactly one dollar.<br><br>What is the relationship between the length of the word and the monetary value of the letters?<br><br>Did you use more intelligent behaviors to find the words or to create the word art? Why?<br><br><br>V_x_L_x_S_x_M__B__P__I__N__ |

**Real World Connections With Products: Prove, assume the role, predict, analyze, formulate, list**

**Real World Applications: clerk, consumer, bank teller, customer,**

**Real World Terms: collect, purchase, calculate, count, economize**

**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations:**

**Relationships are necessary.**
**More Complex Generalizations (Two or more concepts):**
**Relationships are necessary for survival.**
**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

</div>

How could we apply prior knowledge to build better relationships that are necessary for survival within a culture? How does listening with understanding and empathy effect relationships that are necessary for survival within a culture?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- a bag with 4 quarters and a bag with 5 dimes and 9 nickels
- baggies with 2 dimes, 3 nickels and 4 quarters inside

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors: Meta-Cognition (thinking about your thinking, listening with understanding and empathy, remaining open to continuous learning, questioning and problem posing, finding humor, applying prior knowledge**

**Literary Perspective:**

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs: Background symphony music at the store**

**Video Clips: Video on Thailand**

**Paintings & Prints:**

# 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

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Relationships**

**Topic: Relationships within a Culture**

**Ann Jones and Elaine Moore**
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**Written for Second Grade**

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**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

Topic – Culture

Literature Selection –An Elephant in the
Backyard
Author –Richard Sobol

| Concepts | Themes |
|---|---|
| Relationships<br>Survival<br>Change<br>Systems | Relationships play a role in the make-up of a society.<br>Animals have special relationships to people.<br>Unique cultures exist around the world. |
| **Issues or Debates** | **Problems or Challenges** |
| Should animals be taken from their natural environment?<br>Should animals be forced to work?<br>How are the lives of animals altered?<br>Are societies different based upon their location?<br>How are relationships interwoven with cultures? | How would we adjust to a new culture?<br>How are other cultures different than our own?<br>How are our lives changed through relationships? |
| **Processes** | **Theories** |
| Problem solving   Organizing<br>Debating         Note taking<br>Researching       Predicting<br>Creating          Analyzing<br>Constructing<br>Interpreting | Nature Verses Nurture<br>Relationships can be simple or complex.<br>All things affect and are affected by their relationships within a culture. |

| Paradoxes | Assumptions or Perspectives |
|---|---|
| How can you be rich and still be poor? Cultures can be simple and at the same time be complex. How can we live both in harmony and in discord at the same time? | Cultures are biased to location. Relationships are necessary for the survival of a culture. Relationships can be forced by circumstances. Relationships are all around us. |

**Big Ideas Manifested**

> **Topic**
>
> **Literature Selection –**
> **Author -**

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Big Ideas Manifested

<table>
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**Topic -**

**Literature Selection –**
**Author -**

</td></tr>
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| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept: Relationships          Topic:  Culture

**Suggested Literature Selection(s): An Elephant in the Backyard**

**Look and Listen for…**

**Intelligent Behaviors:**
        **Story Focus:  persistence, thinking flexibly, striving for accuracy and precision, questioning and problem posing, thinking interdependently, finding humor, taking responsible risks,**

        **Student Activities : Use the following gifted intelligent behaviors:  Meta-Cognition (thinking about your thinking), listening with understanding and empathy, remaining open to continuous learning, questioning and problem posing, finding humor, applying prior knowledge to new situations**

**Thinking Skills Focus:** Venn diagrams, verbal similarities and differences, verbal sequences, verbal classifications, analogies

**Topic Focus:**  Culture has an effect on relationships.

**Concept Focus**: Relationships

**Overarching Generalizations:** Relationships are required within all cultures.

**More Complex Generalizations (Two or more concepts):**
                        Forced relationships cause adaptations.
                        Relationships are required for survival.
                        Relationships change as needs change.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:** review of economics units (spiraling), cultural differences, family and community relationships, relationships within our environment (animals, plants, etc.) how survival depends upon relationships

**Suggested Vocabulary Words for Discussion:** relationship, culture, survival, environment, monetary, domesticated, Thailand, transport, professional, graduate (as in moving up), vegetarians, celebration, festival, temple, economic, analyze, prove, demonstrate, predict, generate

Focus on these twelve: relationship, culture, survival, environment, domesticated, transport, professional, vegetarians, celebration, economic, temple, monetary system

**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:** Use the new vocabulary in journal writings, oral sharing, in games, listen for vocabulary in video and tally mark each time you hear one of our vocabulary words, Mind's Eye activity

**Hooks: Relationships are required.**

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

**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
|---|
| Illustrate a picture about someone you are related to and write a caption to explain the relationship.<br><br>Discuss the meaning of relationships as you share your work within your group. |

| **Facet 2 - INTERPRETATION** |
|---|
| Make a list showing how you are related to different people in your family.<br>What does it mean to be related? |

| **Facet 3 - APPLICATION** |
|---|
| Create a mobile with an illustration of yourself hanging in the center.  Illustrate the many groups to which you belong and hang them on your mobile.  Be ready to share this information with our class.<br>Example: a picture with your scout uniform, with a church group, dressed as a ball team member etc.<br>What is your relationship to your community? |

| **Facet 4 - PERSPECTIVE** |
|---|
| Partner up discuss with your partner about who buys the food for your family.  Where do they go, how to they pay for it, and what happens when the bags of food come home.  Also share your favorite food and who is responsible for preparing your favorite food.<br>Is there a difference in your favorite food choice and that of your partner? Is either choice of food unique to your culture or country? |

| **Facet 5 – EMPATHY** |
|---|
| Creating a journal entry, imagine you are alone in the world.  Write about your experiences for a day.  Would your story change if you were alone in the world for more than a month.  Think of the possibilities and be ready to share following author's chair time.<br>How are relationships necessary for survival? |

| **Facet 6 – SELF-KNOWLEDGE** |
|---|
| Reflect on your own role in the classroom.  What do you do to help form relationships with other members of our classroom? Use a marker and scribe **at least one** idea on the chart paper provided in your center. Later today you will evaluate the entire list and decide which one you feel is the most successful way to form relationships within our classroom.<br><br>Do relationships affect the classroom culture? |

**Read: <u>The Elephant in the Backyard</u>**
**Task Rotation Learning Activities**

**Second Grade**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| At this center, chose a book about Thailand. Take notes as you read.  Focus on how Thailand people live, their clothes, festivals, and foods.<br><br>Suggestion: Use the note cards provided and label the cards with the focus categories.<br><br>Does the environment you live in change relationships? Which gifted intelligent behavior did you use for this task?<br><br>How are relationships evident within a culture? | Write a letter to a pen-pal in Thailand describing a holiday that is celebrated in America.  Your pen-pal has never been to America so be very descriptive. Include ideas related to food, location, decorations, and different types of clothes, feelings, and activities. U Choose a print from the wallpaper book and how you would like to display your letter for others to view.<br>How are our celebrations similar or different to the festival in the story?<br>What gifted intelligent behavior might be useful at a celebration to promote relationships?<br>How are relationships evident within a culture? |
| **V_x_L__S__M__B__P__I__N__** | **V_x_L__Sx__M__B__P__I_x_N__** |
| | |

| Understanding Learner (C)<br>Intuitive-Thinking | Self-Expressive Learner (D)<br>Intuitive-Feeling |
|---|---|
| With a partner or alone, use the Venn Y provided at your center to compare and contrast the training of the elephant in our story to the training of a dog or cat. Evaluate which you feel would be an easier job and support your choice with an explanation.<br><br>How might the relationships with pets different than relationships with work animals?<br><br>Which gifted intelligent behaviors would be useful in training an animal?<br><br>How are relationships evident within a culture?<br><br>**V_x_L__S__M__B__P_x_I_x_N_x** | After reading and understanding how roads are formed in Tha Klang, Thailand, create a song or dance about how you would form roads in a different country using other materials derived from nature. Be prepared to articulate or perform your song or dance to the whole group after rotations during our share time.<br><br>Why is man and nature's relationship necessary?<br><br>What gifted intelligent behaviors do you feel are necessary to become an inventor?  Why?<br><br>How are relationships evident within a culture?<br>**V_x_L_x_S__M_x_B_x_P_x_I__N__x** |

English Language Arts Objectives:

1.02, 1.03, 1.04, 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 3.01, 3.02, 3.03, 3.04,
**4.01, 4.02, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02, 5.04, 5.05, 5.06, 5.07Real World**

**Connections With Products**: Analyze, compare similarities and differences, describe, evaluate, create, imagine, reflect

**Real World Applications:** artist, song writers, editors, engineer, zoo worker, animal trainer, researcher

# Real World Terms: paint, illustrate, design, write, train, investigate, hypothesize

**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations: Relationships are necessary.**

**More Complex Generalizations (Two or more concepts):**
**Relationships are necessary for survival.**

**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
Why are relationships necessary?
How does culture have an effect on a relationship?
Why are relationships in a culture necessary for survival?
How are relationships evident within a culture?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Several books on Thailand and US culture
- Writing journals
- Chart paper and markers
- Recorder if needed from background music
- Model of Venn Y

**MetaCognitive Discussion (Essential Questions):** In what ways are relationships required? How could we apply prior knowledge to build better relationships that are necessary for survival within a culture? How does listening with understanding and empathy effect relationships that are necessary for survival within a culture?
(Whole Group)-Which gifted intelligent behavior is my strongest and which do I need to work on?

What new words did I learn that I could use daily in speaking and writing**?**
Why did the author choose certain words to show relationships?

Conceptual Perspectives: Are relationships always necessary for survival within a culture? Were relationships in the story forced or voluntary? Were relationships intentional or unintentional? How does relationships support survival? How are relationships evident within a culture?

**Intelligent Behaviors:** Meta-Cognition (thinking about your thinking), listening with understanding and empathy, remaining open to continuous learning, questioning and problem posing, finding humor, applying prior knowledge

Literary Perspectives: How are relationships in your life like the relationships in the story? How did I use prior knowledge and experience to help me understand relationships in the story? What new things did I learn about relationships and how can I use them? What relationship existed between the main character, Wan Pen and the family in our story? What do you predict will happen to Wan Penn in a few years?

**Student/Teacher Reflections:** How did the activities help you see relationships in a different way? Set aside a time for your students to perform their skits. Host an author's chair for sharing of journals and other rotation products.

## Math Task Rotation Learning Activities

### 2nd grade
**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 |
|---|---|
| Using the box of coins provided, list ways to show sixty cents using only six coins. If time permits, show ways to make sixty cents using only seven coins. | At our store center, assume the role of a clerk for five minutes. Give each of the other children in your group one dollar and allow them to make a purchase from the choices on the table. Use the "counting on" method to give your "customer" their proper change resulting from their purchase. Remember to allow another group members time to assume the role of a clerk while you become the consumer. |
| What is the relationship between the number of coins and their value? | What is the relationship between purchasing goods and our monetary system? |
| Which gifted intelligent behaviors are useful in performing this task? | What gifted intelligent behaviors would you use to operate a store? |
| How are relationships evident within a culture? | How are relationships evident within a culture? |
| V_x_L_x_S__M__B_x_P__I__N__ | V_x_L_x_S__M__B_x_P_x_I__N__ |

| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
|---|---|
| Formulate a chart to demonstrate all the possible ways to make twenty-five cents. | |
| What is the relationship between a quarter and other coins in our monetary system? | If we had a different system for our money, what are some of the possibilities?  Create a new system using items from nature.  Illustrate and explain your new monetary system. |
| Which gifted intelligent behaviors did you find useful? | |
| How are relationships evident within a culture? | How might relationships of coins or other items change under a new system? |
| | How are relationships evident within a culture? |
| **V_x_L_x S_x_M__B__P__I__N__** | V_x_L_x S_x_M__B__P__I__N_x |

Social studies: 7.04 and 7.05
Math Objectives:  1.01, 1.04, 1.05, 4.01

**Real World Connections With Products: Prove, assume the role, predict, analyze, formulate, list,**


**Real World Applications: clerk, consumer, bank teller, customer,**


**Real World Terms: collect, purchase, calculate, count, economize**


**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: Relationships**

**Overarching Generalizations: Relationships are necessary.**


**More Complex Generalizations (Two or more concepts):**
**Relationships are necessary for survival**

**Essential Question(s):**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
Why are relationships necessary?
How does culture affect a relationship?
Why are relationships in a culture necessary for survival?
How could we apply prior knowledge to build better relationships that are necessary for survival within a culture?
How does listening with understanding and empathy effect relationships that are necessary for survival within a culture?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- 2 boxes of coins (one for the mastery center and one for the store center)
- calculators
- dictionaries
- items priced to purchase at the store


**MetaCognitive Discussion (Essential Questions): Are relationships necessary for survival?**

**(Whole Group) How are relationships evident within a culture?**

Conceptual Perspectives: In our monetary relationships, how can more be less or less be more?
                Why are relationships necessary?
                How does culture affect a relationship?
                Why are relationships in a culture necessary for survival?

**Intelligent Behaviors: Meta-Cognition (thinking about your thinking, listening with understanding and empathy, remaining open to continuous learning, questioning and problem posing, finding humor, applying prior knowledge**

**Literary Perspective:** What is the value of the following coins: penny, nickel, dime, quarter, half dollar? How did Wan Pen help provide for the wants and needs of his family?  Who provides the money for our wants and needs?
Books about our monetary system (Houghton Mifflin has several).

**Student/Teacher Reflections:** In a large group discussion, talk about the different activities and relationships that occurred at the "store".

**Concept: Relationships are necessary.**

**Topic: Relationships within a culture**

**Generalization(s): Relationships are necessary for survival.**

**Essential Question(s):  Why are relationships within a culture necessary for survival?**

# Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | **Mind's Eye** Read the vocabulary cards at this center associated with <u>Honey, Honey Lion</u>. Create a picture, ask a question, make a prediction, or describe a feeling using these words. Now listen to the book using the tape recorder and headphones provided. Orally share with others if your initial opinions have changed. | Read the articles provided by your teacher about cultures (teachers will write the articles in reading ability levels for these children). You will use the chart paper provided and complete a Lotus chart to show what you have learned about cultures. Remember when you create a Lotus, you pass the chart paper until no new information is added. | Pretend you are a trained elephant. Pantomime actions of the elephant while others in your group guess what you are doing. After five guesses, tell them how you are helping out in Thailand and choose someone else in your group who has not been the elephant. | Explain to your group what you would enjoy best about living in Thailand and why. |
| 2 | Look at the pictures of other cultures on the table at this rotation. With a partner, select one picture. Use the post its and identify words about the picture. Take the words and put them into groups. Use labels to identify each group of words. The labels must be different than the words used in the grouping. Report your groups | Using the books) provided, compare and contrast an African and Asian elephant. Write about your findings in a magazine article for National Geographic. | Speculate how a Thai child might feel if they moved to America and were in your classroom. What are some thoughts and feeling this child might have? What things could | If you were an elephant, would you feel it is fair to work for a family in Thailand? Assume the persona of the elephant. Record your feeling in your journal. Use the clay provided to make an elephant. Later at share time, your clay elephant will "read" your journal entry to your classmates. |

| | | | | |
|---|---|---|---|---|
| | as topic sentences or hypothesis. Extend your writing by using details from your groups. Share your writings with others. Which relationships were easier to recognize? | | you do to help build relationships and make the transition more pleasurable**?** | |
| **3** | Present the information about elephants in the back of the story on a Tri-fold board that will help our visitors learn about elephants. | Create a picture collage to introduce a new celebration or festival for Thailand and America. Be prepared to share and tell why they are different based upon their culture. | With a partner, design a game board that could be used to teach other second graders about different cultures. | Be prepared to debate which country you feel would be the best place to live. Use researched information to support your opinion. |

**Real World Connections With Products:** Analyze, compare similarities and differences, describe, evaluate, create, imagine, reflect, speculate, design, pantomime, present, research, debate

**Real World Applications:** politician, engineer, architect, artist, sculptor, editor, reporter, therapist, town planner

**Real World Terms:** campaigning, designing, creating, building, investigating, reporting, listening, compromising

**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:** Relationships

**Overarching Generalizations:** Relationships are necessary.

**More Complex Generalizations (Two or more concepts):**
Relationships are necessary for survival.

**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
How could we apply prior knowledge to build better relationships that are necessary for survival within a culture? How does listening with understanding and empathy effect relationships that are necessary for survival within a culture?
Why are relationships necessary for survival in our culture?(questioning and posing problems)

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- poster boards, markers, colored pencils and index cards (to make game boards)
- Tri-fold presentation boards
- Tape recorder
- Tape of Honey, Honey Lion read and recorded ahead of time
- Artist paper for collage
- Wall paper book (sample book from store)
- Prepared vocabulary cards
- Books on Asian and African elephants
- Readability leveled articles on cultures
- Post-It notes

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**


**Literary Perspective:**


**Student/Teacher Reflections:**


**Student Reflections and Assessments**
**Task Rotation Learning Experience**

## 2ⁿᵈ grade
## All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br><br>Using the set of pictures provided, cut them apart and place the pictures about our culture on the left and pictures about Thailand's culture on the right of the construction paper provided.<br><br>Under each picture write a caption about how the picture relates to the culture.<br><br><br>**V_x_L__S_x_M__B_x_P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br><br>What if you had been born in another country?  How would your relationships with your family and community be different?<br>Working with a partner, express your opinions and feelings about those relationships through a song or dance.<br><br><br>**V_x_L__S_x_M__B__P_x_I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>How are relationships in your culture and in Thailand's culture similar and different?  Use graphic organizers, pictures, and/or words to explain.<br><br><br>**V_x_L_x_S_x_M__B__P__Ix_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>With the people in your group, create and perform a skit to show your understanding of relationships within a different culture.  Do not use any story lines from <u>An Elephant in the Backyard</u> but you may use it as a background  resource.<br><br><br>**V_x_L__S_x_M_x_B__Px__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.**

<div align="center">

**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)**

</div>


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- 
-

**MetaCognitive Discussion (Essential Questions): Are relationships necessary for survival?**

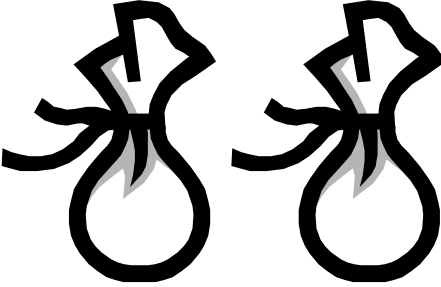**(Whole Group):**

Conceptual Perspectives:

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections**

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

## Mastery Learner (A)
### Sensing- Thinking

How much is two dimes, three nickels and four quarters?

What is the relationship of coins to addition using regrouping?

**V__L_X_S__M__B__P__I__N__**

## Interpersonal Learner (B)
### Sensing-Thinking

Explain to a partner how you would spend ten dollars. Your partner's job is to see if your selection is in a "reasonable" range.

How do our choices about wants and needs relate to income?

**V__L x_S__M__B__P x__I__N__**

## Understanding Learner (C)
### Intuitive-Thinking

Using a chart, prove which of the two bags have more money.



.

Four quarters are inside the first bag.

Five dimes and nine nickels are inside the second bag.

What are the relationships between quarters, nickels, and dimes?

**V__L_x_S_x_M__B__P__I__N__**

## Self-Expressive Learner (D)
### Intuitive-Feeling

Predict which words could total exactly one dollar if consonants were worth a penny, an A was worth a nickel, and E was worth a dime, an I was worth a quarter, and the O and U were worth a half dollar each. Use a calculator to prove your prediction. Create a word art picture with words that total exactly one dollar.

What is the relationship between the length of the word and the monetary value of the letters?

Did you use more intelligent behaviors to find the words or to create the word art? Why?

V_x_L_x_S_x_M__B__P__I__N__

**Real World Connections With Products: Prove, assume the role, predict, analyze, formulate, list**

**Real World Applications: clerk, consumer, bank teller, customer,**

**Real World Terms: collect, purchase, calculate, count, economize**

**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations:**

**Relationships are necessary.**
**More Complex Generalizations (Two or more concepts):**
**Relationships are necessary for survival.**
**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

</div>

How could we apply prior knowledge to build better relationships that are necessary for survival within a culture? How does listening with understanding and empathy effect relationships that are necessary for survival within a culture?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- a bag with 4 quarters and a bag with 5 dimes and 9 nickels
- baggies with 2 dimes, 3 nickels and 4 quarters inside

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors: Meta-Cognition (thinking about your thinking, listening with understanding and empathy, remaining open to continuous learning, questioning and problem posing, finding humor, applying prior knowledge**

**Literary Perspective:**

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs: Background symphony music at the store**

**Video Clips: Video on Thailand**

**Paintings & Prints:**

# 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

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept:  Change**

**Topic:  Animals**

**K**

Lisa Flowers & Mildred Hatcher
Wake County Public School System & Duplin County School System

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

# Big Ideas Manifested

| Topic -Animals |
| --- |
| Literature Selection –Jungle Drums<br>Author –Graeme Base |

| Concepts | Themes |
| --- | --- |
| Change<br>Conflict<br>Relationships<br>Survival | Acceptance<br>Everyone is special in his/her own way |
| **Issues or Debates** | **Problems or Challenges** |
| Acceptance of yourself vs. changing yourself | Fitting in and being accepted by others |
| **Processes** | **Theories** |
| Problem Solving<br>Adaptation<br>Perseverance | Change is necessary<br>Change is good |
| **Paradoxes** | **Assumptions or Perspectives** |
| Be happy with what you have.<br>The grass is not always greener on the other side. | One person can make a change |

**Big Ideas Manifested**

Topic -

Literature Selection –
Author -

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

**Big Ideas Manifested**

Topic -

Literature Selection –
Author -

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept:   Change                           # Topic: Animals

**Suggested Literature Selection(s): <u>Jungle Drums</u> by Graeme Base**

---

**Look and Listen for…**

**Intelligent Behaviors**

> **Story Focus:**  Metacognition, Posing Questions, Persistence, Finding Humor, Creating, Imagining, and Innovating

> **Student Activities:**  Metacognition, Posing Questions, Persistence, Finding Humor, Creating, Imagining, and Innovating

---

**Thinking Skills Focus:** Similarities and Differences, Classifications, Describing Things

**Topic Focus:** Animals

**Concept Focus:** Change

**Overarching Generalizations:**
> Change can be either positive or negative
> Change generates additional change
> Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
> Relationships involve change
> Conflict may allow for synthesis and change

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

**Suggested Topics for Discussion:**
> Acceptance of yourself vs. changing yourself

**Suggested Vocabulary Words for Discussion:**

| | | |
|---|---|---|
| warthog | tease | ridiculous |
| Africa | wildebeest | echoes |
| impressive | bongos | solo |
| gorgeous | commotion | |
| plumage | jungle | |

**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:**

Word Sort
- Sort words by words you know and do not know.
- Sort words by animal, place, verb, or describing word.

Mix and Match
- List words on index cards and pass out to students upside down.
- Students walk around the room and trade cards with others they walk past without looking at the cards.
- When time is called, students look at their card and find another student whose card matches.
- Extension: Students look at their card and find another student with a card that is similar to theirs (discuss the comparisons).

**Hooks:**

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

### Six Facets of Understanding

| **Facet 1 – EXPLANATION** |
| --- |
| Describe how you are different from others.   What makes you special? <br> Draw a picture of yourself and write a sentence all about you. <br><br> In what ways might your differences help you understand others? |

| **Facet 2 - INTERPRETATION** |
| --- |
| Tell a story of a time that you felt different from others. <br> Discuss with your partner why you thought that you were different. <br><br> How might your experiences allow you to help those around you in similar situations? |

| **Facet 3 - APPLICATION** |
| --- |
| Invent the perfect pet. <br> Explain into a recorder what this perfect pet would look like, what tricks would the pet be able to do, the pet's name, and why the pet is perfect. <br><br> What thinking skills did you use in this activity that could help you in other learning tasks? |

| **Facet 4 - PERSPECTIVE** |
| --- |
| Compare and contrast your favorite zoo animal to a pet. <br> Discuss with your partner and share with the whole group. <br><br> How might taking your partner's perspective change your thinking? |

| **Facet 5 – EMPATHY** |
| --- |
| Assume the role of a jungle animal.  Consider how you would feel if you lived in the jungle. <br><br> In what ways might you empathize with endangered animals in today's jungles? |

| **Facet 6 – SELF-KNOWLEDGE** |
| --- |
| Recognize how you are different from animals.  Write a list. <br><br> How have you changed in your thinking from what you have learned? |

**Read:** <u>Jungle Drums</u> by Graeme Base
**Task Rotation Learning Activities**

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

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Identify one animal from the story. Sequence the change that the animal made in the story. Create a presentation for the class, showing how the animal changed from the beginning of the book to the end.<br><br>What gifted intelligent behaviors did you use to sequence and to present?<br><br><br><br>**V_x_L_x_S_x_M__B__P_x_I_x_N_x_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner, role-play the part in the story of Ngiri and the wildebeest. As the wildebeest, select new ideas to offer Ngiri to help him solve his problem. Take turns in the different roles.<br><br>What gifted intelligent behaviors did you use as you played the part of Ngiri and the wildebeest? What gifted intelligent behaviors did you use as you came up with new solutions?<br><br>**V_x_L__S__M__B_x_P_x_I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Recalling the pictures and the story again, compare one of the jungle animals with the warthog that took its features (ex: compare the zebra with the warthog that looked like the zebra). Describe how they are similar and different.<br><br>What gifted intelligent behaviors did you use to compare?<br><br><br><br><br><br>**V_x_L_x_S_x_M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Play the role of a judge at the Grand Parade at the end of the story. Design awards for each of the animals in the parade.<br><br><br>What gifted intelligent behaviors did you use when you were the judge? What gifted intelligent behaviors did you use to create the awards?<br><br><br><br><br>**V_x_L__S__M__B_x_P_x_I_x_N__** |

**Real World Connections With Products:**
Identify, compare, create, recall, design, use, select, describe, explain

**Real World Applications:**
Veterinarian, zoologist, tour guide, author, biologist, artist, environmentalist, animal inspector, actor, judge

**Real World Terms:**
Examine, medicine, write, scientific research, curate, direct, zoo keeping, overseeing, habitat, maintain, monitor, employ, study, ecosystems, analyze, travel, illustrate, inspect

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change can be either positive or negative
Change generates additional change
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
Relationships involve change
Conflict may allow for synthesis and change

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

How might our experiences bring about change in our lives?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Jungle Drums by Graeme Base
- Poster board
- Bulletin board paper
- Crayons
- Markers
- Paper
- Pencils
- Scissors
- Glue
- Construction paper
- Other creative art materials (glitter, stickers, etc.)

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

- What changes in my life are like the changes in the animals' lives?
- Why is change necessary for growth?
- What new things did I learn and how can I use them?
- How do relationships generate change over time?
- How can I help initiate change around me?

**Intelligent Behaviors:**

- Which gifted intelligent behavior did I use the most?
- Which gifted intelligent behaviors did the wildebeest and Ngiri use in the story?
- How did my gifted intelligent behaviors help me complete these activities?
- Which gifted intelligent behaviors do I want to use more in the future?

**Literary Perspectives:**

- How did the author use certain words to show change?
- How did the author and illustrator use certain pictures to show change?
- What new words have I learned to use in my speech and writing?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

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

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Sort into categories and graph cutout pictures of animals by their body coverings: Fur, Scales, and Feathers. How would the animals in the story (from the beginning and the middle) fit into these categories?<br><br>Create a presentation to share with the class that describes the similarities and differences between the animals and their features.<br><br>What gifted intelligent behaviors did you use to sort and create your presentation?<br><br><br>**V_x_L_x_S_x_M_x_B_x_P_x_I__N_x_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>"Think, pair, share": What patterns do you notice in the book, <u>Jungle Drums</u>?<br><br>Change the pattern you found to generate a new pattern with your partner and act out your pattern. Compare your new pattern with the pattern you found in the book.<br><br>What gifted intelligent behaviors did you use to make your pattern and compare the patterns?<br><br><br>**V__L_x_S_x_M__B_x_P_x_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Write a word problem about the jungle animals in the story. Trade your word problem with a friend. Solve each other's word problems and explain how you solved the problem.<br><br>What gifted intelligent behaviors did you use to solve your word problem?<br><br><br><br><br><br>**V_x_L_x_S__M__B__P_x_I_x_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Use pattern blocks to create different animals from the story. Focus on one animal and change the pattern blocks around to find several ways to create that animal.<br><br>What gifted intelligent behaviors did you use create the animals using the pattern blocks? What gifted intelligent behaviors did you use to find different ways?<br><br><br><br><br>**V__L_x_S_x_M__B_x_P__I__N__** |

**Real World Connections With Products:**
Create, use, categorize, compare, generate, explain, focus

**Real World Applications:**
Veterinarian, zoologist, tour guide, author, biologist, artist, environmentalist, animal inspector, mathematician

**Real World Terms:**
Examine, medicine, write, scientific research, curate, direct, zoo keeping, overseeing, habitat, maintain, monitor, employ, study, ecosystems, analyze, travel, illustrate, inspect, graph, pattern

**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:**
Change

**Overarching Generalizations:**
Change can be either positive or negative
Change generates additional change

**More Complex Generalizations (Two or more concepts):**
Relationships involve change
Conflict may allow for synthesis and change

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

How might our experiences bring about change in our lives?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Jungle Drums by Graeme Base
- Scissors
- Glue
- Magazines
- Crayons
- Markers
- Construction Paper
- Paper
- Pencils
- Pattern blocks
- Other manipulatives

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

- How did the changes I made affect those around me?
- What new things did I learn and how can I use them?
- How can I help initiate change around me?

**Intelligent Behaviors:**

- Which gifted intelligent behavior did I use the most?
- How did my gifted intelligent behaviors help me complete these activities?
- Which gifted intelligent behaviors do I want to use more in the future?

**Literary Perspectives:**

- How did the change in the animals throughout the story affect how I sorted them into categories?
- What new words have I learned to use in my speech and writing?
- How did the story develop my understanding of patterns?

**Student/Teacher Reflections**

**Concept:** Change

**Topic:** Animals

**Generalization(s):**    Change can be either positive or negative
                          Change generates additional change
                          Change is necessary for growth

**Essential Question(s):** How can my experiences bring about change in my life?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | Identify several jungle animals. Make a list of their characteristics. | Compare and contrast you now and when you were a baby. Create a Venn diagram. | Brainstorm about one jungle animal. Make a web to share with the class. | Consider what you like or dislike about Ngiri. Share this with a partner and compare your ideas. |
| 2 | Draw and label parts of the story: beginning, middle, and end. | Determine the effects of Ngiri's desire to change. | Predict what you think might happen after the end of the story. What will next year's Grand Parade look like? | Write a journal entry as if you were Ngiri. Empathize with him and describe how you might feel in his situation. |
| 3 | Construct a new story using the same characters, but choose a different character and a different problem. Choose a way to present your story to the class. | Using technology and resources provided, research one jungle animal from the story. Draw conclusions about why the author portrayed that animal in the particular way that he did in the story. | Compose a song or create a dance about jungle animals. Be sure to show how they move and change. | If you were Ngiri, what kind of goals would you generate for yourself in the future? |

**Real World Connections With Products:**
Identify, create, use, contrast, compare, brainstorm, explain, label, predict, empathize, describe, construct, conclude, compose, generate

**Real World Applications:**
Veterinarian, zoologist, tour guide, author, biologist, artist, environmentalist, animal inspector, actor, journalist, researcher, composer/musician, teacher/educator

**Real World Terms:**
Examine, medicine, write, scientific research, curate, direct, zoo keeping, overseeing, habitat, maintain, monitor, employ, study, ecosystems, analyze, travel, illustrate, inspect, compose, research, instruct

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change can be either positive or negative
Change generates additional change
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
Relationships involve change
Conflict may allow for synthesis and change

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

How might our experiences bring about change in our lives?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- <u>Jungle Drums</u> by Graeme Base
- Scissors
- Glue
- Crayons
- Markers
- Construction Paper
- Paper
- Pencils

- Other creative art materials (glitter, stickers, etc.)
- Music
- Websites, books, and other resources about animals

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

- What changes in my life are like the changes in the animals' lives?
- Why is change necessary for growth?
- What new things did I learn and how can I use them?
- How can I help initiate change around me?
- What changes have I noticed that occur in the environment around me?

**Intelligent Behaviors:**

- Which gifted intelligent behavior did I use the most?
- How did my gifted intelligent behaviors help me complete these activities?
- Which gifted intelligent behaviors do I want to use more in the future?

**Literary Perspectives:**

- In what ways have I used the author's choice of words in my own work?
- What new words have I learned to use in my speech and writing?
- What predictions can I make about change from the story?

**Student/Teacher Reflections**

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

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Create a timeline of your life. On the timeline describe each important event that brought about change.<br><br>Show how your life has changed from when you were a baby because of these events.<br><br>What gifted intelligent behaviors did you use when you made your timeline?<br><br><br>**V_x_L_x_S_x_M__B__P__I_x_N__** | Collaborate with a team of four students to create a two-part mural of the jungle. On one part draw the jungle how it is today. On the other part draw the jungle how it might change in the future.<br><br>What gifted intelligent behaviors did you use when you made and explained your mural?<br><br><br>**V_x_L__S_x_M__B__P_x_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Consider a problem that you have faced in your own life. Propose several solutions to your problem.<br><br>Choose one solution and explain why you think it would be the best solution to the problem.<br><br>What gifted intelligent behaviors did you use to solve the problem?<br><br><br>**V_x_L__S__M__B__P__I_x_N__** | Choose a jungle animal; design how your animal would have to change if it lived in a cold climate. Draw your animal on poster board, cut it out, and glue it to a paint stick to make a puppet.<br><br>Create a way to share your animal's basic needs, how it grows, and its movements. Share with the class.<br><br>Why does your animal have to change?<br><br>What gifted intelligent behaviors did you use when you were creating?<br><br>**V_x_L__S_x_M_x_B_x_P_x_I__N_x_** |

**Real World Connections With Products:**
Collaborate, create, draw, choose, design, use, describe, show, consider, propose, explain, solve

**Real World Applications:**
Veterinarian, zoologist, tour guide, author, biologist, artist, environmentalist, animal inspector

**Real World Terms:**
Examine, medicine, write, scientific research, curate, direct, zoo keeping, overseeing, habitat, maintain, monitor, employ, study, ecosystems, analyze, travel, illustrate, inspect

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change can be either positive or negative
Change generates additional change
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
Relationships involve change
Conflict may allow for synthesis and change

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

How might our experiences bring about change in our lives?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Scissors
- Glue
- Poster board
- Bulletin board paper
- Crayons
- Markers
- Paper
- Pencils

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

- Why is change necessary for growth?
- What new things did I learn and how can I use them?
- How can I help initiate change around me?
- What changes have I noticed that occur in the environment around me?
- What negative changes can I prevent from occurring around me?

**Intelligent Behaviors:**

- Which gifted intelligent behavior did I use the most?
- How did my gifted intelligent behaviors help me complete these activities?
- Which gifted intelligent behaviors do I want to use more in the future?
- Which gifted intelligent behaviors that I have used can help me change in a more positive way?

**Literary Perspectives:**

- What new words have I learned to use in my speech and writing?
- What predictions can I make about change from what I've learned?

**Student/Teacher Reflections**

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

### Mastery Learner (A)
**Sensing- Thinking**

In groups, choose one student and work together to draw pictures of that one student at each year of his or her life that he or she has been alive. Label each picture with the ordinal number of that year of his or her life.

"Collective Memory" activity: Allow one representative from each group to switch to another group to observe the other group's pictures and labels briefly. As they return to their original group, their peers recreate the other group's pictures and labels according to the representative's description. Continue with a different representative observe the other group's picture and returning until each person has gone.

What gifted intelligent behaviors did you use to complete this task?

**V_x_L_x_S_x_M__B_x_P_x_I_x_N__**

### Interpersonal Learner (B)
**Sensing-Thinking**

With a partner, create a survey about favorite animals to give to the other students in the class. Collect the data and use the Graph Club software to make a graph.

Choose two different types of graphs to use to represent your data. How does the data change from one graph to the other? Predict how your graph might change if you used a third type of graph.

Present your graphs and data to the class.

What gifted intelligent behaviors did you use to create the survey? What gifted intelligent behaviors did you use to collect the data and make the graphs?

**V_x_L_x_S_x_M__B__P_x_I__N_x_**

### Understanding Learner (C)
**Intuitive-Thinking**

Using the Inductive Learning style, create cards with different representations of the numbers one through ten (ex: "two", "2", two tally marks, a picture of two animals, etc.).

Students categorize the cards in some way that makes sense to them, and then label each group.

Draw conclusions about the groups formed. What predictions can you make about these representations?

What gifted intelligent behaviors did you use to group the cards? What gifted intelligent behaviors did you use to make predictions?

**V_x_L_x_S_x_M__B_x_P_x_I__N__**

### Self-Expressive Learner (D)
**Intuitive-Feeling**

In class (with teacher support), make your own animal crackers (see the website kid.allrecipes.com). In a group, determine how you would share your cookies so that each student in your group received the same amount of cookies. Teach this strategy to the other students in your group.

After the other students in your group teach their strategies, try each strategy out with your own cookies again.

What gifted intelligent behaviors did you use as you determined how you would share your cookies? What gifted intelligent behaviors did you use to teach your strategy? What gifted intelligent behaviors did you use as you listened to your peers?

**V_x_L_x_S_x_M__B_x_P_x_I__N__**

| | |
|---|---|
| | |

**Real World Connections With Products:**
Create, collect data, present, represent, predict, use, categorize, conclude, teach

**Real World Applications:**
Veterinarian, zoologist, tour guide, author, biologist, artist, environmentalist, animal inspector, journalist, researcher, teacher/educator, biographer, mathematician, chef/baker

**Real World Terms:**
Examine, medicine, write, scientific research, curate, direct, zoo keeping, overseeing, habitat, maintain, monitor, employ, study, ecosystems, analyze, travel, illustrate, inspect, research, instruct, graph, data, categories, division, blend, stir, mix, cup, teaspoon, bake

**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:**
Change

**Overarching Generalizations:**
Change generates additional change
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
Relationships involve change
Conflict may allow for synthesis and change

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

How might our experiences bring about change in our lives?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils
- Crayons
- Markers
- Construction Paper
- Index cards
- Graph Club software

- Baking materials for animal crackers (measuring cups and spoons, oats, flour, baking soda, salt, butter, honey, buttermilk, oven, blender, bowl, spoon, rolling pin, cookie cutters, cookie sheets, cooling racks)

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

- Why is change necessary for growth?
- What new things did I learn and how can I use them?
- How can I help initiate change around me?
- How are changes in my life like those in my peers' lives?
- What changes that I have already seen can help me in the future?

**Intelligent Behaviors:**

- Which gifted intelligent behavior did I use the most?
- How did my gifted intelligent behaviors help me complete these activities?
- Which gifted intelligent behaviors do I want to use more in the future?
- As you consider all of the gifted intelligent behaviors, which ones would you use to complete the assessment tasks that you did not use before?

**Literary Perspectives:**

- What new words have I learned to use in my speech and writing?
- What predictions can I make about change from what I've learned?

**Student/Teacher Reflections**

## Additional Support Materials:

### Favorite Read-Alouds:

Rainbow Fish by Marcus Pfister
Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.
Where the Wild Things Are by Maurice Sendak
Alexander and the Wind-Up Mouse by Leo Lionni
Fish is Fish by Leo Lionni
Swimmy by Leo Lionni
Frederick by Leo Lionni
Seven Blind Mice by Ed Young
Tuesday by David Wiesner
Verdi by Janell Cannon
Stellaluna by Janell Cannon
Pinduli by Janell Cannon

### Finger Plays, Nursery Rhymes and Songs:

Humpty Dumpty
Hickory, Dickory, Dock
"Five Little Ducks"
"Three Blind Mice"
"Everything Grows" by Raffi
"Baby Beluga" by Raffi
"Down by the Bay" by Raffi
"Animal Actions"
"10 Little Speckled Frogs"

### Video Clips:

5 Lionni Classics
Swimmy… and More Classic Leo Lionni Stories (Scholastic Collection)
Reading Rainbow - Stellaluna

### Paintings & Prints:

"The Golden Fish" painted by Paul Klee
"The Sleeping Gypsy" painted by Henri Rousseau
"Still Life with Three Puppies" painted by Paul Gauguin
"County Agricultural Agent" by Norman Rockwell
Paintings by Edward Bannister
Animal Pictures

# 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**

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

Be My Neighbor

## Concept: Relationships

## Topic: Neighbors/Community

### K-2

Dr. Kathy Godfrey, Wake County School System
Kim Walton, Rowan-Salisbury School System

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

Topic – Neighbors, Diversity, Community

Literature Selection – <u>Be My Neighbor</u>
Author – Ajmera & Ivankdo

| Concepts | Themes |
|---|---|
| Relationships<br>Environment<br>Interactions | Every thing is related in some way.<br>Patterns can be found in many things.<br>Environment can predict buildings, dress, transportation, places of worship, places for play, schools, shopping, special events and celebration, and responsibilities.<br>Interactions are everywhere. |
| **Issues or Debates** | **Problems or Challenges** |
| Differences vs. similarities<br>What is a neighbor?<br> What constitutes a neighborhood? | Recognizing the similarities through the different cultures.<br>Changing the perception of a neighbor.<br>Finding the relationships, patterns, and interactions. |
| **Processes** | **Theories** |
| Compare/contrast<br>Analyzing<br>Predict | All people are the same.<br>Home is where the heart is.<br>We depend on one another. |
| **Paradoxes** | **Assumptions or Perspectives** |
| You can be a neighbor even if you live far away.<br>You can be the same as me even if you and your environment are very different from mine. | A neighborhood is more than just where you live.<br>Communities are tied to their geography, i.e., they can be a village, town, or city. |

**Big Ideas Manifested**

Topic – Conflict, cultural understanding

Literature Selection – **Henry and the Kite Dragon**
Author – Bruce Edward Hall

| Concepts | Themes |
|---|---|
| Relationships<br>Change | **Cultures are divers.** |
| **Issues or Debates** | **Problems or Challenges** |
| Superiority vs. prejudices<br>Diversity vs. acceptance | How to stay calm in frustrating situations (grandfather) |
| **Processes** | **Theories** |
| Problem solving<br>Compromise, consensus | Things aren't always what they seem. |
| **Paradoxes** | **Assumptions or Perspectives** |
| Persistence in the face of destruction<br>People who started out in opposition ended up in agreement. | China Town is a small, dirty place; not very safe |

**Big Ideas Manifested**

| Topic - |
|---|
| Literature Selection – <br> Author - |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Concept:   Relationships
# Topic: Neighborhood/Communities

**Suggested Literature Selection(s): Be My Neighbor**

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**Look and Listen for…**

**Intelligent Behaviors**

       **Story Focus  Second Grade:** Metacognition
Questioning and Posing Problems
Creating, Imagining, and Innovating
Thinking Flexibly
Listening with Empathy
Responding with Wonderment and Awe
Remaining open to continuous learning
Applying past knowledge to new situations
       **Student Activities  Second Grade:** Metacognition
Questioning and Posing Problems
Creating, Imagining, and Innovating
Thinking Flexibly
Listening with Empathy
Responding with Wonderment and Awe
Remaining open to continuous learning
Applying past knowledge to new situations

</div>

**Thinking Skills Focus:**     **Second Grade: Figural similarities and differences**

**Topic Focus:  Neighborhoods/Communities are alike and different.**

**Concept Focus:  Relationships**

**Overarching Generalizations:**
      **Everything and everyone are related in some way.**

**More Complex Generalizations (Two or more concepts):**
    Relationships are in a state of flux.
    Relationships can be seasonal or environmental.
    Relationships can be simple or complex.
    Relationships are unifying and dividing.
    Relationships can be harmonious or discordant.
    All things affect and are affected by their relationships with their environment.

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

**Suggested Topics for Discussion:**
Differences vs. similarities
What is a neighbor?
What constitutes a neighborhood?

**Suggested Vocabulary Words for Discussion:**

| | | | |
|---|---|---|---|
| Neighborhood | Town | Village | City |
| Community | Habits | Customs | Apartment |
| Population | Climate | Worship | Cathedral |
| Synagogue | Mosque | Beliefs | Temple |
| Park | Plazas | Streets | Backyard |
| Ice rinks | Markets | Homemade | Public transportation |
| Trains | Celebrations | Festivals | Block party |
| Parade | Cultural Events | | National Holidays |
| Responsibilities | Neighbor | Mail Carriers | Elderly |
| Cooperation | Respect | Friendship | Home |
| Country | Unique | Itinerary | Thinking Maps |

**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:**
      **Word Sort – Make flashcards of the words. Sort them into groups of words you know and can explain, words you have heard but cannot explain, and unknown words.**
      **Graphics – Within your group, pick a flashcard and draw a visual of the word, writing the word in neat writing at the bottom; explain to the group why you illustrated the way you did; make a vocabulary quilt on wall of words and drawings.**
      **What Have I Seen? - Call out words from the word quilt and students stand up to indicate that they have seen an example of the word. Randomly call on students to tell where they saw the example.**

**Hooks:**

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

**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
|---|
| Describe what it means that "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different."  Could you or would you be comfortable playing with a "neighbor" who is very different from you?  Explain your thinking. |

| **Facet 2 - INTERPRETATION** |
|---|
| Invite a "neighbor" from a different country to your classroom to discuss, share, and answer questions about their far away neighborhood.  How is their neighborhood like yours and how is it different? |

| **Facet 3 - APPLICATION** |
|---|
| How could we apply our new knowledge of what a neighborhood is to educate family and friends? |

| **Facet 4 - PERSPECTIVE** |
|---|
| How might a neighborhood look from _____ point of view?  What is the evidence for your thinking? |

| **Facet 5 – EMPATHY** |
|---|
| What would it be like to walk in the shoes of a child in _____?  What is the evidence for your thinking? |

| **Facet 6 – SELF-KNOWLEDGE** |
|---|
| Here are my views about neighborhoods shaped by _____.  How can I best show my views? |

**Read: <u>Be My Neighbor</u>**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>You are going to take a visitor on a tour of your neighborhood.  List the important places you would go.  Be sure to include interesting and different components<br><br><br><br>V_*_L_*_S_*_M__B__P_*_I__N_*_ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner, agree to focus on one component of a neighborhood. Each partner should select one specific neighborhood and then the partners should trade.  Relate the specific component you are given to your neighborhood and articulate this with your partner.<br><br><br>V_*_L__S__M__B__P*__I__N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>With a partner choose two components of a neighborhood/community.  Make a list of the advantages of the chosen component. Each partner tries to persuade the other partner that his/her component is the most important in the relationship within the neighborhood/community.<br><br><br><br><br><br>V_*_L__S__M__B__P_*_I__N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Choose a strip from the box.  Each strip has one component of a neighborhood/community on it.  Role play the component while your partner tries to guess which one it is. Take turns until all strips have been used.<br><br><br><br><br>V_*_L__S__M__B_*_P_*_I__N__ |

**NCSCOS 2nd Grade Language Arts Objectives:**
2.02  Use test for a variety of functions, including literary, informational, and practical.
2.03  Read expository materials for answers to specific questions.
2.04  Pose possible how, why, and what if questions to understand and/or interpret text.
2.07  Discuss similarities and differences in events and characters across stories.
3.01  Use personal experiences and knowledge to interpret written and oral messages.
3.03  Explain and describe new concepts and information in own words.
3.04  Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (read aloud by teacher, literature circles, interest groups, book clubs).

**NCSCOS 2nd Grade Social Studies Objectives:**
3.01  Compare similarities and differences between oneself and others.
3.02  Describe similarities and differences among families in different communities
3.03  Compare similarities and differences among cultures in various communities.
3.04  Identify multiple roles performed by individuals in their families and communities.
3.05  Identify individuals of diverse cultures and describe on their contributions to society.
4.01  Analyze the effects of change in communities and predict future changes.
4.02  Analyze environmental issues, past and present, and determine their impact on different cultures.
5.03  Compare and contrast the physical features of communities and regions.
5.06  Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence.

**NCSCOS 2nd Grade Mathematics Objectives:**
1.10  Use problem-solving strategies such as diagrams, organized lists, manipulatives, act out, guess and check, pictures; use calculators when appropriate.
2.03  Identify and make figures with line symmetry.
2.04  Identify and make congruent figures.
3.01  Sort by one or more attributes; describe rules used.
3.02  Identify classification and patterning in the environment.
3.06  Define and continue pattern units; translate into other forms.
4.01  Collect, sort, organize, and display information in charts, graphs, and tables with correct labeling.
4.02  Summarize and interpret information in charts, graphs, and tables with correct labeling.
4.03  Collect and display data over a period of time.

**NCSCOS 2nd Grade Information Skills Objectives:**
3.01  Describe personal cultural heritage and environment.
3.02  Collect information about diverse cultures, environment and peoples.
3.03  Identify bias and stereotypes.
3.04  Relate cultural similarities and differences to personal life experiences.
3.05  Describe how information and ideas are influenced by prior knowledge and personal experience.

**Real World Connections With Products:**
Application ( create, imagine, express, explore investigate)

**Real World Applications:**
 Any community helper, architect, sales, chamber of commerce, travel agent, bus driver, parks and recreation

**Real World Terms:**
List, relate, persuade, role play, demonstrate, label, create, describe, interpret, express, interactions

**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations:**
**Everything and everyone are related in some way.**

**More Complex Generalizations (Two or more concepts):**
</div>

Relationships are in a state of flux.
Relationships are seasonal or environmental.
Relationships can be simple or complex.
Relationships are unifying and dividing.
Relationships can be harmonious and discordant.
All things affect and are affected by their relationships with their environment.

<div align="center">

**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
</div>

- How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships?
- Which intelligent behavior would you use to identify and create relationships with your neighbor?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Markers, crayons, paper, box of strips listing components of a neighborhood/community

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**
**Conceptual Perspectives:**

**1.Why are relationships necessary for neighborhoods/communities?**
**2.How do relationships generate new relationships within neighborhood/communities?**
**3. How can relationships be positive or negative?**
**4. How do relationships generate change in the components of a neighborhood/community?**
**5. How do relationships in neighborhood/communities change over time?**
**6. How you recognize relationships?**

**Intelligent Behaviors:**

1. What intelligent behaviors did you see in the story that fostered relationships?
2. How were intelligent behaviors used in the book to foster relationships?
3. What intelligent behaviors do you see as your strength?
   *thinking flexibly,
   *applying past knowledge to new situations
   *remaining open  o continuous learning
   *managing impulsivity
   *thinking interdependently
4. How do you use your intelligent behaviors in your neighborhood on a daily basis?
5. How did you intelligent behaviors help you complete the activities?
   *persisting
   *managing impulsivity
   *metacognition
   *creating, imaging, and innovating

**Literary Perspectives:**

1. What would it be like to live in another neighborhood in another part of the world?
2. What would happen if there were no relationships within your neighborhood/community?
3. How do the actions of the people in a neighborhood bring about relationships ?
4. What is the meaning of "Be My Neighbor – Wherever you Live"?  Can you be anyone's neighbor?  Why or why not?
5. Observe the pictures that illustrate each component of the neighborhood.  What do the pictures reveal about the relationships in the neighborhood/community?
6. How do you think helping your neighbors and friends would make you feel?  Look at the children pictured in the book?  Do you feel the same?  Why or why not?
7. How can you work together to make your neighborhood a better place?
8. What does Mr. Rogers want us to think and feel about neighborhoods?
9. As we reflect on the book, what are your views about relationships and neighborhoods/communities?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Use the pictures provided. Make a list of the lines of symmetry that you see within prescribed geometric shapes.<br><br><br><br><br><br>**V_x_L_x_S__M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Using the pictures provided, pick a picture. How does this picture make you feel? Write a rap/song/poem to the tune of "Row, row, row your boat" to show how you feel.<br><br><br><br><br><br>**V__L_x_S__M_x_B__P__I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Draw a picture typical of what you would see somewhere in a neighborhood/community. Trade it with a partner and identify all the lines of symmetry within prescribed geometric shapes that you can find. Compare and contrast your findings with the original artist.<br><br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Using the picture provided, improve on the picture by adding at least six more lines of symmetry within the geometric objects. Share with another student and articulate why the lines indicated are lines of symmetry.<br><br><br><br>**V_*_L_*_S*_M__B__P_*_I_*_N__** |

**Real World Connections With Products:**
Construct, written expression, oral expression, movement, articulate, compare, contrast

**Real World Applications:** Any community helper, architect, sales, chamber of commerce, travel agent, bus driver, parks and recreation

**Real World Terms:** symmetry,

**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations:**
**Everything and everyone are related in some way.**

**More Complex Generalizations (Two or more concepts):**
</div>

Relationships are in a state of flux.
Relationships are seasonal or environmental.
Relationships can be simple or complex.
Relationships are unifying and dividing.
Relationships can be harmonious and discordant.
All things affect and are affected by their relationships with their environment.

<div align="center">

**Essential Question(s):**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**
</div>

How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships? Which intelligent behaviors would you use to strengthen relationships with your neighbor?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Crayons, markers, paper, pictures of houses, tape recorder, dry erase boards, markers

<div align="center">

# CONCEPT:  Relationships
</div>

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**
**Conceptual Perspectives:**

**1.Why are relationships necessary for neighborhoods/communities?**
**2.How do relationships generate new relationships within neighborhood/communities?**
**3. How can relationships be positive or negative?**
**4. How do relationships generate change in the components of a neighborhood/community?**
**5. How do relationships in neighborhood/communities change over time?**
**6. How you recognize relationships?**

**Intelligent Behaviors:**
1. What intelligent behaviors did you see in the story that fostered relationships?
2. How were intelligent behaviors used in the book to foster relationships?
3. What intelligent behaviors do you see as your strength?
   *thinking flexibly,
   *applying past knowledge to new situations
   *remaining open o continuous learning
   *managing impulsivity
   *thinking interdependently
4. How do you use your intelligent behaviors in your neighborhood on a daily basis?
5. How did you intelligent behaviors help you complete the activities?
   *persisting
   *managing impulsivity
   *metacognition
   *creating, imaging, and innovating

**Literary Perspective:**
1. What would it be like to live in another neighborhood in another part of the world?
2. What would happen if there were no relationships within your neighborhood/community?
3. How do the actions of the people in a neighborhood bring about relationships ?
4. What is the meaning of "Be My Neighbor – Wherever you Live"?  Can you be anyone's neighbor?  Why or why not?
5. Observe the pictures that illustrate each component of the neighborhood.  What do the pictures reveal about the relationships in the neighborhood/community?
6. How do you think helping your neighbors and friends would make you feel?  Look at the children pictured in the book?  Do you feel the same?  Why or why not?
7. How can you work together to make your neighborhood a better place?
8. What does Mr. Rogers want us to think and feel about neighborhoods?
9. As we reflect on the book, what are your views about relationships and neighborhoods/communities?

**Student/Teacher Reflections**

**Concept: Relationships**

**Topic: Neighborhoods/Communities**

**Generalization(s): Everything and everyone are related in some way.**
Relationships are in a state of flux.
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Relationships can be simple or complex.
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Relationships can be harmonious and discordant.
All things affect and are affected by their relationships with their environment.

**Essential Question(s):** How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships?
Which intelligent behavior would you use to strengthen relationships with your neighbor?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | **Retell the story <u>Be My Neighbor.</u>** | **Using a Venn Diagram, compare/contrast one different neighborhood/ community in <u>Be My Neighbor</u> with your neighborhood.** | **Create a bubble map of intelligent behaviors that a neighbor could have.** | **Prioritize the components of a community/neighborhood from 1 being your favorite to 6 being your least favorite.** |
| 2 | **Design a flow chart to show the main components of a community /neighborhood.** | **Analyze the value of a community in the book <u>Be My Neighbor.</u>** | **Predict what it would be like in your neighborhood/community if you lived in_____. What kind of transportation would you use? What special events/celebrations are going on? What would your home be like?** | **Create an infomercial to convince others that your neighborhood is a place they would want to live.** |
| 3 | **Create a MapQuest. How would you get** | **Interpret the effects of the environment on the** | **Create questions that you would ask your neighbor if you** | **Prioritize the components of a neighborhood from most important to least important. Write an explanation of your reasons.** |

15

| | | | |
|---|---|---|---|
| | from your house to your church/school/grocery store? Give specific instructions. What type of transportation would you use? | different components of the neighborhood/ community. Create a chart to document the effects. | wanted to find out the responsibilities that they have in your neighborhood. Pretend to interview the neighbor and give the responses that he/she might give. | |

**Real World Connections With Products: interpret, create, prioritize, interview, give directions, analyze, predict, retell, design**

**Real World Applications: travel agent, real estate agent, tour guide, AAA, environmentalist, city council, chamber of commerce, county commissioner, school board member, any political office, department of transportation**

**Real World Terms: mapquest, symmetry**

**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: Relationships

**Overarching Generalizations:**
**Everything and everyone are related in some way.**

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

- How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships?
- Which intelligent behaviors would you use to strengthen relationships with your neighbor?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Crayons, markers, paper, book – **Be My Neighbor**

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**
**Conceptual Perspectives:**

1.Why are relationships necessary for neighborhoods/communities?
2.How do relationships generate new relationships within neighborhood/communities?
3. How can relationships be positive or negative?
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**Intelligent Behaviors:**

1. What intelligent behaviors did you see in the story that fostered relationships?
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5. How did you intelligent behaviors help you complete the activities?
   *persisting
   *managing impulsivity
   *metacognition
   *creating, imaging, and innovating

**Literary Perspective:**

1. What would it be like to live in another neighborhood in another part of the world?
2. What would happen if there were no relationships within your neighborhood/community?
3. How do the actions of the people in a neighborhood bring about relationships ?

4. What is the meaning of "Be My Neighbor – Wherever you Live"? Can you be anyone's neighbor? Why or why not?
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8. What does Mr. Rogers want us to think and feel about neighborhoods?
9. As we reflect on the book, what are your views about relationships and neighborhoods/communities?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking**<br><br>Demonstrate your knowledge of a neighborhood/community by drawing a picture of your neighborhood and label the different components.<br><br>**V _*_ L __ S _*_ M __ B __ P __ I __ N __** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Create a diary entry replicating a day in the life of a child your age living in a neighborhood in another country. Describe in detail the interactions you have had with others in your neighborhood.<br><br>**V _x_ L __ S __ M __ B __ P __ I x N __** |
|---|---|
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br>Choose one component of a neighborhood/community and summarize similarities and differences across communities interpreting the relationships. Interpret using a graphic organizer, diorama, or interview questions to demonstrate your understanding.<br><br>**V _x_ L __ S _x_ M __ B __ P __ I __ N __** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Choose one component of neighborhoods/communities and imagine how one from a different community would relate within your neighborhood. Express your idea in music, drawing, an advertisement, role play, poetry, jump rope rhyme/rap, or travel brochure.<br><br>**V _x_ L __ S _x_ M _x_ B _x_ P __ I _x_ N __** |

**Real World Connections:**

Application (express, imagine, create, demonstrate, explore, investigate);Evaluate (interpret);

**Real World Connections With Products:**

Construct, written expression, oral expression, movement,

**Real World Applications:**
Any community helper, architect, sales, chamber of commerce, travel agent, bus driver, parks and recreation

**Real World Terms**
List, relate, persuade, role play, demonstrate, label, create, describe, interpret, express, interactions

**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: Relationships**

**Overarching Generalizations:**
**Everything and everyone are related in some way.**

**More Complex Generalizations (Two or more concepts):**
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All things affect and are affected by their relationships with their environment.

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

How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships? Which intelligent behavior would you use to strengthen relationships with your neighbor?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper, crayons, markers, shoeboxes, construction paper, glue, scissors, musical instruments, taper recorder

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group):**

**Conceptual Perspectives:**
1.Why are relationships necessary for neighborhoods/communities?
2.How do relationships generate new relationships within neighborhood/communities?
3. How can relationships be positive or negative?
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**Literary Perspective:**
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**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)**<br>**Sensing- Thinking**<br><br>Refer to the book, <u>Be My Neighbor</u> and list and describe examples of symmetry.<br><br><br><br><br><br><br><br>V_x_L_x_S_x_M__B__P__I__N_x_ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Reflect on the advantages and disadvantages of living in a symmetrical house.  Which one would you prefer to live in and why?<br><br><br><br><br><br><br><br>V_x_L_x_S__M__B__P_x_I_x_N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Design and draw a house with symmetry and a house without symmetry.  Label the lines of symmetry and write 2 statements to prove/disprove the symmetry or lack of symmetry.<br><br><br><br><br><br><br><br><br>V__L_x_S_x_M__B__P__I__N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Imagine and create your own house with unusual types of symmetry.  Create at least five unusual rooms/arrangements within your house.<br><br><br><br><br><br><br>V_x_L_x_S_x_M__B__P__I__N__ |

**Real World Connections With Products: reflect, create, list, prove/disprove, analyzing, evaluating**

**Real World Applications: architect, builder, construction, artist, interior designer**


**Real World Terms:architecture, interior design, balance**


**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: Relationships


**Overarching Generalizations:**
**Everything and everyone are related in some way.**


**More Complex Generalizations (Two or more concepts):**
Relationships are in a state of flux.
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**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

How does the statement, "as different as we are from one another, as unique as each one of us is, we are much more the same than we are different" express the importance of relationships? Which intelligent behavior would you use to strengthen relationships with your neighbor?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Crayons, markers, paper, rulers, geometric shapes from **Building Thinking Skills,** graph paper

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**

**Conceptual Perspectives:**
**1.Why are relationships necessary for neighborhoods/communities?**
**2.How do relationships generate new relationships within neighborhood/communities?**
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   *managing impulsivity
   *thinking interdependently
4. How do you use your intelligent behaviors in your neighborhood on a daily basis?
5. How did you intelligent behaviors help you complete the activities?
   *persisting
   *managing impulsivity
   *metacognition
   *creating, imaging, and innovating

**Literary Perspective:**
1. What would it be like to live in another neighborhood in another part of the world?
2. What would happen if there were no relationships within your neighborhood/community?
3. How do the actions of the people in a neighborhood bring about relationships ?
4. What is the meaning of "Be My Neighbor – Wherever you Live"?  Can you be anyone's neighbor?  Why or why not?
5. Observe the pictures that illustrate each component of the neighborhood.  What do the pictures reveal about the relationships in the neighborhood/community?
6. How do you think helping your neighbors and friends would make you feel?  Look at the children pictured in the book?  Do you feel the same?  Why or why not?
7. How can you work together to make your neighborhood a better place?
8. What does Mr. Rogers want us to think and feel about neighborhoods?
9. As we reflect on the book, what are your views about relationships and neighborhoods/communities?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips:**

**Paintings & Prints:**

# 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**
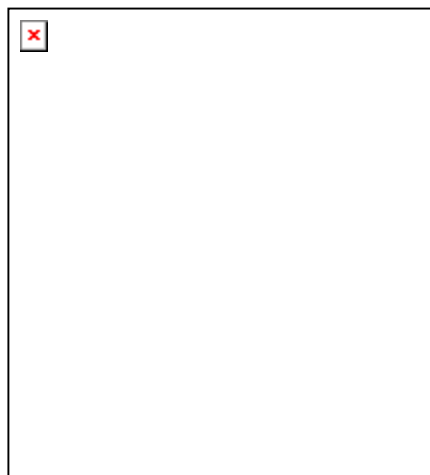
# APPENDIX

# A

**Additional Instructional Concept-Based Activities**

# Project Bright IDEA 2:  Interest Development Early Abilities

# A Jacob Javits Gifted Education Program
# Funded by the US Department of Education
# 2004-2009



## Concept:
Relationships and Change
## Topic:
Loyalty
## K-2

Sherri Matheson- Wake County
Debbie Lesley- Rowan-Salisbury
Betty Tunks- Rowan-Salisbury
June 22, 2006

**Big Ideas Manifested**

Topic -Change and Loyalty

Literature Selection – Hachiko

Author - Pamela S. Turner

| Concepts | Themes | |
|---|---|---|
| Relationships; change | Loves survives everything; Everyone needs love; Honor brings respect | |
| Issues or Debates | Problems or Challenges | |
| Nature vs Nurture;Responsibility vs Irresponsibility | Lack of resources; Changes from war; changes from death; dealing with/adapting to change | |
| Processes | Theories | |
| Decision Making, Problem Solving, Responsibility | Love is necessary for survival; Survival is a natural instinct; | |
| Paradoxes | Assumptions or Perspectives | |
| Big things come in small packages; Better to give than receive;Others before self | Propose a solution for keeping open/closing the animal shelter using GIBs in your argument. | |
| | | |

**Big Ideas Manifested**

Topic - Loyalty

Literature Selection – Hachiko

Author - Pamela S. Turner

| Concepts | Themes |
|---|---|
|  |  |
| Issues or Debates | Problems or Challenges |
|  |  |
| Processes | Theories |
|  |  |
| **Paradoxes** | Assumptions or Perspectives |
|  |  |

**Big Ideas Manifested**
Topic -

Literature Selection –
Author -

Recycle Every Day

| Concepts | Themes |
|----------|--------|
|  |  |
| Issues or Debates | Problems or Challenges |
|  |  |
| Processes | Theories |
|  |  |
| **Paradoxes** | Assumptions or Perspectives |
|  |  |

Concept:    Relationships and Change              Topic:  Loyalty

## Suggested Literature Selection(s):
### Hachiko: The True Story of a Loyal Dog

### Look and Listen for…  Intelligent Behaviors
**Story Focus:** Listening with Understanding and Empathy
**Student Activities:** Metacognition, Questioning and Problem Solving, Finding Humor, Remaining Open to Continuous Learning, Applying Past Knowledge

**Thinking Skills Focus**: Classifications
                                  Analogies

**Topic Focus:**             **Loyalty**
**Concept Focus:**    **Relationships and Change**

Overarching Generalizations:
          Relationships are unifying and  dividing

More Complex Generalizations (Two or more concepts):
          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.

**Suggested Topics for Discussion:**
          Relationships between humans and animals
          Needs vs Wants
          Loyalty

**Suggested Vocabulary Words for Discussion:**

| | | |
|---|---|---|
| statue | loyal | Tokyo |
| Japan | station | friendship |
| bronze | relationship | meeting place |
| harness | military | sculptor |
| anniversary | station master | famous |

**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:**
Discuss words and meanings.
Sort by words you know, words with which you are familiar, words not known
Illustrate of vocabulary words
Find the words used in another book/place/movie/television
Bring in 3-D items, as necessary, to ensure understanding of words.

**Hooks:** Change can be either positive or negative

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

How are relationships and change similar and different?

Six Facets of Understanding

| | |
|---|---|
| Facet 1  EXPLANATION | |
| **Who would you like to have as a visitor?  Write a letter to this person telling him/her why you would like them to visit.** | |
| Facet 2 - INTERPRETATION | |
| **Why is it important to be responsible for our pets? Invite a speaker from the ASPCA/Humane Society to speak.** | |
| **Facet 3 - APPLICATION** | |
| **How could we welcome a new student to our school?  Create a "Welcome to Our School" brochure to be given to all new students.** | |
| **Facet 4 - PERSPECTIVE** | |
| **Read The Giving Tree. How does the relationship between the tree and the boy change over time?** | |
| **Facet 5-EMPATHY** | |
| **How might the boy feel about the tree?  Write a poem expressing his feelings.** | |
| **Facet 6  SELF-KNOWLEDGE** | |
| **What do I know about relationships, and how do I know this? Allow students to write or illustrate their thoughts;share.** | |
| | |

**Read: <u>Hachiko</u>**

**Task Rotation Learning Activities**

K-2

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

## Mastery Learner (A)
### Sensing-Thinking

Create an illustration that demonstrates have
how relationships are effected by loyalty or lack of loyalty.

Journal-What GIBs did you consider in important
determining loyalty in relationships?

V__L__S* M__B__P* I__N__
N__

## Interpersonal Learner (B)
### Sensing-Thinking

Who is a person with whom you would like to

a relationship? Explain why you would choose to start a relationship with this person.

Journal- What GIBs did you feel were most

in choosing this person?

V* L__S__M__B__P* I*

## Understanding Learner (C)
### Intuitive-Thinking

Think of a famous person you admire. What type of memorial would you make
 to honor this person? How is your relationship with this person more
valuable than another person's relationship with this person?

Journal- What GIBs does this person have Hachiko would
that makes you admire him/her?

V__L__S* M__B__P* I* N__

## Self-Expressive Learner(D)
### Intuitive-Feeling

Brainstorm ways Hachiko might have found
a new, loyal family. How could his ideas about relationships change?

Journal-What GIBs do you think

consider important in finding a new family?

V* L__S__M__B__P* I__N__

**Real World Connection s With Products:** draw, write, create, brainstorm, make, think

**Real World Applications: artist, writer, essayist, author, designer, sculptor**

**Real World Terms:  draw, create, design, plan, perform, write, canvas, brush, paint, computer, sculpt, realistic, shape, paragraph, proofread**

**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: Relationships and Change

**Overarching Generalizations:**
        **Relationships are unifying and  dividing**

**More Complex Generalizations (Two or more concepts):**
**Relationships Change Over Time**
**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**


**How are relationships and change similar and different?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**
- **art and writing paper**
- **writing materials**
- **illustrating materials**
- **computer/typewriter**


**MetaCognitive Discussion (Essential Questions):**
   **How are relationships and change similar and different?**

**(Whole Group)**

**Conceptual Perspectives:**
   **What relationships are important between people and their pets?**
   **What are the differences between the needs and wants in choosing a pet?**
   **How can loyalty change through the years?**

**Intelligent Behaviors:**
   **What GIBs would you use in choosing a pet for a child?**
   **What GIBs do you find helps make a person admirable?**
   **Based on what you know about loyalty, how can you apply past knowledge**
**to**
         **choosing new friends to whom you might be able to be loyal?**


**Literary Perspectives:**
   **How might Hachiko be different if  someone else had told it? (POV)**
   **What changes did the boy go through during the time period of the story?**


**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

**Mastery Learner (A)**
  **Sensing-Thinking**

**Using the blocks provided, build pair,**
**a three-dimensional statue of box/**
**Hachiko. What GIBs did you use the    in deciding how to build this statue? between**
**What  is the relationship between items?**
**Hachiko and your statue?**


**the**


**V* L* S* M__B* P__I* N____**

**Interpersonal Learner (B)**
    **Sensing-thinking**

**Working in a cooperative**

**evaluate the materials in the**

**bag. What are some of**
**possible relationships**

**the attributes of the**


**What GIBs did you and your partner exhibit in determining relationships?**


**V* L* S* M__B* P* I N____**


**Understanding Learner (C)**
  **Intuitive-Thinking**

**Compare and contrast the three-shapes you**
**dimensional statue you built to**
**the two-dimensional picture of class-**
**Hachiko from the book. What are shape**
**the relationships between the two?**
**In your math journal, write about the relationships and the GIBs used in determining these relationships.**

**that**

**Self-Expressive Learner (D)**
      **Intuitive-Feeling**

**Using the geometric**

**see in the classroom,**
**hypothesize the size of the**

**room needed if each 2-D**

**was changed to 3-D. What relationships would change?**

**Which GIBs helped you determine the relationships**

would change?

V* L* S* M__ B__ P* I__ N__

V L* S* M__ B__ P* I__ N__

V* L* S* M__ B__ P* I__ N__

V L* S* M__ B__ P* I__ N__

**Real World Connections With Products:** build,compare/contrast, hypothesize, write,
evaluate


**Real World Applications:** sculptor, designer, architect, engineer, artist, graphic designer


**Real World Terms:** sculpt, form, shape, design, draw, paint, build, formulate, create, compute


**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.**

<div align="center">

**Concept Focus:**
**Relationships and Change**

</div>

**Overarching Generalizations: Relationships are unifying and dividing.**


**More Complex Generalizations (Two or more concepts): Relationships change over time.**

<div align="center">

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


**How are relationships and change are similar and different?**

</div>


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **blocks  (use in Interpersonal box/bag also)**
- **2-D and 3-D geometric shapes (use in Interpersonal box/bag also)**
- **attribute blocks (use in Interpersonal box/bag also)**
- **math journal**
- **pencils/writing materials**
- **box/bag for materials**
- **Hachiko**


**MetaCognitive Discussion (Essential Questions):**

**How are relationships and change similar and different?**
**(Whole Group)**

**Conceptual Perspectives:**
    **How can change be positive or negative?**
    **How does change generate additional change?**
    **How do relationships generate change in positive or negative ways?**

**Intelligent Behaviors:**
    **How did your GIBs help you in completing the activities?**
    **How did "applying past knowledge" help you in these activities?**

**Literary Perspective:**
    **How many years passed by in the story?**
    **What processes could you use to sequence the events in Hachiko?**

**Student/Teacher Reflections**

**Concept: Relationships and Change**

**Topic: Loyalty**

**Generalization(s):  Relationships are unifying and dividing.**
**          (more complex) Relationships change over time.**

**Essential Question(s): How are relationships and change similar and different?**

## Task Rotation Menu

| Level | Mastery | **Understanding** | **Self-Expressive** | **Interpersonal** |
|---|---|---|---|---|
| **1** | List the GIBs you see in a loyal friend and tell why those make him/her a good friend. | Read Candy Shop. Compare and contrast boys in Candy Shop and Hachiko. What GIBs were seen in the boys? | Create a poster stressing the importance of animal adoption. What GIBs are seen in a person adopting an animal? | What part of the book do you like best and why? Illustrate the IB that helped you decide. |
| **2** | Organize a T-chart which shows loyal and disloyal friend attributes. What GIBs do you use when you are loyal? | Our town has decided to close the local animal shelter. Do you support this? Why or why not? What GIBs helped you make your | Hypothesize what Hachiko's life might have been like if he had been adopted. What GIBs influenced your | Pretend you are the memorial statue of Hachiko. What are your feelings and thoughts of your loyal visitors? |

| | | decision? | hypothesis? | |
|---|---|---|---|---|
| **3** | List the conflicts Hachiko faced during his life. What GIBs did you use in making this list? | Propose a solution for keeping open/closing the animal shelter using GIBs in your argument. | Create an original rap/song of Hachiko's experiences. What GIBs did you use in the creation of your rap/song? | If you could choose any gift to give a loyal friend, what would it be and why? How would the person feel to receive that gift? How does this decision demonstrate your understanding and empathy? |
| | | | | |

**Real World Connections With Products: draw, color, organize, list, create, hypothesize, pretend, support, read, illustrate, compare/contrast**

**Real World Applications: artist, graphic artist, art teacher, politician, Humane Society/ASPCA, designer, veterinarian, animal shelter volunteer, musician, composer, music teacher**

**Real World Terms: easel, flip chart, audience, tempo, compose, border, graphic design, medium, proportion, style, concept, harmony, pitch, percussion, rendition, rhythm, beat, key, donation, grant, college, volunteerism**

**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: Relationships and Change**

**Topic: Loyalty**

**Generalization(s): Relationships are unifying and dividing.**
      **(more complex) Relationships change over time.**

**Essential Question(s): How are relationships and change similar and different?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- **Candy Shop**
- **poster paper**
- **drawing paper**
- **lined writing paper**

- **plain paper**
- **writing tools**
- **drawing tools**
- **coloring tools**

**MetaCognitive Discussion (Essential Questions):**
  How are relationships and change similar and different?
(Whole Group)

**Conceptual Perspectives:**
  Is change inevitable in maintaining a friendship?
  How can change help maintain a relationship?
  How can one person cause change to happen?

**Intelligent Behaviors:**
  Discuss (small group/partners) the GIBs important in maintaining a friendship.
  What GIBs define loyalty?
  Which GIBs are most important in maintaining a friendship?

**Literary Perspective:**
  In Hachiko, we read about changes occurring in Hachiko's life. Can you think of          another story where you have seen changes take place through time?

  If a single event changed in the book, how could the outcome change? (Select a
  card and predict the changes that would occur.  Teacher should have cards with
  events listed that could change; group makes predictions.)

**Student/Teacher Reflections:**

**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)**<br>**Sensing-Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
| List attributes of a positive relationship versus a negative relationship.<br>changes<br><br>you | Order a "loyal friend" from a friendship catalog. What qualities should your friend have? What<br><br>could occur with the relationships |

**Journal- What GIBs would be needed for a positive relationship?**

in

have with your current friends?

**Journal- What GIBs did you consider "placing your order?"**

V* L__S__M__B__P* I__N__          V* L__S__M__B__P* I* N__

**Understanding Learner (C)**          **Self-Expressive Learner(D)**
    Intuitive-Thinking              Intuitive-Feeling

**Analyze the qualities of a current loyal. friend.Do any areas of the relationship need to be changed?What GIBs did you use in this activity?**

**Create an "Owner Wanted" poster for Hachiko. What GIBs are important for his owner to have?**

V* L__S__M__B__P* I__N__          V* L__S* M__B__P* I* N__

**Real World Connections With Products: list, create, analyze,order**

**Real World Applications:  writer, editor, artist, art teacher, graphic artist,**

**Real World Terms: discuss, explain, role-play, problem-solve, draw, design, border, print, call,**

**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.**

**Standard Course of Study:**
    **SS Goals**        **2.03;3.01;**
    **ELA Goals**      **2.01; 2.07; 3.01;3.02; 3.03; 4.04**
    **Healthy Living**   **2.01; 2.02; 2.05**

**Concept Focus:
Relationships and Change**

**Overarching Generalizations: Relationships are unifying and dividing.**

**More Complex Generalizations (Two or more concepts): Relationships Change Over Time**

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

**How are relationships and change similar and different?**

**Materials Needed for Task Rotation and/or Task Rotation Menu**
        paper (variety of sizes), writing tools, markers/crayons/colored pencils

**MetaCognitive Discussion (Essential Questions):**
        Is loyalty necessary for relationships?
        Do relationships change over time?
        Can loyalty change over time?

**(Whole Group):**

**Conceptual Perspectives:**
        How does Hachiko change in his relationships with people?
        If you were choosing a new friend, what GIBs would you want this person to have?

**Intelligent Behaviors:**
        What GIBs would Hachiko choose in a new owner?
        What GIBs would be missing in a relationship that does have loyalty?

**Literary Perspective:**
        Consider other books about friendship(s). What GIBs appear among the friends that
        allow them to be loyal friends?

        How does the author show change in Hachiko?

**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**
Using the geometric shapes, construct a geometric shapes you
2-D design. Using blocks, replicate the of these shapes in the
design in 3-D. Explain the changes that relationship of these
took place with a partner.

What GIBs are important in building your need for this activity?
design?

V* L* S* M__B* P* I* N

**Interpersonal Learner (B)**
**Sensing-Thinking**
Reflect on the variety of

know.  What is the value

real world? What is the

shapes in the real world?

What GIBs might you

V* L*S__ M__B__ P__I* N

**Understanding Learner (C)**
**Intuitive-Thinking**

Using two geometric shapes, explore the Using the
relationships between  them, noting their three-dimensional statue
similarities and differences, using a graphic pictures.
organizer.

relationship
What GIBs helped you compare and statue. What GIBs
contrast the shapes? make and how to make

V* L* S* M__B* P__I* N

**Self-Expressive Learner(D)**
**Intuitive-Thhinker**

Look at the variety of pictures.

clay/Play Dough, create a

based on one of these

In your journal, reflect on the

between the picture and your

helped you determine what to
it?

V* L__ S* M__B* P__I* N*

**Real World Connections With Products:**
construct, replicate, explain, reflect, explore, noting, look, create


**Real World Applications:**
engineer, architect, sculptor, artist, graphic designer, art teacher, interior decorator, mathematician

**Real World Terms:** shape, design, draw, sculpt, paint, formulate, create, compute


**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:**
**Relationships and Change**

**Overarching Generalizations: Relationships are unifying and dividing.**


**More Complex Generalizations (Two or more concepts): Relationships Change Over Time**

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

**How are relationships and change similar and different?**


**Materials Needed for Task Rotation and/or Task Rotation Menu**
- **blocks**
- **2-D and 3-D geometric shapes attribute blocks (use in Interpersonal box/bag also)**
- **math journal**
- **pencils/writing materials**
- **modeling clay or Play Dough**


**MetaCognitive Discussion (Essential Questions):**
**How are relationships and change similar and different?**

**(Whole Group)**
**Conceptual Perspectives:**

**Can changing your approach to solve a problem affect the outcome?**
**How do you initiate change?**
**Is change necessary for relationships?**

**Gifted Intelligent Behaviors:**
How can you apply past knowledge to help you grow in geometry?

Why is it important to remain open to continuous learning when it comes to the subject of geometry?

**Literary Perspective:**

When an artist considers the illustrations to be used in a book, how might geometry influence his/her decisions?

**Student/Teacher Reflections:**

**NC SCOS:**
      Math  3.01; 3.02; 3.03; 5.01

**Additional Support Materials:**

**Favorite Read-Alouds:**
      Frog and Toad Together
      A Letter to Amy
      Chester's Way
      Anna's Secret Friend
      Koko's Kitten
      Swimmy
      Sheila Rae's Peppermint Stick
      Chrysanthemum

**Finger Plays, Nursery Rhymes and Songs:**
    **Mother Goose rhymes**


**Video Clips:**
    **Look for Reading Rainbow selections on friendship.**


**Paintings & Prints:**
    **Look for Norman Rockwell prints.**


**Teacher Reflections**

**Literary Selection**

**Date**                              **School**                              **Grade**

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

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

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

IV.  **What opportunities for growth does the resource unit have?**

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

**"Additional Comments**

**APPENDIX**

# A

# Additional Instructional Concept-Based Activities

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

Bully Blocker's Club

**Concept: Conflict**

**Topic: Citizenship**

**K-2**

Carolyn  Harrington – Lincoln Elementary, Brunswick County
Mary J. Woodcock – B.F. Grady Elementary, Duplin County

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

> **Topic – Citizenship**
>
> **Literature Selection –*The Bully Blockers Club***
> **Author – Teresa Bateman**

| Concepts | Themes |
|---|---|
| Conflict, Relationships, Power, Change, Exploration, Systems | Good vs. evil;  Aggressive vs. Passive; Positive vs. negative relationships |
| **Issues or Debates** | **Problems or Challenges** |
| Bullying vs. friendship;  majority rules | How to deal with bullies; finding a nonviolent solution. |
| **Processes** | **Theories** |
| Talked to parents; family used different strategies; students organized themselves into a united front | United we stand…. Bullies have low self-esteem |
| **Paradoxes** | **Assumptions or Perspectives** |
| Fighting for peace;  Appearance of strength is the result of weakness; insecure bully | Strongest always win;  Safety in numbers; Survival of the fittest; Strength in Numbers |

# Big Ideas Manifested

Topic -    Conflict

Literature Selection – *A Fine St. Patrick's Day*
Author – Susan Wojciechowski

| Concepts | Themes |
|---|---|
| - Conflict<br>- Relationships<br>- Change | - Caring for others<br>- Kindness<br>- Community<br>- Values |
| **Issues or Debates** | **Problems or Challenges** |
| - Selfish vs. unselfish | - How to win the contest<br>- How to paint the entire town green in time for the contest.<br>- Help get the cows out of the river. |
| **Processes** | **Theories** |
| - Decision making<br>- Problem solving<br>- Prioritizing | - There are consequences for your actions.<br>- Each man for himself<br>- What goes around comes around |
| **Paradoxes** | **Assumptions or Perspectives** |
| - Sacrifice for gain<br>- | - It is best to help those in need<br>- Acceptance will win over indifference |

# Concept: Conflict           Topic:  Citizenship

**Suggested Literature Selection(s):** *The Bully Blockers Club*
                                  *A Fine St. Patrick's Day*

---

**Look and Listen for…**

**Intelligent Behaviors:**

        **Story Focus:**  Listening with understanding and empathy, metacognition, thinking flexibly, taking responsible risks, persistence


        **Student Activities:** Listening with understanding and empathy, metacognition, thinking flexibly, taking responsible risks, persistence

---

**Thinking Skills Focus:** *Building Better Thinking Skills*, Sandra Parks: Similarities and Differences


**Topic Focus:  Citizenship**

**Concept Focus: Conflict**

**Overarching Generalizations:**
-Positive vs. Negative relationships (conflict can be positive or negative)

**More Complex Generalizations (Two or more concepts):**
-conflict can bring about change
- conflict can be unifying
-relationships can 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.

**Suggested Topics for Discussion:** what is Bullying; what it means to be a good citizen; definition of conflict, school and classroom rules; what is cooperation?.

**Suggested Vocabulary Words for Discussion**:  tattletale, safe, unsafe, scared, lonely, angry, emotions

**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:** Concentration

**Hooks:**

Video about bullying
Role play a conflict situation between teacher and assistant.
Discussion about what took place.

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
| --- |
| Think Pair Share – Think about a bully. Choose a partner and share with him/her the characteristics that describe a bully. How might these characteristics lead to a conflict? |

| Facet 2 – INTERPRETATION |
| --- |
| Given what you know about a bully, tell about the characteristics of a bully. When encountering a bully in what ways could the conflict be a negative or positive experience? |

| Facet 3 – APPLICATION |
| --- |
| Teacher will give students a prompt to perform. The students will decide whether the outcome will be positive or negative. How might positive conflict help us to understand others? How might negative conflict help us to change our thinking? |

| Facet 4 – PERSPECTIVE |
| --- |
| The teacher will describe a situation to the students. How might this situation be viewed from the bully's perspective? What are the different points of view about the conflict? |

| Facet 5 – EMPATHY |
| --- |
| Imagine that your friend is being bullied. How might you feel if it happened to you? Create a poster that demonstrates a conflict that you were involved in. What changes may be made to produce a positive change if a similar conflict occurs the next time? |

| Facet 6 – SELF-KNOWLEDGE |
| --- |
| In your journal write about the characteristics that make you a good friend. How can I best show being a good friend? How are my views about bullying shaped by my experiences with conflict? Which gifted intelligent behaviors will help you to become a better friend? |

**Read:**

**Task Rotation Learning Activities**

**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** |
|---|---|
| Sequence the conflict, its resolution and its resulting change in the stories read. (*The Bully Blockers Club* and *A Fine St. Patrick's Day)* | Debate your position on structured recess with a partner or group. One will support structured recess the other will oppose it. |
| In what ways did the conflict bring about change? | How did this conflict unify or divide your partner or group? |
| Which gifted intelligent behaviors were used to bring about the resolution? | What gifted intelligent behavior did you see your partner or group use during the debate? |
| 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** |
| Using your gifted intelligent behaviors formulate a plan that will help you bring about a positive change to deal a conflict.  Display plan on a chart. | Imagine that you are being bullied.  Write about how you felt in your journal. |
| How might conflict bring about positive change? | In what ways was this experience positive or negative? |
| Which gifted intelligent behaviors did you use to formulate your plan? | Which gifted intelligent behaviors did you use as you wrote in your journal? |
| V__L_*_S__M__B__P__I__N__ | V__L__S__M__B__P_*_I__N__ |

**Real World Connections With Products:**
Application: thesis, present case, article, book, diary, equation/solutions, illustrations

**Real World Applications:**
Student, lawyer, reporter, author, mathematician, artist,

**Real World Terms:**
Debate, illustrate, create, exam, report, record, compose, solve, present case.

**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:Conflict**

**Overarching Generalizations:**
-Positive vs. Negative relationships (conflict can be positive or negative)

**More Complex Generalizations (Two or more concepts):**
-conflict can bring about change
- conflict can be unifying
-relationships can change over time

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

In what ways does conflict bring about change?
How conflict unify or divide?
How might conflict bring about positive and / or negative change?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Books: *The Bully Blockers Club* and *A Fine St. Patrick's Day*

- Poster paper
- Journal
- Writing utensils
- 

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspectives:**

**Student/Teacher Reflections**

**Math Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Provide students with picture drawn on a graph paper. Have students reproduce the picture on the same sized graph paper; then draw it on a graph paper with larger or smaller squares.<br><br>Describe their conflict in reproducing the pictures. Was one easier to draw than the other? Explain your response.<br><br>Which gifted intelligent behaviors How did your fair share solution bring about a conflict that could be unifying or dividing?<br>did you use to complete this task?<br><br><br>**V _ L _ * _ S _ _ M _ _ B _ _ P _ _ I _ _ N _ _** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>After reviewing strategies of fair shares, students will be given an about of candy that cannot be divided equally among the given group. They will develop their strategy for determining fair share.<br><br><br>Which gifted intelligent behaviors did the group use in their solutions?<br><br>**V _ * _ L _ * _ S _ _ M _ _ B _ _ P _ * _ I _ _ N _ _** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br>Read poem: *Humpty Dumpty*<br>Discuss why at the end of the poem they were not able to put Humpty together again.<br>Give students cut up paper eggs. Ask students to try and put egg back together again.<br>Try to put it together in another way.<br><br><br>Was putting the egg together again a conflict and how did you resolve the conflict?<br><br>Which gifted intelligent behaviors did you use to solve this problem? | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Using a rebus style problem ask students to solve a problem.<br>Problem: John has a farm. On the farm he sees ____ legs (use even numbers). These legs could belong to chickens or horses. How many combinations of chickens and horses are there? If John's dog run through and chases off ____ legs (must be even number), how many combinations of chickens and horses are there?<br><br>How did you solve a problem with more than one solution?<br>How did conflict change the solutions to this problem? |

| | Which gifted intelligent behaviors did you use to solve this problem? |
|---|---|
| **V__L__S__M__B__P__I__N__** | **V__L__S__M__B__P__I__N__** |

**Real World Connections With Products:**
Solution, equations,  problem situation,  farm goods, poem, creation


**Real World Applications:**
Mathematician, student, teacher, farmer, poet, architect,


**Real World Terms:**
Teach, equate, design, construct, produce, solve, write


**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: Conflict**

**Overarching Generalizations:**
-Positive vs. Negative relationships (conflict can be positive or negative)

**More Complex Generalizations (Two or more concepts):**
-conflict can bring about change
- Conflict can be unifying
-relationships can change over time


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

How can conflict be unifying or dividing?
How does conflict bring about change?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Candy
- Paper egg pattern (cut)
- Paper / pencil
- Simple drawing on graph paper
- Graph paper of same size as picture
- Graph paper with larger or smaller squares
- Poem: *Humpty Dumpty*

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections**

**Concept: Conflict**

**Topic: Citizenship**

**Generalization(s):**

**Essential Question(s):**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | List the characteristics of a bully.<br><br>How would these characteristics lead to conflict? | Compare/ contrast Grant's behavior at the beginning of the story and at the end of the story.<br><br>How was Grant's behavior different at the end of the story? | Create stick puppets of the main characters in the story. Role play how you would feel in a similar situation. Pick a conflict out of the story to role play.<br><br>Was this a positive or negative experience? | Interview a person you might go to if you were in a conflict. Share that advice with a younger student.<br><br>Could that advice bring about change?<br><br>What intelligent behaviors were found in the advice you were given? |

| 2 | Provide students with pictures of people in different situations. Have students organize and label pictures into groups showing conflict and good citizenship. | Provide a statement about conflict before reading a story about conflict. Ask students if they agree or disagree with statement. Read a book about conflict. Then have them decide whether they feel the same or whether they have changed their opinion about the statement. Discuss the evidence in the story that supports their current opinion. | Draw a picture of you being a good citizen. Reflect and write about what you were doing in the picture to show good citizenship.<br><br>What were you doing in your picture to show good citizenship? | With a partner create a poster showing conflict and how conflict can bring about change |
|---|---|---|---|---|
| 3 | Present information in a newspaper article about how to recognize a bully.<br><br>What intelligent behaviors did you use to write this article? | Provide students with a conflict scenario. Have students propose solutions to conflict.<br><br>State whether solution resulted in a positive or negative change and tell why?<br><br>Which intelligent behaviors did you use to develop your solution? | Create a true or false game about conflict resolution.<br><br>What is conflict resolution?<br><br>What intelligent behaviors did you use to create this game? | Think about conflict on the playground. Conduct interviews to collect information about conflicts on the play ground. With a partner generate a variety of solutions to handle existing conflict on the playground with the idea to prevent bullying in the school. |

**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.**

### Concept Focus: Conflict

### Overarching Generalizations:
-Positive vs. Negative relationships (conflict can be positive or negative)

### More Complex Generalizations (Two or more concepts):
-conflict can bring about change
- conflict can be unifying
-relationships can change over time

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

How can conflict be positive or negative?
How does conflict bring about change?
How can gifted intelligent behaviors be used to prevent and avoid conflict?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- 
-

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking**<br><br>List five things you could do to avoid conflict. How can this bring about positive or negative change?<br><br>What intelligent behaviors would you use to handle or avoid conflict?<br><br><br>**V__L__S__M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>Write a letter to Grant encouraging him to be a good citizen. Give him advice on how he could avoid conflict.<br><br>What intelligent behaviors could he use to become a better citizen?<br><br><br>**V__L__S__M__B__P__I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br>Debate Grant's behavior through a mock court trial and determine the consequences of his behavior.<br><br>What intelligent behaviors did you use to determine your decision?<br><br><br>**V__L__S__M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Design a handbook that teaches others how to handle conflict.<br><br>What intelligent behaviors did you use in order to create this handbook?<br><br><br>**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.**

<div align="center">

**Concept Focus:**
**Overarching Generalizations:**
-Positive vs. Negative relationships (conflict can be positive or negative)

**More Complex Generalizations (Two or more concepts):**
-conflict can bring about change
- conflict can be unifying
-relationships can change over time

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

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- 
-

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

**Intelligent Behaviors:**
1. What Intelligent Behaviors did the characters in the story demonstrate?
2. How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors daily?
4. What Intelligent Behavior(s) did you see as your strength in these activities?
5. Why?
6. What Intelligent Behavior(s) do you think you would like to work on developing in the next unit of study?  What indicators do you think would be a good focus for you on your next task rotation activities?
7. How did ++++ demonstrate the following behaviors in the story?
      1. Listening with understanding and empathy
      2. Thinking flexibly
      3. Remaining open to continuous learning
      4. Questioning and Posing Problems

8. How do you demonstrate the following behaviors?

      1. Listening with understanding and empathy
      2. Thinking flexibly
      3. Remaining open to continuous learning
      4. Questioning and Posing Problems

**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)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| <br><br><br><br><br><br><br>V__L__S__M__B__P__I__N__ | <br><br><br><br><br><br><br>V__L__S__M__B__P__I__N__ |
| Understanding Learner (C) | Self-Expressive Learner (D) |

| Intuitive-Thinking | 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.**

<div align="center">

**Concept Focus:  Conflict**

**Overarching Generalizations:**
-Positive vs. Negative relationships (conflict can be positive or negative)

**More Complex Generalizations (Two or more concepts):**
-conflict can bring about change
- conflict can be unifying
-relationships can change over time


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

</div>


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- 
-

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**
*The Recess,* Alexis O'Neill
*Stand Tall, Molly Low Melon*, Patty Lovell
*Bullies Are a Pain in the Brain,* Trevor Romain
*Say Something,* Peggy Moss
*Mr. Lincoln's Way*, Patricia Polacco
*King of the Playground,* Phyllis Reynolds Naylor
*Nobody Knew W hat to Do: A Story About Bullying,* Becky Ray *McCain*


**Finger Plays, Nursery Rhymes and Songs:**
*Humpty Dumpty*




**Video Clips:**




**Paintings & Prints:**

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Relationships**
**Candy Shop**
**Topic: Diversity**

**K-2**

**Brunswick County – Phyllis Kelly**
**Wake County – Anne Marie Lynch**

# Big Ideas Manifested

| Topic -Diversity |
|---|
| Literature Selection – Candy Shop<br>Author – Jan Wahl |

| Concepts | Themes |
|---|---|
| Relationships | Everything is related in some way<br>All relationships are purposeful |
| **Issues or Debates** | **Problems or Challenges** |
| Prejudice vs. Acceptance<br>Respect<br>Indifference vs. apathy<br>Vandalism vs. self-respect<br>Poverty | Apathy<br>Discrimination |
| **Processes** | **Theories** |
| Decision making<br>Problem solving | Be a part of the solution –not the problem<br>Discrimination hurts everyone<br>Education/help your neighbor |
| **Paradoxes** | **Assumptions or Perspectives** |
| Better to give than to receive | Treat others the way your want to be treated  (The Golden Rule) |

**Big Ideas Manifested**

| Topic – Diversity |
|---|
| Literature Selection – Hannah Is My Name |
| Author - Belle Yang |

| Concepts | Themes |
|---|---|
| Relationships | Everything is related in some way |
| **Issues or Debates** | **Problems or Challenges** |
| Legal vs. illegal<br>English vs. non-English<br>Immigration | Employment<br>Economics<br>Deportation<br>Language barrier<br>Trust<br>Acceptance |
| **Processes** | **Theories** |
| Education<br>Rules-laws<br>Historical inquiry -Why does everyone want to come to America?<br>Decision making-to provide for family<br>Assimilation | America is a melting pot<br>The land of opportunity |
| **Paradoxes** | **Assumptions or Perspectives** |
| People come to America seeking equality but find inequality. | Everyone is treated equally in America. |

**Big Ideas Manifested**

| |
|---|
| **Topic -**<br><br>**Literature Selection –**<br>**Author -** |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Concept: Relationships          Topic: Diversity

**Suggested Literature Selection(s):**  <u>Candy Shop</u>
<u>Hannah Is My Name</u>

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**Look and Listen for…**

**Intelligent Behaviors**

**Story Focus:** Managing Impulsivity, Persisting, Taking Responsible Risks

**Student Activities:**  Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Thinking About Thinking (Metacognition) Questioning and Posing Problems, Finding Humor

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**Thinking Skills Focus**: <u>Building Thinking Skills</u> (Chapter 5 – Describing People and Things)

**Topic Focus:** Diversity

**Concept Focus:** Relationships

**Overarching Generalizations:**
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex.

**More Complex Generalizations (Two or more concepts):**
Relationships may bring about a positive or negative change.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**

citizenship     community     diversity     discrimination     economics
family     friendship     immigration     intimidation     laws     prejudice     rules

**Suggested Vocabulary Words for Discussion:**

| | | | | |
|---|---|---|---|---|
| American | alien | bamboo plant | bamboo shoots | discrimination |
| boarded up | cable car | China | country | cowboy |
| dollar-fifty | fetch | freedom | government | green card |
| hymns | Illegal | immigration | laws | legal |
| Money | prejudice | relationship | rules | secondhand store |
| snow peas | Taiwan | Tofu | transportation | trust |
| Uniform | quarter | | | |

**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:**
Play a matching game with vocabulary words and definitions (Mix 'n Match)
Display vocabulary words and definition on sentence strips.
Students draw pictures or symbols to depict vocabulary words.
Play a vocabulary word game. (Go Fish)

**Hooks:**

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

## Six Facets of Understanding

| **Facet 1 – EXPLANATION** |
| --- |
| Describe a family member that you love.  Draw a picture of that family member. Describe your relationship with this person. <br> Why is your relationship with a family member important? |

| **Facet 2 - INTERPRETATION** |
| --- |
| Tell a story about a special day you had with a family member.  What made this day special? <br> What kind of relationship do you have with this family member? |

| **Facet 3 - APPLICATION** |
| --- |
| Locate and cut pictures of people from magazines, books, and/or clipart.   On a separate sheet of paper group these pictures to create two or more different families.  Label each picture. <br> How are the people in your families related? |

| **Facet 4 - PERSPECTIVE** |
| --- |
| Work with a partner. Choose two attribute blocks and compare and contrast their relationship.  Be prepared to share with the class. <br> In what ways are the two attribute blocks alike and different? |

| **Facet 5 – EMPATHY** |
| --- |
| With a partner role-play shopping in a grocery store with one of the following roles: Mother –child, Father –child, Grandparent-grandchild, Aunt-child, or Uncle and child. <br> Does the relationship between the people in your role-play affect the way they behave? |

| **Facet 6 – SELF-KNOWLEDGE** |
| --- |
| Reflect on a time when you were not included in a group activity.  In you journal record with pictures and/or words how you felt. <br> How did this relationship affect your feelings? |

**Read:**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>While working with a partner illustrate and write the names of each character from the book <u>Candy Shop</u> on a separate card.<br>Shuffle the cards.<br>Turn over two cards.<br>Explain to your partner the relationship between these two characters.<br><br>What GIBs did the characters demonstrate?<br><br>Given what you know about relationships how did the characters relationships bring about a change?<br><br><br>**V * L * S * M__B__P * I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Imagine you are a member of the crowd.  Role-play with a partner what you could have done differently after seeing the words on the sidewalk.<br><br>How would your actions have improved your relationship with Miz Chu?<br><br>What GIBs did you show while working with your partner?<br><br><br>**V * L__S__M__B * P * I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Using a graphic organizer compare and contrast the actions of the people in the crowd to the actions of the boy.<br><br>Which GIBs did the boy demonstrate?<br><br>How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?<br><br><br>**V * L * S__M__B__P * I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Compose a poem, song or play that tells the things you can do to have a good relationship with others.<br><br>As you recall the characters from <u>Candy Shop</u> and <u>Hannah Is My Name</u>. In what ways did they promote positive relationships?<br><br>Which GIBs do you need to posses in order to insure a positive relationship?<br><br><br>**V * L * S__M * B * P __I * N__** |

**Real World Connections With Products:**
Songs, plays, poems, acting, stories, books and poems,


**Real World Applications:**
Author, writer, actors, actresses, singer, performer, teacher, director


**Real World Terms:**
Compare, contrast, role-play, create, write and produce



**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.**

<center>**Concept Focus:**  Relationships</center>

<center>**Overarching Generalizations:**</center>

<center>Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex.</center>

<center>**More Complex Generalizations (Two or more concepts):**</center>

<center>Relationships may bring about a positive or negative change.</center>

<center>**Essential Question**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**</center>

Given what you know about relationships how did the characters relationships bring about a change?
What GIBs did the characters demonstrate?
How would your actions have improved your relationship with Miz Chu?
What GIBs did you show while working with your partner?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
Which GIBs did the boy demonstrate?
As you recall the characters from <u>Candy Shop </u>and <u>Hannah Is My Name</u>. In what ways did they promote positive relationships?
Which GIBs do you need to posses in order to insure a positive relationship?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Index cards, paper, pencils, crayons, markers, graphic organizer templates, and/or assorted musical instruments.

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
Given what you know about relationships how did the characters relationships bring about a change?
How would your actions have improved your relationship with Miz Chu?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
As you recall the characters from <u>Candy Shop</u> and <u>Hannah Is My Name</u>. In what ways did they promote positive relationships?

**Intelligent Behaviors:**
What GIBs did the characters demonstrate in the stories?
What GIBs did you show while working with your partner?
Which GIBs do you need to posses in order to insure a positive relationship?

**Literary Perspectives:**
As we reflect on the stories <u>Candy Shop</u> and <u>Hannah Is My Name</u> what are your view about relationships?
Why do you think the boy in <u>Candy Shop</u> had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### 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** |
| Given what you know about number order, order the following numbers from least to greatest and greatest to least.<br><br>**25  71  40  66  83**<br><br>How will the relationship change if you reverse the digits in each number?<br>How will the relationship change if you add five to each number?<br>Given what you know about number order construct your own way to reorder these numbers.<br><br>V __L * S * M__ B__ P__ I * N__ | Your friend is teaching you how to play a new board game called "Race to 100". Player one has **two** dice with the numbers 5, 5, 5, 10, 10, 10 on each die. Player two has **three** dice with the numbers 3, 3, 5, 5, 7, 7 on each die. Each player rolls their dice and adds the numbers. Using the sum, they move their playing piece along a hundreds board.<br><br>Given what you know about number relationships which player is more likely to win the game and why?<br><br>What GIB did you see your partner displaying?<br><br>V * L__ S * M__ B * P * I__ N__ |
| **Understanding Learner (C)** | **Self-Expressive Learner (D)** |
| **Intuitive-Thinking** | **Intuitive-Feeling** |
| Using clay make the following solid shapes: Sphere, cone, rectangular prism, and a cube. Draw conclusions about which shapes will stack and/or roll.<br><br>Record your data.<br><br>What relationships exist among the shapes? Explain which GIBs you did not use when drawing your conclusions.<br><br>V * L * S * M__ B * P__ I * N * | Pretend you are the number ten looking for a new home. Look at each house and decide which house you would like to live in Design another house that the number five may want to move into.<br><br><br>10, 20, 30 …    1+10=11, 2+10=12<br>3+10=13, 4+10=14…    10, 100, 1,000…<br><br>Using what you know about number relationships explain why you chose your home. Use a GIB to explain how would you feel if your family moved to another home?<br><br>V * L__ S * M__ B__ P__ I * N__ |

**Real World Connections With Products:**

Problem solving, statue, art work, home or buildings

**Real World Applications:**

Mathematician, architect, designer and artist

**Real World Terms:**

Design, create, construct

**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:** Relationships

**Overarching Generalizations:**
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex.

**More Complex Generalizations (Two or more concepts):**

Relationships may bring about a positive or negative change.

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

How will the relationship change if you reverse the digits in each number?
How will the relationship change if you add five to each number?
Given what you know about number order construct your own way to reorder numbers.
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Number cards, One Hundred-boards, teacher made dice or wooden cubes, clay, paper, pencils (optional color pencils, markers or crayons) assorted math manipulatives.

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How will the relationship change if you reverse the digits in each number?
How will the relationship change if you add five to each number?
Given what you know about number order construct your own way to reorder numbers.
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?

**Intelligent Behaviors:**
What GIB did you see your partner displaying?
Explain which GIBs you did not use when drawing your conclusions.
Use a GIB to explain how would you feel if your family moved to another home?

**Literary Perspective:**
As we reflect on the stories <u>Candy Shop</u> and <u>Hannah Is My Name</u> what are your views about relationships?
Why do you think the boy in <u>Candy Shop</u> had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

**Student/Teacher Reflections**

**Concept: Relationships**

**Topic: Diversity**

**Generalization(s):** Everything is related in some way.  All relationships are purposeful.

**Essential Question(s):**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Locate and collect pictures from magazines, books and/or clipart to identify people from different nationalities. | Draw a picture of the little boy in <u>Candy Shop</u> and Hannah in <u>Hannah Is My Name</u>.  Use a graphic organizer to show how they are alike and different. | Brainstorm a list of candies that you have tasted. Circle the compound candy words in your list. | Work with a partner and decided which part of the story you both liked.  Create a poster to display in the class. |
| 2 | Collect data from your classmates.  Find out how many family members live in their home.  Make a line plot showing your data. | Use the T-chart provided to show the cause and effect of the words written on the street for each: The little boy, Miz Chu, Aunt Thelma and the group of people | Pretend you are Hannah attending a new school.  Write a diary entry in your journal.  Express your feelings using pictures and words. | Write three to five sentences telling how you would have felt if you were standing in the crowd of people outside Miz Chu's candy story. |
| 3 | Construct a time line that shows the many things Hannah's family needed to do in order to stay in America. | Pretend you just moved to another country. You are not able to speak the language. Demonstrate several ways you might communicate to new friends. | Design a diorama of a candy store.  Sort and group your candy collection by relationships. | Using the puppet patterns provided, role model you teaching your neighbors how to build better relationships in your community. |

**Real World Connections With Products:**
Photographs, books, magazines, art work, buildings, homes, clothing


**Real World Applications:**
Photographer, editor, illustrator, artist, mathematician, engineer, builder, architect, designer and teacher


**Real World Terms:**
Role-play, design, construct, create, build, collect, brainstorm and demonstrate


**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:** Relationships

**Overarching Generalizations:**
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex

**More Complex Generalizations (Two or more concepts):**
Relationships may bring about a positive or negative change.

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

Given what you know about relationships how did the characters relationships bring about a change?
How would your actions have improved your relationship with Miz Chu?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
As you recall the characters from Candy Shop and Hannah Is My Name. In what ways did they promote positive relationships?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

* Magazines, books, computer, graphic organizer (T-chart), poster paper, paper, markers, crayons, glue, puppet patterns and student journals

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

Given what you know about relationships how did the characters relationships bring about a change?
How would your actions have improved your relationship with Miz Chu?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
As you recall the characters from <u>Candy Shop</u> and <u>Hannah Is My Name</u>. In what ways did they promote positive relationships?

**Intelligent Behaviors:**

What GIBs did the characters demonstrate in the stories?
What GIBs did you show while working with your partner?
Which GIBs do you need to posses in order to insure a positive relationship?

**Literary Perspective:**

As we reflect on the stories <u>Candy Shop</u> and <u>Hannah Is My Name</u> what are your view about relationships?
Why do you think the boy in <u>Candy Shop</u> had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

**Student/Teacher Reflections:**

**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.**

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**Mastery Learner (A)**
**Sensing- Thinking**

Work with a partner and construct a timeline for the story <u>Candy Shop</u>.  Put the places that the little boy visited in order.  Which GIBs did the little boy display throughout the story? What were the relationships to his activities that lead to the use of these behaviors? (Make cards ahead of time to match GIBs to story events – example: the little boy had to wait for his Aunt to finish shopping/managing impulsivity.)

**V__L * S* M__B__P * I__ N__**

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**Interpersonal Learner (B)**
**Sensing-Thinking**

The teacher has assigned seats in the cafeteria for lunch.  Some of the students want to choose their own seat and sit where they want.  Take a position and write a why this is a good idea or not.   In what way will relationships change? Will this change be good or bad for the class? Be prepared to share your position with a classmate and identify the GIBs you used to come to your decision.

**V * L * S__M__B__P * I * N__**

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**Understanding Learner (C)**
**Intuitive-Thinking**

A new student joins our class.  He/She does not speak English.  Make a poster or book showing different ways you can help him/her build relationships at school.  Your work should include illustrations and words that propose solutions to daily school activities using GIBs.

Given what you know about relationships how will your actions unify or divide this relationship?

What GIBs would you use when building this relationship?

**V__L * S * M__B__P__I * N__**

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**Self-Expressive Learner (D)**
**Intuitive-Feeling**

Write and produce a play or song identifying a relationship.

What relationship are you identifying in your play or poem.

What GIBs did you displayed when creating your play or song?

**V * L * S__M * B * P__I * N__**

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**Real World Connections With Products:**
Book, magazine, story, building, house, play, movie, song, picture, poster and artwork

**Real World Applications:**  Author, illustrator, artist, singer, actor, actress, builder

**Real World Terms:** Construct, debate, problem solve, design, create,

**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:** Relationships

**Overarching Generalizations:**
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex

**More Complex Generalizations (Two or more concepts):**
Relationships may bring about a positive or negative change.
**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

Given what you know about relationships how will your actions unify or divide a relationship?
What relationships can you identify among the characters in a play or poem?
In what way will relationships change?
How will change affect a relationship?
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?
Which GIBs did the character(s) display throughout the story?  What were the relationships among the characters that lead to the use of GIBs?
Identify personal GIBs you used to make decisions.
How can you use illustrations and words that propose solutions to daily school activities using GIBs.
What GIBs are needed to create a play or song?
What GIBs can you identify in other people?
Explain which GIBs you may not use when solving problems.
What GIBs do you rely on when explaining your feelings?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- GIBs picture cards with icons, poster paper, pens, markers, crayons, paper, pencils and musical instruments (optional).

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

Given what you know about relationships how will your actions unify or divide a relationship?
What relationships can you identify among the characters in a play or poem?
In what way will relationships change?
How will change affect a relationship?
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?

**Intelligent Behaviors:**

Which GIBs did the character(s) display throughout the story?  What were the relationships among the characters that lead to the use of GIBs?
Identify personal GIBs you used to make decisions.
How can you use illustrations and words that propose solutions to daily school activities using GIBs?
What GIBs are needed to create a play or song?
What GIBs can you identify in other people?
Explain which GIBs you may not use when solving problems.
What GIBs do you rely on when explaining your feelings?

**Literary Perspective:**

As we reflect on the stories <u>Candy Shop</u> and <u>Hannah Is My Name</u> what are your view about relationships?
Why do you think the boy in <u>Candy Shop</u> had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

**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)** | **Interpersonal Learner (B)** |
|---|---|
| **Sensing- Thinking** | **Sensing-Thinking** |
| You have some dimes and pennies in your pocket. Their total value equals $.86. How many different ways can you show $.86 using only dimes and pennies? | We have been learning to read, write and show numbers in many ways. Design a poster showing six or more ways to recognize equivalent representations for the number twenty-four. Use pictures, symbols, numbers and words to show your work. |
| Using the coins provided, demonstrate how you solved this problem. | |
| Construct a chart to show your work using pictures, numbers and/or words. | In what ways can you explain the relationship between one or more of your representations for the number twenty-four? |
| What might be the relationship between the number of possibilities and the number of dimes you have? | What relationship might you need to have with different representations of numbers? |
| Which GIBs helped you solve this problem? | Write about how you felt when you finished this activity in your journal. What relationship did this feeling have with a GIB? |
| **V__L * S * M__B__P__I * N__** | **V * L * S * M__B__P__I * N__** |
| **Understanding Learner (C)** | **Self-Expressive Learner (D)** |
| **Intuitive-Thinking** | **Intuitive-Feeling** |
| Your partner has used two or more attribute to build an attribute train. He/she has asked you to add two more pieces. After reflecting on the relationship between each piece you add two more attribute blocks to the train. Discuss and compare your solutions. | Using animal names and nature sounds create a song using three different patterns. Record your song on chart paper using alphabet letters, numbers or symbols. Teach your song to a classmate and be prepared to share it with the class. |
| What relationship(s) did you find between the two blocks? | Is there a relationship between the patterns and sounds you chose? How do patterns affect your daily activities? |
| What GIBs helped you and your partner discus and solves this problem? | How might the GIBs affect your performance when sharing with the class? |
| **V * L__S * M__B *_P* I__N__** | **V * L__S * M * B * P * I * N *** |

**Real World Connections With Products:**
Clothing, homes and buildings

**Real World Applications:**
Designer, banker, shop keeper, and architect

**Real World Terms:**
Create, design, construct

**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:** Relationships

**Overarching Generalizations:**
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex

**More Complex Generalizations (Two or more concepts):**
Relationships may bring about a positive or negative change.

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

What might be the relationship between the number of possibilities and the number of dimes you have?
What relationship might you need to have with different representations of numbers?
What relationship(s) did you find between the two blocks?
Is there a relationship between the patterns and sounds you chose? How do patterns affect your daily activities?
Which GIBs helped you solve this problem?
Write about how you felt when you finished this activity in your journal. What relationship did this feeling have with a GIB?
What GIBs helped you and your partner discus and solves this problem?
How might the GIBs affect your performance when sharing with the class?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Dimes, pennies, chart paper, poster paper, attribute blocks, pencil, paper, crayons, musical instruments (optional)

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
What might be the relationship between the number of possibilities and the number of dimes you have?
What relationship might you need to have with different representations of numbers?
What relationship(s) did you find between the two blocks?
Is there a relationship between the patterns and sounds you chose? How do patterns affect your daily activities?

**Intelligent Behaviors:**
Which GIBs helped you solve this problem?
Write about how you felt when you finished this activity in your journal.  What relationship did this feeling have with a GIB?
What GIBs helped you and your partner discus and use to solve this problem?
How might the GIBs affect your performance when sharing with the class?

**Literary Perspective:**

As we reflect on the stories <u>Candy Shop</u> and <u>Hannah Is My Name</u> what are your view about relationships?
Why do you think the boy in <u>Candy Shop</u> had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**
Little Critter Books by Mercer Mayer
The Little Red Hen
The Ugly Duckling
The Bake Shop Ghost
The Bully Blocker Club
Jungle Drum
The Wolf's Chicken Stew
Miss Bridie Choose a Shovel
Hachiko
Private and Confidential

**Finger Plays, Nursery Rhymes and Songs:**

Mary Had A Little Lamb
Little Miss Muffet
Humpty Dumpty
Jack and Jill

**Video Clips:**
Consult your media specialist

**Paintings & Prints:**
Consult your art specialist

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Change**
**Remember Grandma**
**Topic: Me and My Family**

**K-2**

**Written by: Jana Jackson and Wanda McLamb**

**Big Ideas Manifested**

| Topic – Me and My Family |
|---|
| Literature Selection – Remember, Grandma<br>Author – Laura Langston |

| Concepts | Themes |
|---|---|
| Change<br>  Relationships | Enduring Love |
| **Issues or Debates** | **Problems or Challenges** |
| Memory vs. Love<br>Familiar vs. Unfamiliar | Understanding Aging<br>Deal/Adapt to change |
| **Processes** | **Theories** |
| Empathy and sacrificing | Circle of Life<br>Love conquers all |
| **Paradoxes** | **Assumptions or Perspectives** |
| Grandparent becomes child<br>Reversal of roles | Children are ones that need support and adults provide it. |

**Big Ideas Manifested**

| Topic - |
|---|
| Literature Selection – <br> Author - |

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Big Ideas Manifested

**Topic -**

**Literature Selection –**
**Author -**

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept:   Change                    Topic: Me and My Family

**Suggested Literature Selection(s): Remember, Grandma**

---

**Look and Listen for…**

**Intelligent Behaviors:** Metacognition, Posing Questions, Creating, Imagining & Innovating, Finding Humor and Persistence

     **Story Focus   :** Finding Humor and Persistence


     **Student Activities  :** Finding Humor and Persistence

---

**Thinking Skills Focus:** Chapter 2 Similarities and Differences


**Topic Focus:**  Me and My Family

**Concept Focus:** Change

**Overarching Generalizations:**
Change generates additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.



**More Complex Generalizations (Two or more concepts):**
All relationships are purposeful and 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.

**Suggested Topics for Discussion:**
Seasons, Roles of Family Members, Age/Aging, Plants and Planting, Cooking and Measuring

**Suggested Vocabulary Words for Discussion:**
Gallery (Art)
Remembering/Forgetting
Chopin
Bach
Preserves
Bruised
Rationing
Whooshy
Sting
Prowl
Confused

**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:**
**Synonyms for the word sting, whooshy.**
**Types of galleries.**

**Hooks:**

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

**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
|---|
| Show the students a picture of an elderly person and have them illustrate how she looked as a child. How would you describe the changes you noticed? |

| **Facet 2 - INTERPRETATION** |
|---|
| Invite a grandmother to the class, to tell stories of change in families over her life span. Evaluate as a class life today with long ago by using a venn diagram.  What changes do you see from her life span? |

| **Facet 3 - APPLICATION** |
|---|
| How can we bring about a positive change in an elderly persons life? Students will create cards for elderly residents of a local nursing home. Possibility create a pen pal relationship. |

| **Facet 4 - PERSPECTIVE** |
|---|
| Using a double bubble map, compare and contrast your life to your grandmas.  Draw two pictures.  One drawing should be of something special grandma did when she was a little girl.  The other picture will be of you and something special you like to do.  How are the special times in your life similar or different to the life of grandma's? |

| **Facet 5 – EMPATHY** |
|---|
| Role play an elderly person demonstrating the physical, speech, and mannerisms in their body.  What changes did you find hard or easy to immolate?  How do you feel as an elderly person? |

| **Facet 6 – SELF-KNOWLEDGE** |
|---|
| Reflect on your prior knowledge of the elderly.  Brainstorm individually everything you know about elderly people.  Put your ideas on sticky notes.  Each idea should be placed on a separate note.  Share your notes with your classmates.  As a class, decide how you could group the notes.  What labels could you assign each group? Why? |

**Read:** Remember, Grandma
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Show pictures of what grandma looked like at a younger age and what she looks like now. Children will describe the physical changes of grandma over time. How many years did it take grandma to look this way? Then use the provided pictures to construct a realistic illustration of grandma making sure she has the correct body parts.<br><br><br>**V\*__L\*__S\*__M__B\*__P\*__I\*__N\*__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Create a map of your neighborhood, label the correct streets, houses, etc. Decide where you would want your grandma to live and label with a heart. Reflect your reasoning by using think, pair and share with a partner telling your decision and why.<br><br><br>**V\*__L\*__S\*__M__B__P\*__I\*__N\*__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Use a double bubble map to compare and contrast what would be better for grandma staying at home or at the nursing home. On a chart, list your conclusions telling why? After charting your conclusions, find a partner with a different the opposite view and reflect on your decision and discuss your chart.<br>How did you pose good questions in your discussion with your partner?<br>How did you use your GIB in making your decision?<br><br>**V\*__L__S\*__M__B\*__P\*__I\*__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>What if their was a potion or food created that made you not age. What do you think would happen to family, friendships, the world if they were given the item? Would you choose to drink the potion or eat the food? List the pro/cons using colored sticky notes. (Pink for pro/blue for con). Sort and discuss as a small group. Graph your responses telling if you would eat or not. How did you use the GIB (Metacognition) in making your decision?<br><br>**V\*__L\*__S\*__M__B__P\*__I\*__N\*__** |

**Real World Connections With Products:**
Construct, decide, discuss, graph, compare, contrast, list, sort, chart, label, describe, create, reflect

**Real World Applications:**
Data Analysis, Artist, Cartographer

**Real World Terms:**
Analysis, create, plan, draw, map

**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.**

<div align="center">

**Concept Focus:**
Change
**Overarching Generalizations:**
Change is inevitable.
Change generates additional change.
Change can be either positive or negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
All relationships are purposeful and change over time.
**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**

- Chart paper
- Sticky notes
- Pictures
- Butcher paper
- Pencil
- Crayons
- Paper

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1.How has physical change affected grandma through the years?
2. What would happen to grandma if you change her living arrangements? Would the change be positive or negative?

**Intelligent Behaviors:**
1.What GIB did you use while constructing your portrait of grandma?
2. How did you use your GIB in making your decision about drinking the potion?

**Literary Perspectives:**
1. What characteristics did the author give grandma in the story?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Construct each seasons characteristics using pictures of trees, clothing, weather , etc.  Put the seasons in order and label them. Use pictures provided to attach to bulletin board or large poster board to construct the characteristics of each season.<br><br><br><br>**V__L*__S*__M__B*__P*__I*__N*__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Read a selected text as a class, on various seasonal holidays. Reflect on the holidays and write about your favorite holiday. In your writing include the season that the holiday falls in.<br><br><br><br>**V*__L*__S*__M__B__P__I*__N*__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>With task rotation leader, demonstrate computer strategies for research of seasons in China and their characteristics. The students will investigate the qualities of the seasons and holidays in different countries. How are the seasons different in other countries and why?<br><br>Discuss and chart responses in groups.<br><br><br><br>**V*__L*__S*__M__B*__P*__I*__N*__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create an interpretive dance for each season (one group will be assigned a season.) by assuming the role a leaf plays in each season.  Students will be expected to teach their dance to their classmates.<br><br><br><br>**V*__L*__S*__M*__B*__P*__I*__N*__** |

13

**Real World Connections With Products:**
Constructing, labeling, reflecting, writing, illustrating, demonstrating, investigating, discussing, creating, teaching


**Real World Applications:**
Computer tech., writer, dancer, artist, communications, author, reporter, teacher


**Real World Terms:**
Teach, design, writes, reports, processes data, interprets, illustrates, creates


**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change generates additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
All relationships are purposeful and change over time.
**Essential Question(s):**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

</div>


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Computer lab
- Additional text
- Seasonal pictures
- Bulletin Board  or large poster
- Musical instruments
- Writing paper
- Chart paper
- Labels of Seasons

**MetaCognition  Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. How can change be seen in each season?
2. What factors in temperature cause change?
**3.** How does the change in seasons effect our holidays and how they are celebrate

**Intelligent Behaviors:**

1. How did you exhibit the GIB finding humor when creating your dance?
2. How did you show persistence when searching the internet?
3. How did you create , imagine and innovate while you constructed the seasons?

**Literary Perspective:**

1. After reading the text about holidays and seasons, how can I use this knowledge in my writing and drawing?

**Student/Teacher Reflections**

**Concept:** Change

**Topic:** Me and My Family

**Generalization(s):** Change generates additional change. Change can be positive/negative. Change is inevitable. Change is necessary for growth.

**Essential Question(s):**

How do people/things change over time?   Can change be positive/negative? Why?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | In small groups identify and describe the characters in the story. Write 1 fact about each character. | Using a double bubble map, compare/contrast grandma to Margaret. Why are they alike/different? | Use a web map to brainstorm what might happen if grandma had to move. | Write in your journal about your favorite character, telling why that character is your favorite. |
| 2 | Draw pictures to illustrate the sequence of the story. | On a chart list the causes that have affected grandma's memory and the effect on the family. | As a small group or partner, predict what might happen if grandma goes to the nursing home. Chart your results. | Pretend you are Margaret, write a letter to grandma include things in your letter that will remind her of your love and special times together. |
| 3 | Create a time line of events that have changed your life. | Debate positive and negative effects of putting grandma in a nursing home. | Invent a product to encourage or assist grandma's memory. Use recycled products in your invention. | After the debate about the nursing home, take a position, either pro or con, and reflect through writing what your decision would be for grandma and why. |

**Real World Connections With Products:**
Compare, contrast, describe, brainstorm, write, sequence, list, predict, create, debate, invent, make

**Real World Applications:**
Lawyer, Inventor, Care-giver, Historian, Futurist, Nurse, Editor, Commentator

**Real World Terms:**
Debate, invent, research, predict, prescribe, write, review

**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.**

<div align="center">

**Concept Focus:**
Change
**Overarching Generalizations:**
Change is inevitable.
Change generates additional change.
Change can be either positive or negative.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
All relationships are purposeful and change over time.
**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Chart Paper
- Markers
- Pencils
- Journal
- Crayons
- Recycled objects
- Construction paper
- Pictures
- Sentence strips

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. How does change in grandma's environment affect her memory?
2. Will grandma continue to change over time?
3. How has change in your life effected you?
4. Reflect on what would happen if grandma did not change.

**Intelligent Behaviors:**

1. How did you use the GIB of finding humor in your debate?
2. How did you use persistence in creating your timeline?
3. How well did you think about your thinking (metacognition) in group activities and how did this effect your participation in the discussions?

**Literary Perspective:**
1. How did the characters change in the story?
2. How are grandma and Margaret alike and different in the story?

**Student/Teacher Reflections:**

**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)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| Produce a realistic product showing  2 physical changes a person experiences as they age.<br><br>What GIB did you use as you drew your pictures?<br>What factors can cause the change?<br><br><br><br><br>**V__L__S*__M__B__P__I*__N*__** | Find  a  partner , take a position of an elderly or young person. As you  role  play  put yourself in that role.  Share your feelings about how your physical   and mental changes have effected  your lifestyle and dependence on others.<br>Was the GIB empathy shown in your expressions?<br>Do you think change is positive or negative? Why?<br>Do you think change is inevitable? Why?<br><br>**V*__L__S*__M__B*__P*__I*__N__** |
| Understanding Learner (C)<br>Intuitive-Thinking | Self-Expressive Learner (D)<br>Intuitive-Feeling |
| Research the internet on an elderly person. Illustrate your understanding by drawing pictures of people and the physical changes they experience as they age.<br> What physical changes are seen over time? Why? How would you use the GIB of finding humor as you see physical changes over time?<br>Why is change necessary?<br><br><br><br><br>**V__L__S*__M__B__P__I*__N*__** | What if people didn't change over time?<br>Role play the positive   and  negative  affects of people not changing? Was the GIB persistence exhibited in this task?<br><br>Compose a scenario and record it on a cassette. What do you think life would be like if people did not change?<br><br><br><br>**V*__L__S__M__B*__P*__I*__N__** |

**Real World Connections With Products:**
Take a position, compose, record, research, role play


**Real World Applications:**
Care-giver, nurse, nursing home attendants, social worker, writer, actor


**Real World Terms:**
Physical, mental, feelings, elderly, positive, negative, lifestyle , dependence, caring, compose, make decisions


**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.**

<div align="center">

**Concept Focus:**
Change
**Overarching Generalizations:**
Change generates additional change.
Change can be positive or negative.
Change is inevitable.
Change is necessary for growth.


**More Complex Generalizations (Two or more concepts):**
All relationships are powerful and change over time.
**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**

- Drawing paper
- Crayons
- Pencils
- Props for role playing (cane, walker, wig, glasses, dress up clothes and hats)

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
1. Why is change necessary?
2. Do you think change is positive or negative? Why?
3. What factors can cause change?
**4.** Do you think change is inevitable? Why?

**Intelligent Behaviors:**

1. Was the  GIB  persistence  exhibited in composing the scenario?
2. How do you demonstrate the intelligent behaviors on a daily basis?
3. How did the  GIB  help  you complete the activities?
4. Was the  GIB  listening with empathy shown in your expressions of role playing?

**Literary Perspective:**

1. What do you think it would be like to walk in the shoes of an elderly person?
2. What lessons do you think the author wants its readers to learn?
3. As you reflect on the story, what are your views on the elderly and change?

**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)**<br>**Sensing- Thinking**<br><br>Create a time line of the 4 seasons. Label the time line with the season names and illustrate the seasonal changes by the tree you would see during that season. Did you exhibit the GIB of creating, imaging and innovating ?<br><br><br><br>V__L*__S*__M__B__P*__I*__N*__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Having worked on the seasons-decide on your favorite season. In your journal describe the season and tell why it is your favorite. Draw a picture to illustrate. Discuss your thinking (metacognition) that helped you complete this activity.<br><br><br><br>V*__L*__S*__M__B__P__I*__N*__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Research on the internet trees that grow in our area. After researching record the trees that grow best in our climate and orally discuss your findings. Based on your findings discuss why you think these trees grow best in our area.<br>Did you use the GIB of persisting ? Why?<br><br><br>V*__L*__S__M__B*__P*__I*__N*_ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>What if you lived in China, what would summer be like? Design a seasonal picture using pattern blocks adding details, including the weather, clothing and activities that you might be seen.<br>Did you use the GIB creating, innovating and imaging ? How?<br><br><br>V*__L*__S*__M__B*__P__I*__N*__ |

**Real World Connections With Products:**
Create, research, discussing, investigate, construct, writing, design


**Real World Applications:**
Computer technician, writer, artist, author, architect, agriculturalist, grower, meteorologist, farmer

**Real World Terms:**
Writer, design, illustrate, creates, build, grow, explore, investigate, measure, cultivates


**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.**

<div align="center">

**Concept Focus:**
Change
**Overarching Generalizations:**
Change generates additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.
**More Complex Generalizations (Two or more concepts):**
All relationships are purposeful and change over time.
**Essential Question:**
**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

</div>

**Meta Cognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. How are our seasons different from one another resulting from the change in temperature?
2. How can the change of seasons be positive or negative?
3. What factors cause the change in seasons?



**Intelligent Behaviors:**


1. Did you exhibit the GIB of innovating, imaging and creating when constructing your seasonal picture of China?
2. Did you use the GIB of persisting  while researching on the computer?
3. Discuss your thinking (metacognition) that helped you complete the activity.

**Literary Perspective:**

1. How does the author Laura Langston demonstrate the seasonal changes in Remember, Grandma?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils
- Crayons
- Internet Assess
- Computers
- Pattern Blocks
- Chart paper
- Markers
- Journals

**Meta Cognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. How are our seasons different from one another resulting from the change in temperature?
2. How can the change of seasons be positive or negative?
3. What factors cause the change in seasons?

**Intelligent Behaviors:**

1. Did you exhibit the GIB of innovating, imaging and creating when constructing your seasonal picture of China?
2. Did you use the GIB of persisting while researching on the computer?
3. Discuss your thinking (metacognition) that helped you complete the activity.

**Literary Perspective:**

1. How does the author Laura Langston demonstrate the seasonal changes in Remember, Grandma?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**<u>Other Bright Idea Books</u>**
    Home
    Hanna In The Time Of The Tulips
    Candy Shop
    The Bully Blockers Club
    Bake Shop Ghost
    Knocking On Wood
    Circle Unbroken
    The Flyers
    Don Quixote
    The Printer
    Hannah Is My Name
    Sequoyah

**Finger Plays, Nursery Rhymes and Songs:**

Greg and Steve CD (Seasons)
Dr. Jean CD (Seasonal)
Fingerplay – The Leaves Are Falling Down For Fall

**Video Clips:**

**Paintings & Prints:**

# 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

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Survival**

**Topic: Decision Making**

**K-2**

By: Amy Collins, Rowan-Salisbury Public Schools and
Donna Flowers, Hickory Public Schools

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

# Big Ideas Manifested

| Topic – Decision Making |
| --- |
| Literature Selection – *Miss Bridie Chose a Shovel*, by Leslie Connor |

| Concepts | Themes |
| --- | --- |
| Conflict        resources<br>Exploration     resourcefulness<br>Change        order vs. chaos<br>Resilience      survival<br>relationships | Conflict may be natural or human-made<br>Conflict can be internal or external<br>Exploration confronts the unknown<br>Change is inevitable.<br>Order leads to chaos and chaos leads to order<br>Order may have repeated patterns<br>Survival leads to resourcefulness<br>Survival is instinctive<br>Survival crosses all cultures |
| **Issues or Debates** | **Problems or Challenges** |
| Practicality vs. sentimentality | How to adapt to a new situation.<br>Accepting change as inevitable.<br>Overcoming gender issues in order to survive<br>How to thrive in a hostile environment. |
| **Processes** | **Theories** |
| Problem Solving<br> Decision making | Survival of the fittest<br>All things work together for good |
| **Paradoxes** | **Assumptions or Perspectives** |
| Less is more<br>Using something old to make something new | Women can do anything men can do |

# Concept: Survival       Topic:  Decision Making

**Suggested Literature Selection(s):** *Miss Bridie Chose a Shovel*, by Leslie Connor

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**Look and Listen for…**

**Gifted Intelligent Behaviors**

    **Story Focus**    Persistence, creating, imagining, innovation and thinking flexibly

    **Student Activities**    Taking responsible risks, thinking and communicating with clarity and precision, Thinking flexibly, Metacognition, Questioning and posing problems, Finding humor

---

**Thinking Skills Focus:** Describing people and things

**Topic Focus:**  Decision Making

**Concept Focus:** Survival

**Overarching Generalizations:**   Survival leads to resourcefulness.
                           Survival is instinctive
                           Survival crosses all cultures.

**More Complex Generalizations (Two or more concepts):**
Relationships are important in survival.
In order to survive we need to be able to adapt or change.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**

How to thrive in a hostile environment, how to adapt to a new situation, seasons, immigration, women's issues

**Suggested Vocabulary Words for Discussion:**  survival, immigration, resources, instincts, community, interdependence

**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:**

Discuss the meaning of the vocabulary words.  Have children demonstrate the meanings through: role-playing, journal writings, and illustrations.

Hooks:

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

**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
|---|
| Display a picture of an extreme environment.  What are the characteristics of this environment?  Brainstorm what is necessary to live in this environment. |

| **Facet 2 - INTERPRETATION** |
|---|
| Display a picture of an extreme environment.  Brainstorm what would be needed to survive in this environment.   Have a group discussion about what would be the implication of going into this environment unprepared? |

| **Facet 3 - APPLICATION** |
|---|
| Display a picture of an extreme environment.  Design a house suitable for this environment.  How might this house help use to survive in this environment? |

| **Facet 4 - PERSPECTIVE** |
|---|
| Display a picture of an extreme environment.  Using a graphic organizer, such as a Y map or a double bubble, compare and contrast this environment with the student's environment.  How is this environment similar to or different from your environment. |

| **Facet 5 – EMPATHY** |
|---|
| Read a story or article or use a video clip depicting a child who lives in this hostile environment.  In your journal, answer the following question:  What would it be like to walk in the main character's shoes? |

| **Facet 6 – SELF-KNOWLEDGE** |
|---|
| Reflect on the first day of school.  With a partner answer the following question; what skills did you need to survive the first day of school? |

**Read:** *Miss Bridie Chose a Shovel*
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| Mastery Learner (A)<br>Sensing- Thinking<br><br>Review Miss Bridie Chose a Shovel.  Complete a flow chart showing the beginning, middle, and end.  Write the response of the back of your flow chart.  How do Miss Bridie's actions show that survival is instinctive?  What GIB did you use to explain your answer?<br><br>**V _\*_ L __ S _\*_ M __ B __ P __ I _\*_ N __** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner, discuss how Miss Bridie helped others with her shovel.  Reflect on a time you used a personal item to help another and make a poster about that time.  How did this act help someone survive?  What GIB did you use in creating your poster?<br><br>**V _\*_ L __ S _\*_ M __ B __ P __ I _\*_ N __** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Listen to the song "I Will Survive" while looking at the words.  Analyze the song and compare it to the choice Miss Bridie made to survive.  Is she like the person in the song?  How is he like the person in this song?  Be prepared to argue your points.  What GIB did you use in this task?<br><br>**V _\*_ L __ S __ M _\*_ B __ P _\*_ I _\*_ N __** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>In your journal, reflect on the events of Miss Bridie's life.  What would the outcomes be had she chosen the chiming clock?  Porcelain doll?  Would she have been able to survive if she had chosen differently?  Why or why not?  What GIB did you use in this task.<br><br>**V _\*_ L __ S __ M __ B __ P __ I _\*_ N __** |

**Real World Connections With Products:**
Art work, paintings, songs, lyrics, music

**Real World Applications:**
Artist, singer

**Real World Terms:**
Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise

**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.**

<div align="center">

**Concept Focus:**

**Overarching Generalizations:**
Survival leads to resourcefulness.
Survival is instinctive
Survival crosses all cultures.

**More Complex Generalizations (Two or more concepts):**
</div>

Relationships are important in survival.
In order to survive we need to be able to adapt or change.

<div align="center">

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

</div>

What survival skills would a gardener, salesperson, or a baker need to be resourceful?  Why?  What relationships do these people need to make in order to survive?  How do GIBs help them to adapt and change for survival?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- CD – Gloria Gaynor  "I Will Survive."
- CD player
- Journal
- Construction paper
- Crayons and markers

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

How can survival lead to resourcefulness?  Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

**Gifted Intelligent Behaviors:**
1. What GIBs did Miss Bridie demonstrate?
2.  Did you use any of the same GIBs as Miss Bridie?  Any different?
3.  Which GIBs are your strongest?
4.   Which GIBs would you like to work on?
5.  How did Miss Bridie demonstrate the following GIBs?
          Taking responsible risks
          Thinking and communicating with clarity and precision
          Thinking flexibly
          Metacognition
          Questioning and posing problems
          Finding humor
6.  How do you demonstrate these GIBs?
          Taking responsible risks
          Thinking and communicating with clarity and precision
          Thinking flexibly
          Metacognition
          Questioning and posing problems
          Finding humor

**Literary Perspectives:**

How did Miss Bridie relationships to other people in <u>Miss Bridie Chose a Shovel</u> help them to survive?
Do you think you are more similar or different from Miss Bridie?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Using the story problems generated in rotation station D, choose a paper and solve the problems. Do not choose your own paper. Demonstrate how you solved the problems using pictures, words or numbers. In your math journal, explain a real world situation that would require this type of problem solving. Why is it necessary to have this ability to solve problem to survive in the world? What GIB did you use to solve the problems?<br><br><br>**V_*_L_*_S__M__B__P__I__N__** | In a group of four, using measuring cups and measuring spoons, follow the recipe to make travel mix. Each person in the group should take turns in measuring. How is the ability to measure and prepare food a means of survival? What GIBs were necessary to complete this task?<br><br><br>**V__*_L_*_S__M__B__P_*_I__N__** |
| **_Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Supply students with a shovel outline. Using the shovel outline, fill it in using the pattern blocks provided. The shapes should not overlap and should fit within the lines. What shapes did you use? How many of each shape did you use? Are there another ways you could have filled in the shovel? Use your math journal. How did your decision-making skills used in completing this task show your resourcefulness? What GIB did you use to complete your shove?<br><br><br>**V__L_*_S_*_M__B__P__I__N__** | Using scenarios from the text, for example, selling plants make up a story problems using money (quarters, dimes, nickels, pennies). These problems can be addition or subtraction. For example, Miss Bridie sold 5 flowers for 10 cents. How much money did they cost? Write 5 problems and solve them on a separate sheet of paper. Why do we need to be able to use money for surviving? What GIBs did you use when manipulating money?<br><br><br>**V_*_L_*_S__M__B__P__I_*_N__** |

**Real World Connections With Products:**
Products sold, bread, cakes, pastries


**Real World Applications:**
Sales person, baker, mathematician


**Real World Terms:**
Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise


**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:**
Survival leads to resourcefulness.
Survival is instinctive
Survival crosses all cultures.

**More Complex Generalizations (Two or more concepts):**
Relationships are important in survival.
In order to survive we need to be able to adapt or change.

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

What survival skills would a gardener, salesperson, or a baker need to be resourceful? Why?
What relationships do these people need to make in order to survive? How do GIBs help them to adapt and change for survival?

**Materials Needed for Task Rotation and/or Task Rotation Menu**
- Paper
- Pencil
- Measuring cups and spoons
- Ingredients for travel mix
- Shovel outline
- Pattern blocks
- Math journal

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

How does survival lead to resourcefulness?  Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

**Gifted Intelligent Behaviors:**
1. What GIBs did Miss Bridie demonstrate?
2.  Did you use any of the same GIBs as Miss Bridie?  Any different?
3.  Which GIBs are your strongest?
4.   Which GIBs would you like to work on?
5.  How did Miss Bridie demonstrate the following GIBs?
      Taking responsible risks
      Thinking and communicating with clarity and precision
      Thinking flexibly
      Metacognition
      Questioning and posing problems
      Finding humor
6.  How do you demonstrate these GIBs?
      Taking responsible risks
      Thinking and communicating with clarity and precision
      Thinking flexibly
      Metacognition
      Questioning and posing problems
      Finding humor

**Literary Perspective:**
In Miss Bridie Chose a Shovel, how did Miss Bridie have to use measurement?
In the book, when did Miss Bridie have to use problem-solving skills?

**Student/Teacher Reflections**

**Concept:** Survival

**Topic:** Decision Making

**Generalization(s):** Survival leads to resourcefulness.  Survival is instinctive.  Survival crosses all cultures.

**Essential Question(s):** Given what we know about survival, what resources do we need in order to survive at school?  At home?  With friends?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Examine the pictures of various environments provided by the teacher.  Group them and label your groups. | Book Review *of Miss Bridie Chose a Shovel*.  Using a generic book report template, students should fill in the blanks to complete your book review. | Design a CD cover for a song about survival in today's society.  You may use picture from magazine or you may draw the picture. | Think of a time you had to make a decision about what to bring to a friends house.  Make a list of the items you would need to take with you.  Write this list on the paper provided and share your list with a partner. |
| 2 | Examine the pictures provided.  Group them and label your groups.  Write a sentence using your label as the topic of the sentence. | In your journal, write a book review of *Miss Bridie Chose a Shovel*, and include the following:  What you liked and disliked about the story; what GIBs did Miss Bridie use; and would you recommend this book to a friend, why or why not. | Write a song or poem about Miss Bridie's survival in her new country.  Write at least 4 lines. | Think of a time you had to make a decision about what to bring to a friends house.  Make a list of the items you would need to take with you.  Write this list on the paper provided.  Explain why you need these items. |
| 3 | Examine the pictures provided.  Group them and label your groups.  Write a topic sentence and 3 or more related sentences for one of your groups. | Analyze the ending of *Miss Bridie Chose a Shovel.*  Write a different ending for the story. | Write a song or poem about survival in today's society.  Be prepared to teach your song or poem to the class. | You have gone to a friend's house to stay overnight.  You forgot to bring your suitcase.  Write a story to explain the problem and how you would survive without your necessities |

**Real World Connections With Products:**
Commercial artwork, books, articles, newspaper


**Real World Applications:**
Graphic artist, writer, editor


**Real World Terms:**
Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise


**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.**

<div align="center">

**Concept Focus:**

**Overarching Generalizations:**
Survival leads to resourcefulness.
Survival is instinctive
Survival crosses all cultures**.**

**More Complex Generalizations (Two or more concepts):**
</div>

Relationships are important in survival.
In order to survive we need to be able to adapt or change.

<div align="center">

**Essential Question**
**(Include concept and GIB that leads to deeper understanding of the concept through exploration of the generalization)**
</div>

What survival skills would a gardener, salesperson, or a baker need to be resourceful?  Why?  What relationships do these people need to make in order to survive?  How do GIBs help them to adapt and change for survival?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Crayons or markers
- Paper
- Pencils
- Picture cards
- Book review template
- Journal

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

How does survival lead to resourcefulness?  Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

**Gifted Intelligent Behaviors:**
1. What GIBs did Miss Bridie demonstrate?
2.  Did you use any of the same GIBs as Miss Bridie?  Any different?
3.  Which GIBs are your strongest?
4.   Which GIBs would you like to work on?
5.  How did Miss Bridie demonstrate the following GIBs?
       Taking responsible risks
       Thinking and communicating with clarity and precision
       Thinking flexibly
       Metacognition
       Questioning and posing problems

**Literary Perspective:**

What have we learned from Miss Bridie Chose a Shovel?
How could we emulate Miss Bridie's resourcefulness in our own lives?
Would you consider the lessons we learned from Miss Bridie important?  Why?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| After reading Miss Bridie Chose a Shovel, students will develop a timeline for Miss Bridie's life. Indicate each thing she used the shovel for. How did choosing to use the shovel help Miss Bridie and her community survive? How did her first choice of bringing the shovel show her survival skills? Which GIB did she display in her choices? | Work with a partner or small group. You are Miss Bridie and your neighbor is coming with you to America. She has to choose from a cooking pot, a gold bracelet and a silver hairbrush. Advise your neighbor on what she should choose. What would you advise her to take and why? How would that choice help her survive in the new land? What GIB did you use in making your decision? |
| **V__L*_S*_M__B__P__I*_N__** | **V_*L__S__M__B*_P*_I*_N__** |

15

| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
|---|---|
| The teacher will talk with the students about the choices available to Miss Bridie in the beginning.  Analyze her choice.  Compare and contrast her initial choice with all the possibilities.  Explain why the shovel was a good choice.  How did her choice help her survive?  What GIB would you have to use to make choices that would help you survive? | Have the students choose a destination for a vacation (the Arctic, the tropical rain forest, or the Caribbean Islands).  Have them choose items to pack in a suitcase.  Use magazines, etc. to cut pictures from.  Glue on a construction paper "suitcase", labeled "Destination _____."  Answer the following questions:  Why did you pack these items?  How would the choices you make help you survive?  What GIB did you use to make your decisions? |
| **V* L__S__M__B__P__I* N__** | **V* L__S* M__B__P__I* N__** |

**Real World Connections With Products:**
Planned trips, satisfied customers

**Real World Applications:**
Travel agent

**Real World Terms:**
Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise

**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.**

<div align="center">

**Concept Focus:**

**Overarching Generalizations:**
Survival leads to resourcefulness.
Survival is instinctive
Survival crosses all cultures**.**

**More Complex Generalizations (Two or more concepts):**
</div>

Relationships are important in survival.
In order to survive we need to be able to adapt or change.

<div align="center">

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

</div>

What survival skills would a gardener, salesperson, or a baker need to be resourceful? Why? What relationships do these people need to make in order to survive? How do GIBs help them to adapt and change for survival?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils
- Journal
- Construction paper suitcases
- Pictures for gluing in suitcases
- Glue

Books depicting the Arctic, the Tropical Rain Forest, and the Caribbean.

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

How does survival lead to resourcefulness? Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

**Gifted Intelligent Behaviors:**
1. What GIBs did Miss Bridie demonstrate?
2. Did you use any of the same GIBs as Miss Bridie? Any different?
3. Which GIBs are your strongest?
4. Which GIBs would you like to work on?
5. How did Miss Bridie demonstrate the following GIBs?
 Taking responsible risks
 Thinking and communicating with clarity and precision
 Thinking flexibly
 Metacognition
 Questioning and posing problems
 Finding humor
6. How do you demonstrate these GIBs?
 Taking responsible risks

Thinking and communicating with clarity and precision
Thinking flexibly
Metacognition
Questioning and posing problems
Finding humor

**Literary Perspective:**
Would you recommend <u>Miss Bridie Chose a Shovel</u> to a friend?  Why or why not?
Do you think Miss Bridie's choice to leave her country was a good one?  Why or why not?

**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)**<br>Sensing- Thinking | **Interpersonal Learner (B)**<br>Sensing-Thinking |
|---|---|
| Using paper clips, linking cubes, and your hand, measure the length of the shovels (a real shovel and a toy shovel).  On paper provided, record measurements. Which measurement is longest?  Shortest? Why?  Which shovel would you need to use, why?  What GIBs did you use to complete this assignment?<br><br><br><br><br><br><br><br>V_*_L_*_S__M__B_*_P__I_*_N__ | In a small group, using measuring cups and measuring spoons, following the recipe provided to make a loaf of bread.  Each person in the group should be assigned a job.  How are cooking skills a means for survival?  What GIBs were necessary to complete the task?<br><br><br><br><br><br><br><br>V__L_*_S__M__B_*_P_*_I__N__ |
| **Understanding Learner (C)** | **Self-Expressive Learner (D)** |

| Intuitive-Thinking | Intuitive-Feeling |
|---|---|
| Use a sorting mat and picture of a variety of items needed for survival in various environments.  Sort the pictures.  Explain in your math journal your sorting rules.  Why would these items be necessary to survive in the environment?  What other items can you think of that you might need?  What GIBs did you use in making your decisions? | You are Miss Bridie.  You have been assigned the task of creating the town bakery's new cookie.  Using the basic recipe, adapt it to make the new cookie.  What would you add to the recipe? |
| **V* L* S* M__ B__ P__ I* N*** | **V_*_L__S_*_M__B__P__I_*_N__** |

**Real World Connections With Products:**
Bread, pastries, cakes


**Real World Applications:**
Baker


**Real World Terms:**
Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise


**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.**

<div align="center">

**Concept Focus:**


**Overarching Generalizations:**
Survival leads to resourcefulness.
Survival is instinctive
Survival crosses all cultures**.**

</div>

**More Complex Generalizations (Two or more concepts):**
Relationships are important in survival.
In order to survive we need to be able to adapt or change.

<div align="center">

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

</div>

What survival skills would a gardener, salesperson, or a baker need to be resourceful?  Why?  What relationships do these people need to make in order to survive?  How do GIBs help them to adapt and change for survival?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Measuring cups and spoons        2 shovels – one toy and one real
- Quick bread recipe            paper clips and linking cubes
- Ingredients for bread            paper
- Available oven
- Construction paper
- Markers or crayons
- Sorting mats
- Pictures for sorting

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

How does survival lead to resourcefulness?  Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

**Gifted Intelligent Behaviors:**
1. What GIBs did Miss Bridie demonstrate?
2.  Did you use any of the same GIBs as Miss Bridie?  Any different?
3.  Which GIBs are your strongest?
4.   Which GIBs would you like to work on?
5.  How did Miss Bridie demonstrate the following GIBs?
      Taking responsible risks
      Thinking and communicating with clarity and precision
      Thinking flexibly
      Metacognition
      Questioning and posing problems
      Finding humor
6.  How do you demonstrate these GIBs?
      Taking responsible risks
      Thinking and communicating with clarity and precision
      Thinking flexibly
      Metacognition
      Questioning and posing problems
      Finding humor

**Literary Perspective:**

How did Miss Bridie's abilities to cook and garden help her survive?
Was the shovel the best tool she could have picked?  What other tool could she have picked that would be just as useful?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

*Improve Your Survival Skills* by Lucy Smith
*Memories of Survival* by Esther Nisenthal Krinitz and Bernice Steinhardt
*Could You Be A Mouse? (Survival Series)* by John Norris Wood
Related Bright Idea Books:
*Candy Shop*
*Knockin' on Wood*
*The Printer*
*Hachika*
*An Elephant in the Backyard*
*Sequoyah*
*Hand in the Time of the Tulips*
*Paul Revere's Ride*

**Finger Plays, Nursery Rhymes and Songs:**

"Speaking of Survival – Class cassette"
"I Will Survive:  The Anthology" by Gloria Gaynor

**Video Clips:**

**Paintings & Prints:**

Photograph of Africa, http//: space imaging.com

# 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' GIBs? Please discuss how each GIB 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

The Bully Blocker's Club

**Concept: Conflict**
**Topic:**
**Relationships**
**K-2**

Wendy Parker & Terri Harbin

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

| Concepts | Themes |
|---|---|
| Conflict | Conflict may allow for synthesis and change. |
| **Issues or Debates** | **Problems or Challenges** |
| Bullying | Building a positive community |
| **Processes** | **Theories** |
| Problem-Solving | Bullies often target children who are alone or different |
| **Paradoxes** | **Assumptions or Perspectives** |
| All for one and one for all | Bullies feel secure in themselves |

# Concept:  Conflict                    Topic:  Relationships

**Suggested Literature Selection(s):   <u>The Bully Blockers Club</u>**

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**Look and Listen for…**

**Gifted intelligent Behaviors**

**Story Focus**    Thinking About Your Thinking**,** Questioning and Posing Problems, Persisting, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Remaining Open to Continuous Learning, Listening and Understanding with Empathy, Applying Past Knowledge with New Situations

**Student Activities**   Thinking About Your Thinking**,** Questioning and Posing Problems, Persisting, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Remaining Open to Continuous Learning, Listening and Understanding with Empathy, Applying Past Knowledge with New Situations

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**Thinking Skills Focus:   Analogies with shapes (pg. 107)**

**Topic Focus:   Relationships**

**Concept Focus:   Conflict**

**Overarching Generalizations:  Conflict may allow for synthesis and change.**
    Conflict can be positive or negative.
    Conflict teaches.
    Conflict can bring about change.

**More Complex Generalizations (Two or more concepts):  Conflict is a part of life and can bring about positive or negative relationships.**

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
**Suggested Vocabulary Words for Discussion:**

| | | |
|---|---|---|
| **Tolerance** | **communicate** | **community** |
| **Environment** | **management** | **threatened** |
| **Awareness** | **conflict resolution** | **bullying** |
| **Advice** | **supervisor** | **brilliant** |
| **attitude** | | |

**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:**

**Hooks:**

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

### Six Facets of Understanding

| **Facet 1 – EXPLANATION** |
| --- |
| **Read this comic strip story and think about the conflict.  How did this come about?  Explain why this is a conflict.** |

| **Facet 2 – INTERPRETATION** |
| --- |
| **Think back on a time when you had a conflict with your family or friends.  Tell the story of this conflict by drawing a picture and writing a few sentences.** |

| **Facet 3 – APPLICATION** |
| --- |
| **Design a comic strip that shows a conflict between two people.  What do you think the people learned from this conflict?** |

| **Facet 4 – PERSPECTIVE** |
| --- |
| **What would be some positive and negative outcomes of conflict (either at home or at school)?  What are some possible reactions? (give students an example)** |

| **Facet 5 – EMPATHY** |
| --- |
| **How might you and your classmate reach an understanding about a certain conflict that you might have experienced.** |

| **Facet 6 – SELF-KNOWLEDGE** |
| --- |
| **How do I know when I'm doing something that might start a conflict?** |

**Read:**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| **Mastery Learner (A)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| After reading the story, <u>The Bully Blockers Club,</u> list two positive outcomes of the conflict and two negative outcomes of the conflict. How did these bring about change?<br><br>What gifted intelligent behaviors did you use to identify the outcomes?<br><br><br><br><br><br>V_*_L__S__M__B__P__I_*_N__ | Write a letter to a friend explaining a certain conflict that you may have had. Decide what positive and negative outcomes there were from that conflict. Include these outcomes in your letter.<br><br>What gifted intelligent behaviors did you incorporate in your letter?<br><br><br><br>V_*_L__S__M__B__P_*_I_*_N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br>Using the story <u>The Bully Blockers Club,</u> compare and contrast the relationship of the two main characters at the beginning of the story and at the end of the story. Show the similarities and differences on a venn diagram.<br><br>What gifted intelligent behaviors did you use to create your Venn diagram?<br><br><br><br>V_*_L_*_S_*_M__B__P_*_I__N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Design an ending to the story where Lotty and Grant become good friends. Draw pictures with dialogue bubbles to show this new ending. What effects does this friendship have on the students?<br><br>What gifted intelligent behaviors did Lotty and Grant need to use to become good friends?<br><br><br>V_*_L__S_*_M__B__P__I_*_N__ |

**Real World Connections with Products:** List-decide, evaluate, organize, categorize
Venn Diagram-construct ,draw, evaluate, categorize, organize, planning, designing, producing
Dialogue with bubbles-creating, designing, deciding, evaluating, judging
Letter-create, decide, critiquing, organizing

**Real World Applications:** collectors, household managers, event planners, artists, comic-strip artist, insurance underwriters, authors, publishers, editors, reporters, mathematician

**Real World Terms:** font, format, boldface, italics, type, abbreviation, compare, title, category, sorting, grouping, plan, intersection, overlap, circle, data, dialogue, punctuation, grammar, friendship, relationship, greeting, body, closing

**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: Conflict**

**Overarching Generalizations: Conflict may allow for synthesis and change.  Conflict teaches.  Conflict can be positive or negative, Conflict can bring about change.**

**More Complex Generalizations (Two or more concepts):**
**Conflict is apart of life and can bring about positive or negative relationships**
**Essential Question**
**How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**

**(Include concept and gifted 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**

- The Bully Blockers Club book, lined-paper, crayons, colored pencils, construction paper, pencils, markers

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How can a conflict be positive and negative?
How can conflict teach?
How can conflict bring about change?

**Gifted intelligent Behaviors:**

How do you need to use persistence to solve a conflict?
How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

**Literary Perspectives:**
How is the conflict in the story related to an event that has happened in our classroom?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Given a set of pattern blocks and a shape template, the students will make the given shape in four different ways.  The students should trace their solutions on the template.<br><br>What gifted intelligent behaviors did you need to use to solve this problem?<br><br><br><br>**V__L_*_S_*_M__B_*_P__I_*_N_*_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Students work in groups of four and are given a candy bar to divide equally among the members in the group. Students must decide how to divide the candy bar so that everyone gets a fair share.  Groups will then write the fraction that names each piece. Write and draw your solution on a piece of paper.<br><br>What gifted intelligent behaviors did you and your friends have to use so that you would all be satisfied?<br><br>**V__L_*_S_*_M__B__P_*_I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Sammy and Sally have each solved a problem differently.  They both think that their solutions are correct, but they have different answers.  Sally's solution is on the yellow paper and Sammy's solution is on the blue paper.  Compare and contrast Sammy's and Sally's solutions in your math journal.<br><br>What gifted intelligent behaviors did you need to use to resolve the differences in their answers?<br><br>**V__L_*_S_*_M__B__P__I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Set up a classroom store.  Given a certain amount of money to shop with, the students will generate possible combinations of things that they could buy with that money.  The students will describe and draw pictures of the items they buy in their math journal.<br><br>What gifted intelligent behaviors did the students need to use to generate possible combinations?<br><br>**V_*_L_*_S_*_M__B_*_P__I_*_N__** |

1.03    Create, model, and solve problems that involve addition, subtraction, equal grouping and division into halves, thirds, and fourths (record in fraction form)

1.05    Create and solve problems using strategies such as modeling composing and   decomposing quantities, using doubles, and making tens and hundreds

3.01    Combine simple figures to create a given shape.

**Real World Connections with Products: Design-structure, planning, monitoring, comparing,**
**Drawing-dividing, judging, planning, evaluating**
**Journal Response-comparing, classifying, organizing, critiquing**
**Drawing of purchased items-predicting, parsing, organizing, using, checking, planning**

**Real World Applications: Architect, Mathematician, Astronaut, artist**

**Real World Terms: compare, contrast, equally, template, patterns, fractions, divide, separate, solution, describe, draw, generate, create**

**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: Conflict**

**Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.**

**More Complex Generalizations (Two or more concepts):**
**Conflict is apart of life and can bring about positive or negative relationships**
**Essential Question**
**How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**

**(Include concept and gifted 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**

- Pattern blocks, subject notebooks for journals, pencils, template, candy bar (or picture),
- Items for store (labels for items), play money

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How can a conflict be positive and negative?
How can conflict teach?
How can conflict bring about change?

**Gifted intelligent Behaviors:**

How do you need to use persistence to solve a conflict?
How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

**Literary Perspective:**

**Student/Teacher Reflections**

**Concept:  Conflict**

**Topic:   Relationships**

**Generalization(s): Conflict may allow for synthesis and change.**
                **Conflict teaches.**
                **Conflict can be positive or negative.**
                **Conflict brings about change.**

**Essential Question(s): How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**

# Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | Think about the picture. Using words and pictures, describe the conflict in the picture. | Write one or more questions about the conflict going on the picture. | Create a word web with the word "Conflict" in the middle. Write words that you think about conflict. | Think about a time you had to choose between two games that you enjoy playing. List the things you like and dislike about each game. |
| 2 | Using the sentence strips provided sequence the dialogue from start to finish. | Given a picture of conflict the student explains the possible cause(s) and effect(s) that are happening in the picture. | Create a WANTED poster of positive qualities that a friend should have in order to resolve conflicts. | Listen to a piece of music. Think about how the parts of the music sounded different. Reflect on how different parts of music made you feel while you were listening. |
| 3 | Given a blackline master of a timeline or template students will construct a timeline showing major events that have occurred in their life. This timeline should include choices, decisions, and any learning experiences they may have encountered. | Given newspaper clippings students will research a recent conflict in the community. Make a display showing the two sides of the conflict. | Think back to a recent conflict in our school, students will invent a solution to that conflict. | With a partner create an advertisement taking a stand on whether or not we should recycle paper in our school. |

**Real World Connections With Products: recognizing, explaining, classifying, categorizing, identifying, organizing, structuring, analyzing, critiquing, creating, evaluating, constructing,**

**Real World Applications: Authors, publishers, editors, historians, scientist, musicians, teachers**

**Real World Terms: timeline, display, cause, effect, recycle, community, newspaper, position paper, WANTED poster, reflect**

**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.**

<div align="center">

**Concept Focus: Conflict**

**Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.**

**More Complex Generalizations (Two or more concepts):**
**Conflict is apart of life and can bring about positive or negative relationships**

**Essential Question**
**How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**
**Include concept and gifted intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Pictures of conflict, journals, word-web template, sentence strips, construction paper, markers, pencils, listening center, music, black-line master of timeline, newspaper clippings
- 

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How can a conflict be positive and negative?
How can conflict teach?
How can conflict bring about change?

**Gifted intelligent Behaviors:**

How do you need to use persistence to solve a conflict?
How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

**Literary Perspective: Literary Perspectives:**
How is the conflict in the story related to an event that has happened in our classroom?

**Student/Teacher Reflections:**

**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) | Interpersonal Learner (B) |
|---|---|
| **Sensing- Thinking** | **Sensing-Thinking** |
| After reading this story, list two positive outcomes of the conflict and two negative outcomes of the conflict. Prepare a presentation to show your classmates how the two outcomes brought about change. | With a partner, think about what you know about bullying. Each partner chooses a character. Role play the given situation on the cards with your partner. Evaluate what your character learned from this conflict. Switch roles and then evaluate what the other character learned from the conflict. |
| What gifted intelligent behaviors did you use to identify the outcomes? | What gifted intelligent behaviors did you and your partner use to evaluate the situation? |
| **V* L__S__M__B__P* I* N__** | **V* L__S__M__B* P* I* N__** |

| Understanding Learner (C) | Self-Expressive Learner (D) |
|---|---|
| **Intuitive-Thinking** | **Intuitive-Feeling** |
| Using the story compare and contrast the relationship of the two main characters at the beginning of the story and at the end of the story. Show the similarities and differences on a Venn diagram. | Think about a time in your life when you were faced with a difficult decision. Draw pictures with dialogue bubbles to show this situation and how you came to your solution. What were the positive and/or negative outcomes? What did you learn from your decision? Predict how you would handle a similar situation in the future. |
| What gifted intelligent behaviors did you use to create your Venn diagram? | What gifted intelligent behaviors did use to make your decision? |
| **V_*_L_*_S_*_M__B__P_*_I__N__** | **V_*_L__S_*_M__B__P_*_I_*_N__** |

**SS**    **1.01**    **Identify and describe attributes of responsible citizenship.**

   **1.02**    **Demonstrate responsible citizenship in the school, community, and other social environments.**

   **1.04**    **Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.**

**Real World Connections With Products: analyzing, organizing, critiquing, planning, generating, evaluating, executing, comparing, recalling, attributing**


**Real World Applications: Mathematician, statistician, teachers, actor, comic-strip artist, public speaker, artist**


**Real World Terms: outcomes, presentation, role-play, evaluate, compare, contrast, relationship, similarities, Venn-Diagram, decision, dialogue, solution, situation**


**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.**

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

**Concept Focus: Conflict**

**Overarching Generalizations: Conflict may allow for synthesis and change.  Conflict teaches.  Conflict can be positive or negative, Conflict can bring about change.**


**More Complex Generalizations (Two or more concepts):**
**Conflict is apart of life and can bring about positive or negative relationships**

**Essential Question**
**How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Poster board, picture of a conflict, situation cards, Venn-Diagram template, markers, crayons, pencils
-

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How can a conflict be positive and negative?
How can conflict teach?
How can conflict bring about change?

**Gifted intelligent Behaviors:**

How do you need to use persistence to solve a conflict?
How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

**Literary Perspective: Literary Perspectives:**
How is the conflict in the story related to an event that has happened in our classroom?

**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.

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### Mastery Learner (A)
**Sensing- Thinking**

Everyone in your class was asked to bring in a photograph of them as a baby to display on a bulletin board. As each person brought in their picture, the teacher discovered that there was a problem fitting them together on the bulletin board. They are all rectangles but of different sizes. You decide to help your teacher by using your knowledge and experience with 2 dimensional figures to fit these pictures together so that nobody's picture gets left out or covered up. Use the pieces of construction paper to represent the pictures and piece them together on the pretend bulletin board so that it is fair to everyone.

What gifted intelligent behaviors did you need to use to solve this problem?

**V__L_*_S_*_M__B_*_P__I__N_*_**

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### Interpersonal Learner (B)
**Sensing-Thinking**

Imagine you are eating dinner at a friend's house with two of your friends. Each person has had an equal amount of food. Each person is still a little bit hungry, and there is only one piece of pizza left. This is creating a bit of unintended conflict. Discuss with your partner how you would divide this last piece of pizza so that all three friends will be satisfied. Draw your solution on a piece of paper.

What gifted intelligent behaviors did the friends have to use so that they would all be satisfied?

**V__L_*_S_*_M__B__P_*_I__N__**

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### Understanding Learner (C)
**Intuitive-Thinking**

Julia and Johnny have each divided some shapes into parts. They both think that their solutions are equal parts, but they have different answers. Julia's solution is on the yellow paper and Johnny's solution is on the blue paper. Compare and contrast Julia and Johnny's solutions. In your math journal, explain which answers on Julia's paper are equal parts and which answers on Johnny's paper are equal parts. Were there any that were not equal parts? Explain.

What gifted intelligent behaviors did you need to use to resolve the differences in their answers?

**V__L_*_S_*_M__B__P__I_*_N__**

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### Self-Expressive Learner (D)
**Intuitive-Feeling**

You have 312 marbles, and you are worried that you might lose some or someone may accidentally take your marbles. You want to put them in containers so that you can see what you have and count them quickly. You decide that it is best to group them so that you can use skip counting instead of counting them one at a time. Use unifix cubes to represent your marbles and draw your containers on a piece of construction paper. Decide how you will group your marbles, and design containers for your marbles to show how they are grouped.

What gifted intelligent behaviors did you have to use to organize your marbles?

**V  L * S * M  B * P  I * N**

---

1.03    Create, model, and solve problems that involve addition, subtraction, equal grouping and division into halves, thirds, and fourths (record in fraction form)

1.05    Create and solve problems using strategies such as modeling composing and decomposing quantities, using doubles, and making tens and hundreds

3.01   Combine simple figures to create a given shape.

**Real World Connections With Products:  organizing, checking, planning, creating, comparing, executing, differentiating, summarizing, explaining, critiquing, designing, creating, constructing**


**Real World Applications: photographer, designer, meteorologist, publisher, chef, teacher, professional organizer, artist**


**Real World Terms:  photograph, display, bulletin-board, present, knowledge, dimensional, figures, pretend, creating, role-play, unintended, solution, equal parts, compare, contrast, represent, design**


**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: Conflict**

**Overarching Generalizations: Conflict may allow for synthesis and change.  Conflict teaches.  Conflict can be positive or negative, Conflict can bring about change.**


**More Complex Generalizations (Two or more concepts):**
**Conflict is apart of life and can bring about positive or negative relationships**
**Essential Question**
**How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?**


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Photographs, construction paper, scissors, pizza template, staples, yellow paper (for solution), blue paper (for solution), subject notebook journal, unifix cubes, markers, pencils
-

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

How can a conflict be positive and negative?
How can conflict teach?
How can conflict bring about change?

**Gifted intelligent Behaviors:**

How do you need to use persistence to solve a conflict?
How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

**Literary Perspective: Literary Perspectives:**
How is the conflict in the story related to an event that has happened in our classroom?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds: <u>Charlotte's Web</u>, <u>The Chocolate Touch</u>, <u>The BFG</u>**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips: Toy Story, Mulan, Finding Nemo**

**Paintings & Prints:**

# 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' Gifted intelligent Behaviors? Please discuss how each Gifted 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Relationships**

**Topic: Communities**

**K-2**

**Heather Pelletier – Harris Creek, Wake County**
**Selina Wilkes – B.F. Grady, Duplin County**

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

# Big Ideas Manifested

> **Topic - Communities**
>
> **Literature Selection –  Be My Neighbor**
> **Author -  Maya Ajmera & John D. Ivanko**

| Concepts | Themes |
|---|---|
| • **Relationships** <br> • **Conflicts** <br> • **Diversity** | • **All things are related, have purpose and change over time** <br> • **Conflict may be natural or human-made; intentional or unintentional** |
| **Issues or Debates** | **Problems or Challenges** |
| • **Abundance vs. Scarcity** <br> • **Cultural Diversity** <br> • **Survival of the fittest** <br> • **Fairness & equality** | • **Survival of oneself and family** <br> • **Weather** <br> • **Opportunity/Choices** |
| **Processes** | **Theories** |
| • **Conflict resolution** <br> • **Decision making** <br> • **Education** | • **Third world countries lack education** <br> • **Civilized communities can provide for everyone** |
| **Paradoxes** | **Assumptions or Perspectives** |
| • **Economically stable communities can better provide for their people than underdeveloped communities** <br> • **Alone in a crowded city** <br> • **Neighbors in another country** | • **The grass is greener on the other side** <br> • **Money buys happiness** <br> • **A house is a home** <br> • **Everyone is neighborly** |

## Big Ideas Manifested

| Topic -  Communities |
| --- |
| **Literature Selection – <u>Home</u>**<br>**Author -  Jeannie Baker** |

| Concepts | Themes |
| --- | --- |
| <ul><li>Relationship</li><li>Conflicts</li><li>Change</li><li>Power</li></ul> | <ul><li>All things are related, have purpose and change over time</li><li>Conflict may be natural or human-made; intentional or unintentional</li><li>Change generates additional change, can be positive/negative, is inevitable and necessary for growth</li><li>Power is the ability to influence</li></ul> |
| **Issues or Debates** | **Problems or Challenges** |
| <ul><li>Independence vs. community</li><li>Open vs. shut</li><li>Safety vs. Risk</li><li>Nature vs. Nurture</li></ul> | <ul><li>Opportunity/Choices</li><li>Courage to change</li></ul> |
| **Processes** | **Theories** |
| <ul><li>Growth</li><li>Aging</li><li>Reconciliation</li></ul> | <ul><li>We are the product of our environment</li><li>Actions bring consequences which can be negative or positive.</li></ul> |
| **Paradoxes** | **Assumptions or Perspectives** |
| <ul><li>Fences make good neighbors</li><li>A safe risk</li></ul> | <ul><li>My family always supports me.</li><li>A community always works together</li><li>Change takes time</li></ul> |

# Concept: Relationships          Topic: Communities

**Suggested Literature Selection(s):**     **Be My Neighbor**
                                                          **Home**

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**Look and Listen for…**

**Intelligent Behaviors**

     **Story Focus:**   **Thinking Flexibly, Questioning and Posing Problems, Thinking
               and Communicating with Clarity and Precision,
               Finding Humor, Taking Responsible Risks, Creating, imagining,
               Innovating, and Thinking interdependently**

     **Student Activities: Thinking Flexibly, Metacognition, Questioning and Posing
             Problems, Thinking and Communicating with Clarity and Precision,
             Finding Humor, Taking Responsible Risks, Creating, imagining,
             Innovating, and Thinking interdependently.**

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**Thinking Skills Focus: Describing Similarities and Differences  (pg. 165)**

**Topic Focus: Communities**

**Concept Focus: Relationships**

**Overarching Generalizations:**
1.  Relationships are inevitable.
2.  Relationships require time to develop.
3.  Everything in involved in a relationship.

**More Complex Generalizations (Two or more concepts):**

1.  Relationships change over time; some are temporary, some are permanent.
2.  All things affect and are affected by their relationships with their environment.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
Community/family roles, wants and needs, diversity of cultures, growth and change

**Suggested Vocabulary Words for Discussion:**

| | | | |
|---|---|---|---|
| advertisement | custom | historical | relationship |
| barrier | distance | individual | religion |
| behavior | diversity | intersection | remote |
| business | division | laws | respect |
| cathedral | divorce | leader | responsibility |
| citizen | education | market | rules |
| city | elderly | marriage | synagogue |
| climate | environment | medicine | town |
| climate | family | mosque | tradition |
| common | friendship | neighbor | traffic |
| community | government | neighborhood | transportation |
| cooperation | graffiti | pattern | vandalism |
| country | grouping | population | worship |
| culture | habit | position | |
| culture | handicap | recreation | |

**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:**

Word of the Day – define together, post, listen for usage, make a tally for every time used

Mix-N-Match – match word to its definition, to its picture, to category, to synonym…

**Hooks:**

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

### Six Facets of Understanding

| Facet 1 – EXPLANATION |
|---|
| After designing a community map, place word/picture cards in areas where they might belong. Justify your decisions using complete sentences. (Example: teacher-school, sister-house, baby-daycare, secretary-office building…) What are examples of relationships within a given community? |

| Facet 2 – INTERPRETATION |
|---|
| Look at various pictures of people and animals. Sort and group pictures by similarities.  Choose a group of pictures and tell a story about them. Listen to a partner's story and combine the stories into one story. What is a community? What is the meaning of relationship? |

| Facet 3 – APPLICATION |
|---|
| Create an animal puppet such as a bat. Role-play scenarios in which the animal is both helpful and a pest within the community. In what ways do animals impact relationships within a community? (examples: bats, mice, deer, raccoons, termites, birds, dogs…) |

| Facet 4 – PERSPECTIVE |
|---|
| Compare & contrast the relationships that an elderly person has within a community to the relationships that a young child has within a community. How would a community look to an elderly citizen? How would a community be viewed differently from a child's perspective? |

| Facet 5 – EMPATHY |
|---|
| Illustrate and label possible feelings that a friend might have when moving to a new community using a simple flip-book. What would it be like to move to another community that didn't speak your language? What are some ways to make a new friend? |

| Facet 6 – SELF-KNOWLEDGE |
|---|
| Reflect on the different individuals and/or groups that make up your community. Write a journal entry describing how these make a difference in your life. Who makes up your community? How do these individuals and/or groups interact? |

**Read: <u>Be My Neighbor</u> & <u>Home</u>**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Create a timeline showing possible changes that occur during the growth process of a living thing.<br><br>In thinking about how things change and grow in a community, what impact does this growth have on the relationships between community members?<br><br>What gifted intelligent behaviors would help solve the problem of overcrowding in a community?<br><br><br>**V__L_*_S__M__B__P__I__N_*_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Pretend that you are celebrating a joyous occasion, listen to the music provided and dance with your partner to show your feelings during this celebration.<br><br>In thinking about celebrations that you share with your friends and family, in what ways do you use music during celebrations? How might music impact the emotions felt during such celebrations? In what ways would music selection differ during certain holidays?<br><br>What gifted intelligent behaviors would a party planner need in choosing music for a celebration?<br><br>**V__L__S__M_*_B_*_P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Compare intersections with a traffic light to an intersection with a round about. Debate both ideas within your group. Provide evidence for your position.<br><br>In considering traffic patterns within a growing community, what road designs, and traffic signs/lights would foster a smooth traffic flow?<br><br>What gifted intelligent behaviors do drivers use everyday while traveling around the community?<br><br><br>**V_*_L_*_S_*_M__B__P_*_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Reflect on your relationship with your neighbors. Create a greeting card for a neighbor to express appreciation or encouragement.<br><br> In the book Home, how did the relationship with the young girl and her neighbor bring about a positive change?<br><br>As you think of conflicts that may arise in your relationships with your neighbors, what gifted intelligent behaviors are lacking in neighbor disputes?<br><br><br>**V_*_L__S__M__B__P_*_I_*_N__** |

**Real World Connections With Products:**
map, book, chart, song, dance, structure, road,

**Real World Applications:**
historian, scientist, doctor, musician, dancer, psychologist, counselor, surveyor, traffic cop, school crossing guard, construction worker, customer service representative

**Real World Terms:**
compare, reflect, pretend, debate, create, prove,

**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.**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Chart paper
- Markers, crayons, pencils
- Music (music player)
- Construction paper
- Pictures of intersections (traffic light, round about)

**MetaCognitive Discussion (Essential Questions):**
**(Whole Group)**

**Conceptual Perspectives:**

In thinking about how things change and grow in a community, what impact does this growth have on the relationships between community members?

In thinking about celebrations that you share with your friends and family, in what ways do you use music during celebrations? How might music impact the emotions felt during such celebrations? In what ways would music selection differ during certain holidays?

In considering traffic patterns within a growing community, what road designs, and traffic signs/lights would foster a smooth traffic flow?

In the book Home, how did the relationship with the young girl and her neighbor bring about a positive change?

**Intelligent Behaviors:**

What gifted intelligent behaviors would help solve the problem of overcrowding in a community?

What gifted intelligent behaviors would a party planner need in choosing music for a celebration?

What gifted intelligent behaviors do drivers use everyday while traveling around the community?

As you think of conflicts that may arise in your relationships with your neighbors, what gifted intelligent behaviors are lacking in neighbor disputes?

**Literary Perspectives:**

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>After discussing the lines of symmetry seen in the windows and structures illustrated within the featured books, use markers, toothpicks, wikki sticks, string… to construct possible lines of symmetry within given shapes.<br><br>In designing a community, what value should be placed on balance and symmetry?<br><br>What gifted intelligent behaviors should an architect exhibit when designing a community or structure?<br><br><br>V_*_L_*_S_*_M__B__P__I__N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Using hidden shapes inside a mystery bag, one player feels a hidden shape and gives clues to other players so that they predict which shape is being described. Whoever guesses correctly then describes a new shape in the bag, giving the shape clues for the next turn.<br><br>What might be some possible descriptions that will help you clearly communicate to others and foster understanding within the team relationship?<br><br>What gifted intelligent behaviors enhance clear communication with others?<br><br>V_*_L_*_S__M__B__P_*_I__N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Find a Sudoku puzzle that your teacher has provided. Fill in each of the 9 squares by observing the relationship between the digits 1-9. Each row, column, and square needs the digits 1-9 without repetition of any number.<br><br>As you work through the possible solutions, what led you to believe your answers were correct in this puzzle? What are some possible strategies that would show evidence of correctness?<br><br>What gifted intelligent behaviors would help you complete a Sudoku puzzle with faster speed?<br><br>V__L_*_S_*_M__B__P__I__N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>After creating various pattern block pictures, choose one picture and exchange the blocks to create the same picture in a different way using alternative blocks.<br><br>In creating geometric shapes, what relationships do you see between the shape you are making and other geometric shapes? (Example: 2 trapezoids will make 1 hexagon, 3 triangles will make 1 parallelogram…)<br><br>Which gifted intelligent behaviors did you not use while completing this task?<br><br>V__L_*_S_*_M__B__P__I__N__ |

**Real World Connections With Products:**
Structure, art, floor plans, tricks, inventions,


**Real World Applications:**
construction worker, architect, city manager, archeologist, magician, inventor, artist, math teacher


**Real World Terms:**
discuss, illustrate, design, describe, exchange, predict, observe, create, choose


**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.**



**Materials Needed for Task Rotation and/or Task Rotation Menu**

- markers, pencils, crayons…
- toothpicks, wikki sticks, or string
- mystery bag
- pattern blocks
- Sudoku puzzles

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

In designing a community, what value should be placed on balance and symmetry?

What might be some possible descriptions that will help you clearly communicate to others and foster understanding within the team relationship?

As you work through the possible solutions, what led you to believe your answers were correct in this puzzle? What are some possible strategies that would show evidence of correctness?

In creating geometric shapes, what relationships do you see between the shape you are making and other geometric shapes? (Example: 2 trapezoids will make 1 hexagon, 3 triangles will make 1 parallelogram…)

**Intelligent Behaviors:**

What gifted intelligent behaviors should an architect exhibit when designing a community or structure?

What gifted intelligent behaviors enhance clear communication with others?

What gifted intelligent behaviors would help you complete a Sudoku puzzle with faster speed?

Which gifted intelligent behaviors did you not use while completing this task?

**Literary Perspective:**

What is a community?

 What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

**Student/Teacher Reflections**

**Concept: Relationships**

**Topic: Communities**

**Generalization(s):**
Relationships are inevitable.
Relationships require time to develop.
Everything in involved in a relationship.

**Essential Questions:**
What relationships are seen in a community? How are these relationships affected by other relationships and environmental changes?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Observe the many windows in the featured books. Put a yellow sticky on the windows that show equal parts. | Sort and group buttons in a Venn Diagram showing similarities & differences. | Use a family tree web to display the relationships in your family. | Make an "All About Me" poster to share with classmates. |
| 2 | Organize given pictures to show the relationship between who, where, and what. (ex. pencil, student, school) | Choose an item from various community settings. Formulate analogies between them. (Ex. orange is to apple(market) as crayon is to pencil(school). | Examine a picture within the featured books that show relationship. Predict feelings experienced by the interaction. Draw a picture of a time when you felt the same way. | When the music plays, move in a path around the classroom so that you do not create a traffic jam or cause the flow to slow or stop. |
| 3 | Record your observations of a plant that is deprived of water. Summarize your findings of the relationship between water and survival. | Develop a plan to earn money to purchase gifts for your family during the holiday season. Prioritize your spending goals. | Create a clothing catalog for a world traveler meeting the clothing needs for various climates around the world. | Choose a family conflict to role-play with your group. Write a possible conversation between family members. (example situations: divorce, sharing clothes, tv remote, broken rule…) |

**Real World Connections With Products:**
assembly line, crop, garden, clothing, song, book, legal document, record, chart, tickets

**Real World Applications:**
factory worker, farmer, horticulturalist, landscaper, designer, social worker, musician, librarian, cashier, banker, accountant, meteorologist, travel agent, counselor

**Real World Terms:**
pretend, observe, group, display, formulate, chose, illustrate, sort, organize, record, examine, prioritize, develop

**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.**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Yellow post-its
- Buttons
- Family web
- Poster board
- Venn Diagram
- Pictures of community items (people, places, and things)
- Music (music player)
- Paper
- Pencils, markers, crayons
- Plant

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
As you compare the relationships within your family to those of your classmates, what similarities and differences do you observe?

In thinking about relationships within your environment, what might cause these relationships to begin, change or end?

**Intelligent Behaviors:**

Which gifted intelligent behaviors are critical in communicating, creating, summarizing, making predictions, and organizing ideas?

**Literary Perspective:**

What is a community?

 What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

**Student/Teacher Reflections:**

**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)**<br>**Sensing- Thinking**<br><br>Construct a newspaper article explaining how relationships within the community bring about positive change.<br><br>What are some possible changes that could occur through positive relationships?<br><br>What gifted intelligent behaviors will you role model for others to help bring about positive change?<br><br><br>**V _*_ L __ S __ M __ B __ P _*_ I __ N __** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Call a friend to make decisions about an upcoming celebration.  Complete a web answering the questions (Who, What, When, Where, Why and How).<br><br>When considering the people, places, and cultures within your community, what do you envision as possible outcomes for your celebration?<br><br>Which gifted intelligent behaviors did you observe in your partner?<br><br>**V _*_ L __ S __ M _*_ B __ P _*_ I __ N __** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Make a proposal to your community leaders of potential solutions that would enhance the harmony between all citizens.<br><br><br>How do citizens and their relationships with their environment affect everyday living and behavioral choices?<br><br>What gifted intelligent behaviors would good community leaders demonstrate in their decisions?<br><br><br><br>**V _*_ L __ S __ M __ B __ P _*_ I __ N __** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Design a future community.  Describe how your future community relates to your community now.<br><br>How might your future community have a positive impact on community relationships?<br><br>While you were designing your community, what gifted intelligent behaviors did you use?<br><br><br><br><br>**V _*_ L _*_ S _*_ M __ B __ P __ I __ N __** |

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**Real World Connections With Products:**
laws, articles, newspaper, magazine, invitations, advertisements, floor plans,


**Real World Applications:**
journalist, party planner, government leaders, architect, lawyer


**Real World Terms:**
construct, explain, decide, communicate, propose, design, describe, present, inform

**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.**



**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils, markers, crayons
- Pretend phone
- (Optional) construction materials for future community: milk cartons, boxes, toilet paper tubes, clay, pipe cleaners…

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

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

When considering the people, places, and cultures within your community, what do you envision as possible outcomes for your celebration?

How do citizens and their relationships with their environment affect everyday living and behavioral choices?

How might your future community have a positive impact on community relationships?

**Intelligent Behaviors:**

What gifted intelligent behaviors will you role model for others to help bring about positive change?

Which gifted intelligent behaviors did you observe in your partner?

What gifted intelligent behaviors would good community leaders demonstrate in their decisions?

While you were designing your community, what gifted intelligent behaviors did you use?

**Literary Perspective:**

What is a community?

 What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?
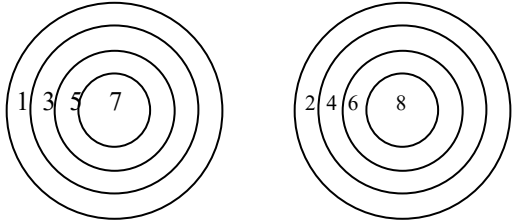
What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

**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

After reading the nursery rhyme, "There was an old lady who lived in a shoe…" help the elderly lady provide for all 20 children by developing a strategy to equally distribute items among the children. Show your work using numbers, pictures, or words.

How many chairs are needed at the table?
How many slices of bread will make 20 sandwiches?
How many cartoons if each has 10 juice boxes?
How many soup cans if each can feeds 4 children?
How many pies if each feeds 5 children?

What questions might you ask to gather the data you need to solve this problem?

What gifted intelligent behaviors would help the elderly lady create a happy home for all these children?

V__L_*_S__M__B__P__I__N__

## Interpersonal Learner (B)
### Sensing-Feeling

Play a dart game with a partner. One partner uses the "Even Steven" dartboard and the other partner uses the "Odd Otto" dartboard. On a given turn, each partner throws 2 darts, adds the score, and records the sum for each turn in a table. Continue playing for 5 rounds. Compare/contrast the outcomes from the 2 dartboards. (See pp. 127-134 of Extending the Challenge in Mathematics.)



When thinking about odd and even numbers, what outcomes might you predict for this game?

When playing this game, what challenges did your partnership encounter?

Which gifted intelligent behaviors did you observe in your partner while playing this game?

V_*_L_*_S__M__B_*_P_*_I__N__

## Understanding Learner (C)
### Intuitive-Thinking

After multiple exposures to Venn Diagrams having 2 loops, compare/contrast a given group of nature items, decide upon different rules for loops A, B, & C, and label each loop. (Items may include: pine cone, leaves, stick, rock, shell, gumball, seed, feather, pine needle, bark, grass, flower, moss…) A partner tries to determine your rules by placing items in the loops. Each time an item is placed in a loop, you tell them if they are correct. (See p. 125 of Extending the Challenge in Mathematics.)

What past experiences helped you determine the rules for your sorts? Of all the gifted intelligent behaviors that we have studied, which do you see more often in yourself while solving problems?

V__L_*_S_*_M__B__P__I__N_*_

## Self-Expressive Learner (D)
### Intuitive-Feeling

After observing flags from around the world, design a symmetrical flag that best represents the relationships within our classroom community.

When thinking about relationships within our classroom community, what are some possible feelings that you may want to communicate on your flag?

Which gifted intelligent behaviors did you use in the plan and design of your flag?

V__L__S_*_M__B__P__I_*_N__

**Real World Connections With Products:**
book, novel, article, game, clothes, invention


**Real World Applications:**
author, athlete, scientist, designer,


**Real World Terms:**
provide, develop, distribute, record, compare, contrast, determine, design, label, observe, represent


**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.**




**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Nature Items (pine cone, leaves, stick, rock, shell, gumball, seed, feather, pine needle, bark, grass, flower, moss)
- Venn Diagram
- Nursery Rhyme "There was an old lady who lived in a shoe…"
- Flag pictures from around the world
- Dartboards and darts

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

What questions might you ask to gather the data you need to solve this problem?

When thinking about odd and even numbers, what outcomes might you predict for this game?

When playing this game, what challenges did your partnership encounter?

What past experiences helped you determine the rules for your sorts?

When thinking about relationships within our classroom community, what are some possible feelings that you may want to communicate on your flag?

**Intelligent Behaviors:**

What gifted intelligent behaviors would help the elderly lady create a happy home for all these children?

Which gifted intelligent behaviors did you observe in your partner while playing this game?

Of all the gifted intelligent behaviors that we have studied, which do you see more often in yourself while solving problems?

Which gifted intelligent behaviors did you use in the plan and design of your flag?

**Literary Perspective:**

What is a community?

 What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**<u>Me on the Map</u>**
**<u>The House on Maple Street</u>**
**<u>Miss Rumphius</u>**
**<u>Oh the Places You'll Go</u>**
**<u>From Seed to Plant</u>**
**<u>I'll Love You Forever</u>**
**<u>Frog and Toad</u>** (series)
**<u>Corduroy</u>**

**Finger Plays, Nursery Rhymes and Songs:**

**Humpty Dumpty**
**Little Jack Horner**
**Little Miss Muffet**
**The Itsy Bitsy Spider**

**Video Clips:**

**Richard Scary's Busytown**

**Paintings & Prints:**

# 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**

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009



**Concept:  Change**

**Topic:  Animals**

**K**

Lisa Flowers & Mildred Hatcher

Wake County Public School System & Duplin County School System

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

> **Topic -Animals**
>
> **Literature Selection –Jungle Drums**
> **Author –Graeme Base**

| Concepts | Themes |
|---|---|
| Change<br>Conflict<br>Relationships<br>Survival | Acceptance<br>Everyone is special in his/her own way |
| **Issues or Debates** | **Problems or Challenges** |
| Acceptance of yourself vs. changing yourself | Fitting in and being accepted by others |
| **Processes** | **Theories** |
| Problem Solving<br>Adaptation<br>Perseverance | Change is necessary<br>Change is good |
| **Paradoxes** | **Assumptions or Perspectives** |
| Be happy with what you have.<br>The grass is not always greener on the other side. | One person can make a change |

**Big Ideas Manifested**

| |
|---|
| **Topic -** |
| |
| **Literature Selection –** |
| **Author -** |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

**Big Ideas Manifested**

| |
|---|
| **Topic -**<br><br>**Literature Selection –**<br>**Author -** |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Concept:   Change                    Topic: Animals

**Suggested Literature Selection(s): <u>Jungle</u> <u>Drums</u> by Graeme Base**

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**Look and Listen for…**

**Intelligent Behaviors**

        **Story Focus:**  Metacognition, Posing Questions, Persistence, Finding Humor, Creating, Imagining, and Innovating

        **Student Activities:**  Metacognition, Posing Questions, Persistence, Finding Humor, Creating, Imagining, and Innovating

---

**Thinking Skills Focus:** Similarities and Differences, Classifications, Describing Things

**Topic Focus:** Animals

**Concept Focus:** Change

**Overarching Generalizations:**
    Change can be either positive or negative
    Change generates additional change
    Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
    Relationships involve change
    Conflict may allow for synthesis and change

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

**Suggested Topics for Discussion:**
    Acceptance of yourself vs. changing yourself

**Suggested Vocabulary Words for Discussion:**

| | | |
|---|---|---|
| warthog | tease | ridiculous |
| Africa | wildebeest | echoes |
| impressive | bongos | solo |
| gorgeous | commotion | |
| plumage | jungle | |

**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:**

Word Sort
- Sort words by words you know and do not know.
- Sort words by animal, place, verb, or describing word.

Mix and Match
- List words on index cards and pass out to students upside down.
- Students walk around the room and trade cards with others they walk past without looking at the cards.
- When time is called, students look at their card and find another student whose card matches.
- Extension: Students look at their card and find another student with a card that is similar to theirs (discuss the comparisons).

**Hooks:**

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

**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
|---|
| Describe how you are different from others.   What makes you special?<br>Draw a picture of yourself and write a sentence all about you.<br><br>In what ways might your differences help you understand others? |

| **Facet 2 - INTERPRETATION** |
|---|
| Tell a story of a time that you felt different from others.<br>Discuss with your partner why you thought that you were different.<br><br>How might your experiences allow you to help those around you in similar situations? |

| **Facet 3 - APPLICATION** |
|---|
| Invent the perfect pet.<br>Explain into a recorder what this perfect pet would look like, what tricks would the pet be able to do, the pet's name, and why the pet is perfect.<br><br>What thinking skills did you use in this activity that could help you in other learning tasks? |

| **Facet 4 - PERSPECTIVE** |
|---|
| Compare and contrast your favorite zoo animal to a pet.<br>Discuss with your partner and share with the whole group.<br><br>How might taking your partner's perspective change your thinking? |

| **Facet 5 – EMPATHY** |
|---|
| Assume the role of a jungle animal.  Consider how you would feel if you lived in the jungle.<br><br>In what ways might you empathize with endangered animals in today's jungles? |

| **Facet 6 – SELF-KNOWLEDGE** |
|---|
| Recognize how you are different from animals.  Write a list.<br><br>How have you changed in your thinking from what you have learned? |

**Read:** <u>Jungle Drums</u> by Graeme Base
**Task Rotation Learning Activities**

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

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Identify one animal from the story.  Sequence the change that the animal made in the story.  Create a presentation for the class, showing how the animal changed from the beginning of the book to the end.<br><br>What gifted intelligent behaviors did you use to sequence and to present?<br><br><br>**V_x_L_x_S_x_M__B__P_x_I_x_N_x_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner, role-play the part in the story of Ngiri and the wildebeest.  As the wildebeest, select new ideas to offer Ngiri to help him solve his problem.  Take turns in the different roles.<br><br>What gifted intelligent behaviors did you use as you played the part of Ngiri and the wildebeest?  What gifted intelligent behaviors did you use as you came up with new solutions?<br><br>**V_x_L__S__M__B_x_P_x_I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Recalling the pictures and the story again, compare one of the jungle animals with the warthog that took its features (ex: compare the zebra with the warthog that looked like the zebra).  Describe how they are similar and different.<br><br>What gifted intelligent behaviors did you use to compare?<br><br><br><br>**V_x_L_x_S_x_M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Play the role of a judge at the Grand Parade at the end of the story.  Design awards for each of the animals in the parade.<br><br><br>What gifted intelligent behaviors did you use when you were the judge?  What gifted intelligent behaviors did you use to create the awards?<br><br><br><br>**V_x_L__S__M__B_x_P_x_I_x_N__** |

**Real World Connections With Products:**
Identify, compare, create, recall, design, use, select, describe, explain

**Real World Applications:**
Veterinarian, zoologist, tour guide, author, biologist, artist, environmentalist, animal inspector, actor, judge

**Real World Terms:**
Examine, medicine, write, scientific research, curate, direct, zoo keeping, overseeing, habitat, maintain, monitor, employ, study, ecosystems, analyze, travel, illustrate, inspect

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change can be either positive or negative
Change generates additional change
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
Relationships involve change
Conflict may allow for synthesis and change

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

How might our experiences bring about change in our lives?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- <u>Jungle Drums</u> by Graeme Base
- Poster board
- Bulletin board paper
- Crayons
- Markers
- Paper
- Pencils
- Scissors
- Glue
- Construction paper
- Other creative art materials (glitter, stickers, etc.)

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

- What changes in my life are like the changes in the animals' lives?
- Why is change necessary for growth?
- What new things did I learn and how can I use them?
- How do relationships generate change over time?
- How can I help initiate change around me?

**Intelligent Behaviors:**

- Which gifted intelligent behavior did I use the most?
- Which gifted intelligent behaviors did the wildebeest and Ngiri use in the story?
- How did my gifted intelligent behaviors help me complete these activities?
- Which gifted intelligent behaviors do I want to use more in the future?

**Literary Perspectives:**

- How did the author use certain words to show change?
- How did the author and illustrator use certain pictures to show change?
- What new words have I learned to use in my speech and writing?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

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

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Sort into categories and graph cutout pictures of animals by their body coverings: Fur, Scales, and Feathers. How would the animals in the story (from the beginning and the middle) fit into these categories?<br><br>Create a presentation to share with the class that describes the similarities and differences between the animals and their features.<br><br>What gifted intelligent behaviors did you use to sort and create your presentation?<br><br><br>**V_x_L_x_S_x_M_x_B_x_P_x_I__N_x_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>"Think, pair, share": What patterns do you notice in the book, <u>Jungle Drums</u>?<br><br>Change the pattern you found to generate a new pattern with your partner and act out your pattern. Compare your new pattern with the pattern you found in the book.<br><br>What gifted intelligent behaviors did you use to make your pattern and compare the patterns?<br><br><br><br>**V__L_x_S_x_M__B_x_P_x_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Write a word problem about the jungle animals in the story. Trade your word problem with a friend. Solve each other's word problems and explain how you solved the problem.<br><br>What gifted intelligent behaviors did you use to solve your word problem?<br><br><br><br><br><br><br>**V_x_L_x_S__M__B__P_x_I_x_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Use pattern blocks to create different animals from the story. Focus on one animal and change the pattern blocks around to find several ways to create that animal.<br><br>What gifted intelligent behaviors did you use create the animals using the pattern blocks? What gifted intelligent behaviors did you use to find different ways?<br><br><br><br><br><br><br>**V__L_x_S_x_M__B_x_P__I__N__** |

**Real World Connections With Products:**
Create, use, categorize, compare, generate, explain, focus

**Real World Applications:**
Veterinarian, zoologist, tour guide, author, biologist, artist, environmentalist, animal inspector, mathematician

**Real World Terms:**
Examine, medicine, write, scientific research, curate, direct, zoo keeping, overseeing, habitat, maintain, monitor, employ, study, ecosystems, analyze, travel, illustrate, inspect, graph, pattern

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change can be either positive or negative
Change generates additional change

**More Complex Generalizations (Two or more concepts):**
Relationships involve change
Conflict may allow for synthesis and change

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

How might our experiences bring about change in our lives?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Jungle Drums by Graeme Base
- Scissors
- Glue
- Magazines
- Crayons
- Markers
- Construction Paper
- Paper
- Pencils
- Pattern blocks
- Other manipulatives

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

- How did the changes I made affect those around me?
- What new things did I learn and how can I use them?
- How can I help initiate change around me?

**Intelligent Behaviors:**

- Which gifted intelligent behavior did I use the most?
- How did my gifted intelligent behaviors help me complete these activities?
- Which gifted intelligent behaviors do I want to use more in the future?

**Literary Perspectives:**

- How did the change in the animals throughout the story affect how I sorted them into categories?
- What new words have I learned to use in my speech and writing?
- How did the story develop my understanding of patterns?

**Student/Teacher Reflections**

**Concept:** Change

**Topic:** Animals

**Generalization(s):**    Change can be either positive or negative
                               Change generates additional change
                               Change is necessary for growth

**Essential Question(s):**  How can my experiences bring about change in my life?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Identify several jungle animals. Make a list of their characteristics. | Compare and contrast you now and when you were a baby. Create a Venn diagram. | Brainstorm about one jungle animal. Make a web to share with the class. | Consider what you like or dislike about Ngiri. Share this with a partner and compare your ideas. |
| 2 | Draw and label parts of the story: beginning, middle, and end. | Determine the effects of Ngiri's desire to change. | Predict what you think might happen after the end of the story. What will next year's Grand Parade look like? | Write a journal entry as if you were Ngiri. Empathize with him and describe how you might feel in his situation. |
| 3 | Construct a new story using the same characters, but choose a different character and a different problem. Choose a way to present your story to the class. | Using technology and resources provided, research one jungle animal from the story. Draw conclusions about why the author portrayed that animal in the particular way that he did in the story. | Compose a song or create a dance about jungle animals. Be sure to show how they move and change. | If you were Ngiri, what kind of goals would you generate for yourself in the future? |

**Real World Connections With Products:**
Identify, create, use, contrast, compare, brainstorm, explain, label, predict, empathize, describe, construct, conclude, compose, generate

**Real World Applications:**
Veterinarian, zoologist, tour guide, author, biologist, artist, environmentalist, animal inspector, actor, journalist, researcher, composer/musician, teacher/educator

**Real World Terms:**
Examine, medicine, write, scientific research, curate, direct, zoo keeping, overseeing, habitat, maintain, monitor, employ, study, ecosystems, analyze, travel, illustrate, inspect, compose, research, instruct

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change can be either positive or negative
Change generates additional change
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
Relationships involve change
Conflict may allow for synthesis and change

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

How might our experiences bring about change in our lives?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- <u>Jungle Drums</u> by Graeme Base
- Scissors
- Glue
- Crayons
- Markers
- Construction Paper
- Paper
- Pencils

- Other creative art materials (glitter, stickers, etc.)
- Music
- Websites, books, and other resources about animals

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

- What changes in my life are like the changes in the animals' lives?
- Why is change necessary for growth?
- What new things did I learn and how can I use them?
- How can I help initiate change around me?
- What changes have I noticed that occur in the environment around me?

**Intelligent Behaviors:**

- Which gifted intelligent behavior did I use the most?
- How did my gifted intelligent behaviors help me complete these activities?
- Which gifted intelligent behaviors do I want to use more in the future?

**Literary Perspectives:**

- In what ways have I used the author's choice of words in my own work?
- What new words have I learned to use in my speech and writing?
- What predictions can I make about change from the story?

**Student/Teacher Reflections**

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

|  |  |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Create a timeline of your life. On the timeline describe each important event that brought about change.<br><br>Show how your life has changed from when you were a baby because of these events.<br><br>What gifted intelligent behaviors did you use when you made your timeline?<br><br><br>**V_x_L_x_S_x_M__B__P__I_x_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Collaborate with a team of four students to create a two-part mural of the jungle. On one part draw the jungle how it is today. On the other part draw the jungle how it might change in the future.<br><br>What gifted intelligent behaviors did you use when you made and explained your mural?<br><br><br>**V_x_L__S_x_M__B__P_x_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Consider a problem that you have faced in your own life. Propose several solutions to your problem.<br><br>Choose one solution and explain why you think it would be the best solution to the problem.<br><br>What gifted intelligent behaviors did you use to solve the problem?<br><br><br>**V_x_L__S__M__B__P__I_x_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Choose a jungle animal; design how your animal would have to change if it lived in a cold climate. Draw your animal on poster board, cut it out, and glue it to a paint stick to make a puppet.<br><br>Create a way to share your animal's basic needs, how it grows, and its movements. Share with the class.<br><br>Why does your animal have to change?<br><br>What gifted intelligent behaviors did you use when you were creating?<br><br>**V_x_L__S_x_M_x_B_x_P_x_I__N_x_** |

**Real World Connections With Products:**
Collaborate, create, draw, choose, design, use, describe, show, consider, propose, explain, solve


**Real World Applications:**
Veterinarian, zoologist, tour guide, author, biologist, artist, environmentalist, animal inspector


**Real World Terms:**
Examine, medicine, write, scientific research, curate, direct, zoo keeping, overseeing, habitat, maintain, monitor, employ, study, ecosystems, analyze, travel, illustrate, inspect


**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:**
Change

**Overarching Generalizations:**
Change can be either positive or negative
Change generates additional change
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
Relationships involve change
Conflict may allow for synthesis and change

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

How might our experiences bring about change in our lives?



**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Scissors
- Glue
- Poster board
- Bulletin board paper
- Crayons
- Markers
- Paper
- Pencils

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

- Why is change necessary for growth?
- What new things did I learn and how can I use them?
- How can I help initiate change around me?
- What changes have I noticed that occur in the environment around me?
- What negative changes can I prevent from occurring around me?

**Intelligent Behaviors:**

- Which gifted intelligent behavior did I use the most?
- How did my gifted intelligent behaviors help me complete these activities?
- Which gifted intelligent behaviors do I want to use more in the future?
- Which gifted intelligent behaviors that I have used can help me change in a more positive way?

**Literary Perspectives:**

- What new words have I learned to use in my speech and writing?
- What predictions can I make about change from what I've learned?

**Student/Teacher Reflections**

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

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>In groups, choose one student and work together to draw pictures of that one student at each year of his or her life that he or she has been alive.  Label each picture with the ordinal number of that year of his or her life.<br><br>"Collective Memory" activity: Allow one representative from each group to switch to another group to observe the other group's pictures and labels briefly.  As they return to their original group, their peers recreate the other group's pictures and labels according to the representative's description.  Continue with a different representative observe the other group's picture and returning until each person has gone.<br><br>What gifted intelligent behaviors did you use to complete this task?<br><br>**V_x_L_x_S_x_M__B_x_P_x_I_x_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner, create a survey about favorite animals to give to the other students in the class.  Collect the data and use the Graph Club software to make a graph.<br><br>Choose two different types of graphs to use to represent your data.  How does the data change from one graph to the other?  Predict how your graph might change if you used a third type of graph.<br><br>Present your graphs and data to the class.<br><br>What gifted intelligent behaviors did you use to create the survey?  What gifted intelligent behaviors did you use to collect the data and make the graphs?<br><br>**V_x_L_x_S_x_M__B__P_x_I__N_x_** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Using the Inductive Learning style, create cards with different representations of the numbers one through ten (ex: "two", "2", two tally marks, a picture of two animals, etc.).<br><br>Students categorize the cards in some way that makes sense to them, and then label each group.<br><br>Draw conclusions about the groups formed.  What predictions can you make about these representations?<br><br>What gifted intelligent behaviors did you use to group the cards?  What gifted intelligent behaviors did you use to make predictions?<br><br>**V_x_L_x_S_x_M__B_x_P_x_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>In class (with teacher support), make your own animal crackers (see the website kid.allrecipes.com).  In a group, determine how you would share your cookies so that each student in your group received the same amount of cookies.  Teach this strategy to the other students in your group.<br><br>After the other students in your group teach their strategies, try each strategy out with your own cookies again.<br><br>What gifted intelligent behaviors did you use as you determined how you would share your cookies?  What gifted intelligent behaviors did you use to teach your strategy?  What gifted intelligent behaviors did you use as you listened to your peers?<br><br>**V_x_L_x_S_x_M__B_x_P_x_I__N__** |

|  |  |
|---|---|
|  |  |

**Real World Connections With Products:**
Create, collect data, present, represent, predict, use, categorize, conclude, teach

**Real World Applications:**
Veterinarian, zoologist, tour guide, author, biologist, artist, environmentalist, animal inspector, journalist, researcher, teacher/educator, biographer, mathematician, chef/baker

**Real World Terms:**
Examine, medicine, write, scientific research, curate, direct, zoo keeping, overseeing, habitat, maintain, monitor, employ, study, ecosystems, analyze, travel, illustrate, inspect, research, instruct, graph, data, categories, division, blend, stir, mix, cup, teaspoon, bake

**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.**

<div align="center">

**Concept Focus:**
Change

**Overarching Generalizations:**
Change generates additional change
Change is necessary for growth

**More Complex Generalizations (Two or more concepts):**
Relationships involve change
Conflict may allow for synthesis and change

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

How might our experiences bring about change in our lives?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils
- Crayons
- Markers
- Construction Paper
- Index cards
- Graph Club software

- Baking materials for animal crackers (measuring cups and spoons, oats, flour, baking soda, salt, butter, honey, buttermilk, oven, blender, bowl, spoon, rolling pin, cookie cutters, cookie sheets, cooling racks)

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

- Why is change necessary for growth?
- What new things did I learn and how can I use them?
- How can I help initiate change around me?
- How are changes in my life like those in my peers' lives?
- What changes that I have already seen can help me in the future?

**Intelligent Behaviors:**

- Which gifted intelligent behavior did I use the most?
- How did my gifted intelligent behaviors help me complete these activities?
- Which gifted intelligent behaviors do I want to use more in the future?
- As you consider all of the gifted intelligent behaviors, which ones would you use to complete the assessment tasks that you did not use before?

**Literary Perspectives:**

- What new words have I learned to use in my speech and writing?
- What predictions can I make about change from what I've learned?

**Student/Teacher Reflections**

**Additional Support Materials:**

**Favorite Read-Alouds:**

Rainbow Fish by Marcus Pfister
Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.
Where the Wild Things Are by Maurice Sendak
Alexander and the Wind-Up Mouse by Leo Lionni
Fish is Fish by Leo Lionni
Swimmy by Leo Lionni
Frederick by Leo Lionni
Seven Blind Mice by Ed Young
Tuesday by David Wiesner
Verdi by Janell Cannon
Stellaluna by Janell Cannon
Pinduli by Janell Cannon


**Finger Plays, Nursery Rhymes and Songs:**

Humpty Dumpty
Hickory, Dickory, Dock
"Five Little Ducks"
"Three Blind Mice"
"Everything Grows" by Raffi
"Baby Beluga" by Raffi
"Down by the Bay" by Raffi
"Animal Actions"
"10 Little Speckled Frogs"


**Video Clips:**

5 Lionni Classics
Swimmy… and More Classic Leo Lionni Stories (Scholastic Collection)
Reading Rainbow - Stellaluna


**Paintings & Prints:**

"The Golden Fish" painted by Paul Klee
"The Sleeping Gypsy" painted by Henri Rousseau
"Still Life with Three Puppies" painted by Paul Gauguin
"County Agricultural Agent" by Norman Rockwell
Paintings by Edward Bannister
Animal Pictures

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Survival**

**Topic: Decision Making**

**K-2**

By: Amy Collins, Rowan-Salisbury Public Schools and
Donna Flowers, Hickory Public Schools

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

# Big Ideas Manifested

| Topic – Decision Making                                                        |
| ------------------------------------------------------------------------------ |
| **Literature Selection –** *Miss Bridie Chose a Shovel*, by Leslie Connor      |

| Concepts | Themes |
| --- | --- |
| Conflict        resources<br>Exploration     resourcefulness<br>Change        order vs. chaos<br>Resilience      survival<br>relationships | Conflict may be natural or human-made<br>Conflict can be internal or external<br>Exploration confronts the unknown<br>Change is inevitable.<br>Order leads to chaos and chaos leads to order<br>Order may have repeated patterns<br>Survival leads to resourcefulness<br>Survival is instinctive<br>Survival crosses all cultures |
| **Issues or Debates** | **Problems or Challenges** |
| Practicality vs. sentimentality | How to adapt to a new situation.<br>Accepting change as inevitable.<br>Overcoming gender issues in order to survive<br>How to thrive in a hostile environment. |
| **Processes** | **Theories** |
| Problem Solving<br> Decision making | Survival of the fittest<br>All things work together for good |
| **Paradoxes** | **Assumptions or Perspectives** |
| Less is more<br>Using something old to make something new | Women can do anything men can do |

# Concept: Survival        Topic: Decision Making

**Suggested Literature Selection(s):** *Miss Bridie Chose a Shovel*, by Leslie Connor

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**Look and Listen for…**

**Gifted Intelligent Behaviors**

    **Story Focus**     Persistence, creating, imagining, innovation and thinking flexibly

    **Student Activities**    Taking responsible risks, thinking and communicating with clarity and precision, Thinking flexibly, Metacognition, Questioning and posing problems, Finding humor

---

**Thinking Skills Focus:** Describing people and things

**Topic Focus:** Decision Making

**Concept Focus:** Survival

**Overarching Generalizations:**    Survival leads to resourcefulness.
                                     Survival is instinctive
                                       Survival crosses all cultures.

**More Complex Generalizations (Two or more concepts):**
Relationships are important in survival.
In order to survive we need to be able to adapt or change.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**

How to thrive in a hostile environment, how to adapt to a new situation, seasons, immigration, women's issues

**Suggested Vocabulary Words for Discussion:** survival, immigration, resources, instincts, community, interdependence

**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:**

Discuss the meaning of the vocabulary words. Have children demonstrate the meanings through: role-playing, journal writings, and illustrations.

Hooks:

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

**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
| --- |
| Display a picture of an extreme environment.  What are the characteristics of this environment?  Brainstorm what is necessary to live in this environment. |

| **Facet 2 - INTERPRETATION** |
| --- |
| Display a picture of an extreme environment.  Brainstorm what would be needed to survive in this environment.   Have a group discussion about what would be the implication of going into this environment unprepared? |

| **Facet 3 - APPLICATION** |
| --- |
| Display a picture of an extreme environment.  Design a house suitable for this environment.  How might this house help use to survive in this environment? |

| **Facet 4 - PERSPECTIVE** |
| --- |
| Display a picture of an extreme environment.  Using a graphic organizer, such as a Y map or a double bubble, compare and contrast this environment with the student's environment.  How is this environment similar to or different from your environment. |

| **Facet 5 – EMPATHY** |
| --- |
| Read a story or article or use a video clip depicting a child who lives in this hostile environment.  In your journal, answer the following question:  What would it be like to walk in the main character's shoes? |

| **Facet 6 – SELF-KNOWLEDGE** |
| --- |
| Reflect on the first day of school.  With a partner answer the following question; what skills did you need to survive the first day of school? |

**Read:** *Miss Bridie Chose a Shovel*
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| Mastery Learner (A)<br>Sensing- Thinking | Interpersonal Learner (B)<br>**Sensing-Thinking** |
|---|---|
| Review Miss Bridie Chose a Shovel.  Complete a flow chart showing the beginning, middle, and end.  Write the response of the back of your flow chart.  How do Miss Bridie's actions show that survival is instinctive?  What GIB did you use to explain your answer?<br><br><br><br><br><br><br><br>**V _*_ L __ S _*_ M __ B __ P __ I _*_ N __** | With a partner, discuss how Miss Bridie helped others with her shovel.  Reflect on a time you used a personal item to help another and make a poster about that time.  How did this act help someone survive?  What GIB did you use in creating your poster?<br><br><br><br><br><br><br>**V _*_ L __ S _*_ M __ B __ P __ I _*_ N __** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Listen to the song "I Will Survive" while looking at the words.  Analyze the song and compare it to the choice Miss Bridie made to survive.  Is she like the person in the song?  How is he like the person in this song?  Be prepared to argue your points.  What GIB did you use in this task?<br><br><br><br><br><br>**V _*_ L __ S __ M _*_ B __ P _*_ I _*_ N __** | In your journal, reflect on the events of Miss Bridie's life.  What would the outcomes be had she chosen the chiming clock?  Porcelain doll?  Would she have been able to survive if she had chosen differently?  Why or why not?  What GIB did you use in this task.<br><br><br><br><br><br>**V _*_ L __ S __ M __ B __ P __ I _*_ N __** |

**Real World Connections With Products:**
Art work, paintings, songs, lyrics, music

**Real World Applications:**
Artist, singer

**Real World Terms:**
Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise

**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.**

<div align="center">

**Concept Focus:**

**Overarching Generalizations:**
Survival leads to resourcefulness.
Survival is instinctive
Survival crosses all cultures.

**More Complex Generalizations (Two or more concepts):**
</div>

Relationships are important in survival.
In order to survive we need to be able to adapt or change.

<div align="center">

**Essential Question**
**(Include concept and GIB that leads to deeper understanding of the concept through exploration of the generalization)**
</div>

What survival skills would a gardener, salesperson, or a baker need to be resourceful?  Why?
What relationships do these people need to make in order to survive?  How do GIBs help them to adapt and change for survival?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- CD – Gloria Gaynor  "I Will Survive."
- CD player
- Journal
- Construction paper
- Crayons and markers

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

How can survival lead to resourcefulness?  Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

**Gifted Intelligent Behaviors:**
1. What GIBs did Miss Bridie demonstrate?
2.  Did you use any of the same GIBs as Miss Bridie?  Any different?
3.  Which GIBs are your strongest?
4.   Which GIBs would you like to work on?
5.  How did Miss Bridie demonstrate the following GIBs?
   Taking responsible risks
   Thinking and communicating with clarity and precision
   Thinking flexibly
   Metacognition
   Questioning and posing problems
   Finding humor
6.  How do you demonstrate these GIBs?
   Taking responsible risks
   Thinking and communicating with clarity and precision
   Thinking flexibly
   Metacognition
   Questioning and posing problems
   Finding humor

**Literary Perspectives:**

How did Miss Bridie relationships to other people in <u>Miss Bridie Chose a Shovel</u> help them to survive?
Do you think you are more similar or different from Miss Bridie?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### 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** |
| Using the story problems generated in rotation station D, choose a paper and solve the problems. Do not choose your own paper. Demonstrate how you solved the problems using pictures, words or numbers. In your math journal, explain a real world situation that would require this type of problem solving. Why is it necessary to have this ability to solve problem to survive in the world? What GIB did you use to solve the problems? | In a group of four, using measuring cups and measuring spoons, follow the recipe to make travel mix. Each person in the group should take turns in measuring. How is the ability to measure and prepare food a means of survival? What GIBs were necessary to complete this task? |
| **V _*_ L _*_ S __ M__ B__ P__ I __ N __** | **V __ L _*_ S __ M __ B __ P _*_ I __ N __** |
| **_Understanding Learner (C)** | **Self-Expressive Learner (D)** |
| **Intuitive-Thinking** | **Intuitive-Feeling** |
| Supply students with a shovel outline. Using the shovel outline, fill it in using the pattern blocks provided. The shapes should not overlap and should fit within the lines. What shapes did you use? How many of each shape did you use? Are there another ways you could have filled in the shovel? Use your math journal. How did your decision-making skills used in completing this task show your resourcefulness? What GIB did you use to complete your shove? | Using scenarios from the text, for example, selling plants make up a story problems using money (quarters, dimes, nickels, pennies). These problems can be addition or subtraction. For example, Miss Bridie sold 5 flowers for 10 cents. How much money did they cost? Write 5 problems and solve them on a separate sheet of paper. Why do we need to be able to use money for surviving? What GIBs did you use when manipulating money? |
| **V __ L _*_ S _*_ M __ B __ P __ I __ N __** | **V _*_ L _*_ S __ M __ B __ P __ I _*_ N __** |

**Real World Connections With Products:**
Products sold, bread, cakes, pastries

**Real World Applications:**
Sales person, baker, mathematician

**Real World Terms:**
Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise

**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.**

<div align="center">

**Concept Focus:**

**Overarching Generalizations:**
Survival leads to resourcefulness.
Survival is instinctive
Survival crosses all cultures.

**More Complex Generalizations (Two or more concepts):**
</div>

Relationships are important in survival.
In order to survive we need to be able to adapt or change.

<div align="center">

**Essential Question**
**(Include concept and GIB that leads to deeper understanding of the concept through exploration of the generalization)**
</div>

What survival skills would a gardener, salesperson, or a baker need to be resourceful? Why? What relationships do these people need to make in order to survive? How do GIBs help them to adapt and change for survival?

**Materials Needed for Task Rotation and/or Task Rotation Menu**
- Paper
- Pencil
- Measuring cups and spoons
- Ingredients for travel mix
- Shovel outline
- Pattern blocks
- Math journal

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

How does survival lead to resourcefulness? Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

**Gifted Intelligent Behaviors:**
1. What GIBs did Miss Bridie demonstrate?
2. Did you use any of the same GIBs as Miss Bridie? Any different?
3. Which GIBs are your strongest?
4. Which GIBs would you like to work on?
5. How did Miss Bridie demonstrate the following GIBs?
     Taking responsible risks
     Thinking and communicating with clarity and precision
     Thinking flexibly
     Metacognition
     Questioning and posing problems
     Finding humor
6. How do you demonstrate these GIBs?
     Taking responsible risks
     Thinking and communicating with clarity and precision
     Thinking flexibly
     Metacognition
     Questioning and posing problems
     Finding humor

**Literary Perspective:**
In Miss Bridie Chose a Shovel, how did Miss Bridie have to use measurement?
In the book, when did Miss Bridie have to use problem-solving skills?

**Student/Teacher Reflections**

**Concept:** Survival

**Topic:** Decision Making

**Generalization(s):** Survival leads to resourcefulness.  Survival is instinctive.  Survival crosses all cultures.

**Essential Question(s):** Given what we know about survival, what resources do we need in order to survive at school?  At home?  With friends?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | Examine the pictures of various environments provided by the teacher.  Group them and label your groups. | Book Review *of Miss Bridie Chose a Shovel*.  Using a generic book report template, students should fill in the blanks to complete your book review. | Design a CD cover for a song about survival in today's society.  You may use picture from magazine or you may draw the picture. | Think of a time you had to make a decision about what to bring to a friends house.  Make a list of the items you would need to take with you.  Write this list on the paper provided and share your list with a partner. |
| 2 | Examine the pictures provided.  Group them and label your groups.  Write a sentence using your label as the topic of the sentence. | In your journal, write a book review of *Miss Bridie Chose a Shovel*, and include the following:  What you liked and disliked about the story; what GIBs did Miss Bridie use; and would you recommend this book to a friend, why or why not. | Write a song or poem about Miss Bridie's survival in her new country.  Write at least 4 lines. | Think of a time you had to make a decision about what to bring to a friends house.  Make a list of the items you would need to take with you.  Write this list on the paper provided.  Explain why you need these items. |
| 3 | Examine the pictures provided.  Group them and label your groups.  Write a topic sentence and 3 or more related sentences for one of your groups. | Analyze the ending of *Miss Bridie Chose a Shovel.*  Write a different ending for the story. | Write a song or poem about survival in today's society.  Be prepared to teach your song or poem to the class. | You have gone to a friend's house to stay overnight.  You forgot to bring your suitcase.  Write a story to explain the problem and how you would survive without your necessities |

**Real World Connections With Products:**
Commercial artwork, books, articles, newspaper


**Real World Applications:**
Graphic artist, writer, editor


**Real World Terms:**
Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise


**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:**
Survival leads to resourcefulness.
Survival is instinctive
Survival crosses all cultures.

**More Complex Generalizations (Two or more concepts):**
Relationships are important in survival.
In order to survive we need to be able to adapt or change.

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

What survival skills would a gardener, salesperson, or a baker need to be resourceful?  Why?
What relationships do these people need to make in order to survive?  How do GIBs help them to adapt and change for survival?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Crayons or markers
- Paper
- Pencils
- Picture cards
- Book review template
- Journal

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

How does survival lead to resourcefulness?  Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

**Gifted Intelligent Behaviors:**
1. What GIBs did Miss Bridie demonstrate?
2.  Did you use any of the same GIBs as Miss Bridie?  Any different?
3.  Which GIBs are your strongest?
4.   Which GIBs would you like to work on?
5.  How did Miss Bridie demonstrate the following GIBs?
        Taking responsible risks
        Thinking and communicating with clarity and precision
        Thinking flexibly
        Metacognition
        Questioning and posing problems

**Literary Perspective:**

What have we learned from <u>Miss Bridie Chose a Shovel</u>?
How could we emulate Miss Bridie's resourcefulness in our own lives?
Would you consider the lessons we learned from Miss Bridie important?  Why?

**Student/Teacher Reflections:**

**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)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| After reading Miss Bridie Chose a Shovel, students will develop a timeline for Miss Bridie's life. Indicate each thing she used the shovel for. How did choosing to use the shovel help Miss Bridie and her community survive? How did her first choice of bringing the shovel show her survival skills? Which GIB did she display in her choices? | Work with a partner or small group. You are Miss Bridie and your neighbor is coming with you to America. She has to choose from a cooking pot, a gold bracelet and a silver hairbrush. Advise your neighbor on what she should choose. What would you advise her to take and why? How would that choice help her survive in the new land? What GIB did you use in making your decision? |
| **V__L*_S*_M__B__P__I*_N__** | **V_*L__S__M__B*_P*_I*_N__** |

| Understanding Learner (C)<br>**Intuitive-Thinking** | Self-Expressive Learner (D)<br>**Intuitive-Feeling** |
|---|---|
| The teacher will talk with the students about the choices available to Miss Bridie in the beginning. Analyze her choice. Compare and contrast her initial choice with all the possibilities. Explain why the shovel was a good choice. How did her choice help her survive? What GIB would you have to use to make choices that would help you survive? | Have the students choose a destination for a vacation (the Arctic, the tropical rain forest, or the Caribbean Islands). Have them choose items to pack in a suitcase. Use magazines, etc. to cut pictures from. Glue on a construction paper "suitcase", labeled "Destination _____." Answer the following questions: Why did you pack these items? How would the choices you make help you survive? What GIB did you use to make your decisions? |
| **V_*_L__S__M__B__P__I_*_N__** | **V_*_L__S_*_M__B__P__I_*_N__** |

**Real World Connections With Products:**
Planned trips, satisfied customers

**Real World Applications:**
Travel agent

**Real World Terms:**
Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise

**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.**

<div align="center">

**Concept Focus:**

**Overarching Generalizations:**
Survival leads to resourcefulness.
Survival is instinctive
Survival crosses all cultures**.**

**More Complex Generalizations (Two or more concepts):**
</div>

Relationships are important in survival.
In order to survive we need to be able to adapt or change.

<div align="center">

**Essential Question**

**(Include concept and GIB that leads to deeper understanding of the concept through exploration of the generalization)**

</div>

What survival skills would a gardener, salesperson, or a baker need to be resourceful? Why? What relationships do these people need to make in order to survive? How do GIBs help them to adapt and change for survival?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils
- Journal
- Construction paper suitcases
- Pictures for gluing in suitcases
- Glue

Books depicting the Arctic, the Tropical Rain Forest, and the Caribbean.

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

How does survival lead to resourcefulness? Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

**Gifted Intelligent Behaviors:**
1. What GIBs did Miss Bridie demonstrate?
2. Did you use any of the same GIBs as Miss Bridie? Any different?
3. Which GIBs are your strongest?
4. Which GIBs would you like to work on?
5. How did Miss Bridie demonstrate the following GIBs?
    Taking responsible risks
    Thinking and communicating with clarity and precision
    Thinking flexibly
    Metacognition
    Questioning and posing problems
    Finding humor
6. How do you demonstrate these GIBs?
    Taking responsible risks

Thinking and communicating with clarity and precision
Thinking flexibly
Metacognition
Questioning and posing problems
Finding humor

**Literary Perspective:**
Would you recommend <u>Miss Bridie Chose a Shovel</u> to a friend?  Why or why not?
Do you think Miss Bridie's choice to leave her country was a good one?  Why or why not?

**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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Using paper clips, linking cubes, and your hand, measure the length of the shovels (a real shovel and a toy shovel).  On paper provided, record measurements.  Which measurement is longest?  Shortest? Why?  Which shovel would you need to use, why?  What GIBs did you use to complete this assignment? | In a small group, using measuring cups and measuring spoons, following the recipe provided to make a loaf of bread.  Each person in the group should be assigned a job.  How are cooking skills a means for survival?  What GIBs were necessary to complete the task? |
| V_*_L_*_S__M__B_*_P__I_*_N__ | V__L_*_S__M__B_*_P_*_I__N__ |
| **Understanding Learner (C)** | **Self-Expressive Learner (D)** |

| Intuitive-Thinking | Intuitive-Feeling |
|---|---|
| Use a sorting mat and picture of a variety of items needed for survival in various environments. Sort the pictures. Explain in your math journal your sorting rules. Why would these items be necessary to survive in the environment? What other items can you think of that you might need? What GIBs did you use in making your decisions? | You are Miss Bridie. You have been assigned the task of creating the town bakery's new cookie. Using the basic recipe, adapt it to make the new cookie. What would you add to the recipe? |
| **V*_L*_S*_M__B__P__I*_N*** | **V_*_L__S_*_M__B__P__I_*_N__** |

**Real World Connections With Products:**
Bread, pastries, cakes


**Real World Applications:**
Baker


**Real World Terms:**
Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise


**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.**

<div align="center">

**Concept Focus:**

**Overarching Generalizations:**
Survival leads to resourcefulness.
Survival is instinctive
Survival crosses all cultures**.**

**More Complex Generalizations (Two or more concepts):**
</div>

Relationships are important in survival.
In order to survive we need to be able to adapt or change.

<div align="center">

**Essential Question**
**(Include concept and GIB that leads to deeper understanding of the concept through exploration of the generalization)**
</div>

What survival skills would a gardener, salesperson, or a baker need to be resourceful?  Why?
What relationships do these people need to make in order to survive?  How do GIBs help them to adapt and change for survival?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Measuring cups and spoons          2 shovels – one toy and one real
- Quick bread recipe                         paper clips and linking cubes
- Ingredients for bread                      paper
- Available oven
- Construction paper
- Markers or crayons
- Sorting mats
- Pictures for sorting

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

How does survival lead to resourcefulness?  Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

**Gifted Intelligent Behaviors:**
1. What GIBs did Miss Bridie demonstrate?
2.  Did you use any of the same GIBs as Miss Bridie?  Any different?
3.  Which GIBs are your strongest?
4.   Which GIBs would you like to work on?
5.  How did Miss Bridie demonstrate the following GIBs?
      Taking responsible risks
      Thinking and communicating with clarity and precision
      Thinking flexibly
      Metacognition
      Questioning and posing problems
      Finding humor
6.  How do you demonstrate these GIBs?
      Taking responsible risks
      Thinking and communicating with clarity and precision
      Thinking flexibly
      Metacognition
      Questioning and posing problems
      Finding humor

**Literary Perspective:**

How did Miss Bridie's abilities to cook and garden help her survive?
Was the shovel the best tool she could have picked?  What other tool could she have picked that would be just as useful?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

*Improve Your Survival Skills* by Lucy Smith
*Memories of Survival* by Esther Nisenthal Krinitz and Bernice Steinhardt
*Could You Be A Mouse? (Survival Series)* by John Norris Wood
Related Bright Idea Books:
*Candy Shop*
*Knockin' on Wood*
*The Printer*
*Hachika*
*An Elephant in the Backyard*
*Sequoyah*
*Hand in the Time of the Tulips*
*Paul Revere's Ride*

**Finger Plays, Nursery Rhymes and Songs:**

"Speaking of Survival – Class cassette"
"I Will Survive:  The Anthology" by Gloria Gaynor

**Video Clips:**

**Paintings & Prints:**

Photograph of Africa, http//: space imaging.com

# 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' GIBs? Please discuss how each GIB 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
### Funded by the US Department of Education
### 2004-2009

**Carol Murphy – Duplin County**
**and**
**Tammie Sexton – Wake County**

**Summer 2006**
Private and Confidential

**Concept: Relationships**

**Topic: Friendships**

**2nd grade**
North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

# Big Ideas Manifested

> **Topic - Friendships**
>
> **Literature Selection – Private and Confidential**
> A story about Braille
> **Author – Marion Ripley**

| Concepts | Themes |
|---|---|
| **-Relationships**<br>-Acceptance & rejection<br>-Challenge<br>-Cooperation<br>-Courage<br>-Diversity | -You can't judge a book by its cover<br>  (Things are not always what they seem.)<br>- Life is like a box of chocolates, you never know<br>  what you are going to get. |
| **Issues or Debates** | **Problems or Challenges** |
| -   Gender stereotypes in friendships<br>-    Disability stereotypes | -   Communication<br>-   Overcoming obstacles |
| **Processes** | **Theories** |
| **-**Exploring Braille<br>-Research | Obstacles affect friendships |
| **Paradoxes** | **Assumptions or Perspectives** |
| -Laura was concerned about Malcolm not liking her picture when he couldn't even see it.<br><br>-Laura had in mind what kind of pen pal she wanted but she got someone totally different and ended up liking him | -We assume others are like us |

**Concept:** Relationships                    **Topic:** Friendships

Suggested Literature Selection(s): ***Private and Confidential***
                    *A story about Braille*
                    by Marion Ripley

---

**Look and Listen for…**

**Intelligent Behaviors – Metacognition, Questioning and Problem Posing, Finding humor, Remaining open to continuous learning, Listening with understanding, Applying Past knowledge**

    **Story Focus – (What best describes the characters in the story?)**
    **-Remaining open to continuous learning**
    **- Listening with understanding**

    **Student Activities (What intelligent behaviors do your students show during the task rotations?)   Managing impulsivity, metacognition, Listening with understanding and empathy, Remaining open to continuous learning, Taking responsible risks**

---

**Thinking Skills Focus:** Similarities and Differences

**Topic Focus:** Friendships

**Concept Focus:** Relationships

**Overarching Generalizations:**
1. Relationships can be forced by circumstances or voluntary.
2. Relationships change over time.

**More Complex Generalizations (Two or more concepts):**
Conflict within a relationship can promote growth.
Conflict is uncomfortable.

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

**Suggested Topics for Discussion**
Physically challenged
Adaptations for physically challenged (Braille, seeing eye dogs, voice recognition computers)
Obstacles for the physically challenged

**Suggested Vocabulary Words for Discussion:**

| | |
|---|---|
| private | confidential |
| blind | Australia |
| Braille | scold |
| reply | disappointing |
| typewriter | airmail |
| peer | diversity |
| challenge | |

**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:**
Play BINGO with the vocabulary words, progressing from calling out the word, to calling out the definition, to acting out the word, and then allowing a student to take over the "caller's" role.

**Hooks:**

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

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
| --- |
| Describe the characteristics of friendship. |

| Facet 2 – INTERPRETATION |
| --- |
| Explain how a person might feel to receive something private and confidential. |

| Facet 3 - APPLICATION |
| --- |
| Create a visual showing how people's experiences change because of blindness. |

| Facet 4 – PERSPECTIVE |
| --- |
| Analyze the differences between Malcolm and Laura. |

| Facet 5 – EMPATHY |
| --- |
| What would it be like to walk in Malcolm's shoes? |

| Facet 6 – SELF-KNOWLEDGE |
| --- |
| What are weaknesses of being blind?  What are weaknesses of being able to see? |

**Read:** *Private and Confidential*

**Task Rotation Learning Activities**
**2nd grade**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Retell the story using a timeline to show the major events**.**<br><br>Describe the steps you took to complete this activity.<br><br><br><br>**V*_L*_S*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>If you were going blind, how would you feel?  What are some things you would want to be sure to do or see?  Write a story in your journal where you are the main character who is going blind.<br><br>What did you like and not like about writing this story?<br><br><br>**V*_L__S__M__B__P__I*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Reach into a bag of attribute blocks and choose one. Without looking, describe what you feel to a partner and let them draw conclusions about the piece you have.<br><br>What strategies did you use to make sure your partner was able to draw the right conclusions?<br><br><br><br><br>**V*_L__S*_M__B*_P*_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>With a partner, create a skit in which one character starts learning Braille.  Be ready to present your skit to the class.<br><br>In preparing this skit, what did you learn that you might apply to another project?<br><br><br><br><br>**V*_L__S__M__B*_P__I*_N__** |

**Real World Connections With Products:**  list, create, present, describe, write

**Real World Applications:**  Braille teacher, postal workers, teacher, eye doctors, weather person, photographer

**Real World Terms:**  brailling


**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.**

<div align="center">

**Concept Focus:**  Diversity

</div>

**Overarching Generalizations:** Relationships can be forced by circumstances or voluntary.


**More Complex Generalizations (Two or more concepts):**
Conflict within a relationship can promote growth.
Conflict is uncomfortable.


<div align="center">

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

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Journals
- Attribute blocks
- Bags
- Puppets

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
  How did Laura and Malcolm's relationship change as they learned more about each other?
  How did the letter from Malcolm's sister affect Laura and Malcolm's relationship?
  Why do you think Malcolm chose not to tell Laura about his disability himself?

**Intelligent Behaviors:**
What intelligent behaviors did you see demonstrated in the story?
How did Laura use her intelligent behaviors to change?
What intelligent behaviors do you need to start using to bring a change in a relationship that you have?

**Literary Perspectives:**

  If Laura had not chosen to learn Braille, how would that have affected her relationship with Malcolm?

**Student/Teacher Reflections**
What if a blind student were going to join your class tomorrow?   What changes would you make in your classroom or school to accommodate their needs?

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

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Roll a die and record the number that you get. Do this until you have created 5 three digit numbers. Then compare the numbers and place them in order from greatest to least.<br><br>What did you notice about the numbers you created?<br><br><br><br><br><br><br><br>V__L*_S*_M__B*_P__I__N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Coach a partner in completing a list of math problems, and then reverse roles.<br>How did it feel being the helper? How did it feel to be the one getting the help?<br><br><br><br><br><br><br><br>V*_L*_S__M__B__P__I*_N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Write an addition sentence on a pink sentence strip. Write the same sentence again on a blue sentence strip. Cut apart each number and symbol on the blue strip. Turn the addition sign over and write a subtraction sign. Now create a subtraction sentence using the parts from the blue strip. Do this several times with different number sentences.<br><br>What patterns do you see between the addition and subtraction sentences?<br>What do you notice about the placement of the largest and smallest numbers in the sentences?<br>What is the relationship between addition and subtraction?<br>Using what you have learned, could you make a subtraction sentence from the addition sentence A+B=C?<br><br>V__L*_S*_M__B*_P*__I__N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>How many different ways can you dress an elf with a wardrobe of 2 shirts, 2 hats, and 2 pairs of shoes? The elf's friend has the same clothes but also has 2 more shirts, another hat, and one more pair of shoes. How many outfits can his friend make?<br><br><br>Who do you think would be happier, the elf or his friend? Why?<br><br><br><br>V__L*_S*_M__B*_P*_I__N__ |

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Dice
- Blue and Pink sentence strips
- Elves and articles of felt clothing
- Math practice sheets

**Concept:  Relationships**

**Topic: Friendships**

**Generalization(s):**
1. Relationships can be forced by circumstances or voluntary.
2. Relationships change over time.

**Essential Question(s):**  Same as page 12

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | List some of the relationships that you saw in the story. | Using 10 attribute blocks, group them by common characteristics. Group them in at least 4 different ways. | Brainstorm a list of questions that you would like to ask a person with a physical challenge. | Look around your classroom and rate its accessibility for a person who is blind, deaf, or in a wheelchair.  Be sure to give reasons for your rating. |
| 2 | Match cards with relationship titles and definitions (uncle, aunt, mother in law, sister, etc.) | Using two hula-hoops to form the circles of a Venn diagram, compare and contrast attribute blocks. When you have the pieces in place, transfer your diagram to paper. | Invent a sport that you and a blind friend could play together.  Describe the object of the game, tell the most important features, and make sure that it is fair for a blind and sighted person to play together. | Write a few sentences for a partner and translate it into Braille. Exchange with your partner and interpret what he/she wrote. Discuss with your partner what frustrations you had. |
| 3 | Research the best ways to assist a person with a specific disability. Prepare a demonstration of your findings for the class. | It is said that when you lose one sense your other senses heighten, research this theory and prepare a report. | Choose an object and compose a song that describes it for a blind person. | Write an editorial for your local newspaper praising or encouraging change for the handicap accessibility in your town. |

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Copy of *Private and Confidential A Story about Braille*
- Attribute blocks
- Relationship definition matching cards
- Two hula hoops
- Braille translation cards

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

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br><br>Build a Family Tree showing the different relationships in the story.<br><br>Describe the steps you took to complete this activity.<br><br><br>**V*_L*_S*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Write a letter to convince your principal to make some changes in your school so that it would be easier for a person with a specific disability (deaf, in a wheelchair, blind, etc.) to fit in.<br><br><br>What did you like and not like about writing this letter?<br><br><br>**V*_L__S__M__B__P__I*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Research a famous person with a disability and prepare a report. How have they overcome their challenge? What intelligent behaviors have they demonstrated?<br><br>As you researched for your report, what didn't work so well for you?<br><br><br>**V*_L__S__M__B__P*_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create your own system of communication so that you can privately and confidentially communicate with a friend. Present the coded letter, as well as the key, and the interpretation.<br><br><br>In preparing your system, what did you learn that you might apply to another project?<br><br><br>**V*_L*_S__M__B__P*_I__N__** |

**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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Relationships**

**Topic: Communities**
**Laura Moore  Brunswick County Schools**
**Sabrina Smith  Wake County Schools**
**K-2**

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

## Big Ideas Manifested

Topic – Communities/ Neighborhoods

Literature Selection – <u>Be My Neighbor</u>
Author – Maya Ajmera & John D. Ivanko

| Concepts | Themes |
|---|---|
| *Relationships | *Relationships within a system are interdependent and symbiotic<br>*Relationships can be simple or complex.<br>*Relationships have parts that work to complete a task. |
| **Issues or Debates** | **Problems or Challenges** |
| *Cultural diversity<br>*Language barrier<br>*Is one culture better than another?<br>*Respect within the community | *Poverty<br>*Weather effects<br>*Population growth<br>*Education |
| **Processes** | **Theories** |
| *Community involvement<br>*Developing relationships | *People have more similarities and differences. |
| **Paradoxes** | **Assumptions or Perspectives** |
| *Alone is a crowded city<br>*Neighbors in another country | *Differences should be respected.<br>*It takes a village to raise a child. |

# Concept: Relationships                    Topic: Communities

**Suggested Literature Selection(s):**

---

**Look and Listen for…**

**Intelligent Behaviors**

      **Story Focus** Taking responsible risks, thinking flexibly, thinking and communicating with clarity and precision, questioning and posing problems, metacognition, finding humor

      **Student Activities**
      questioning and posing problems, metacognition, finding humor, taking responsible risks, thinking flexibly, and communicating with clarity and precision

---

**Thinking Skills Focus:** Building better thinking skills
                    First grade- Chapter five and six (Describing people and things. Similarities and differences)

**Topic Focus:** Communities

**Concept Focus:** Relationships

**Overarching Generalizations:**
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

**More Complex Generalizations (Two or more concepts):**
Relationships within systems have parts that work together to complete a task.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
What is a relationship?
What is your responsibility in the community?
How can you form positive relationships in your community?

**Suggested Vocabulary Words for Discussion:**

community, neighbor, neighborhood, responsibilities, occupations, transportation, celebration, public, customs, debate, leader, village, city, town, culture, tolerance, acceptance

**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 ExtensionHooks:
Word  Match
      Match vocabulary word cards with their definitions.

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

**Six Facets of Understanding**

| **Facet 1 – EXPLANATION** |
|---|
| **What are some parts of a community?**<br>**Brainstorm with a chart** |

| **Facet 2 - INTERPRETATION** |
|---|
| **How is a neighborhood like a community?**<br>**Use a "Y" chart to compare and contrast.** |

| **Facet 3 - APPLICATION** |
|---|
| How might our community help us to develop relationships?<br>Discussion |

| **Facet 4 - PERSPECTIVE** |
|---|
| **How might your community look to a person from another country?**<br>**Write a letter to someone about your new community with a postcard.** |

| **Facet 5 – EMPATHY** |
|---|
| How might someone else from another country feel about our community?<br>Role play with a partner |

| **Facet 6 – SELF-KNOWLEDGE** |
|---|
| **How are your views about  your future shaped by the community in which you live?**<br>**Write your ideas in your journal.** |

**Read:**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Sort community picture or word cards.<br><br>As you were sorting, what relationships did you discover based on the groups you made?<br><br>What will you be aware of in your own thinking as you make this list and think about these relationships?<br><br>How did you use the gifted intelligent behavior of questioning to sort your pictures and words?<br><br><br>**V_\*_L \*__S_\*_M__B_\*_P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Interview a community helper or leader to find out who they work closely with and what they do.<br><br>What are the relationships that are involved in that occupation?<br><br>What are the gifted intelligent behaviors you use while interviewing this person?<br><br><br>**V__L__S__M__B__P_\*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Look at a list of community helpers.  Choose one you feel is most important for the community.  Give reasons for your choice.<br><br>What relationships are important for the community helper to have within the community?<br><br>What goes on in your head when you use the intelligent gifted behavior of metacognition?<br><br>**V_\*_L \*__S__M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Suppose you were the mayor of your town.  How would you help your community?<br><br>What relationships would you need to develop in order to do your job as mayor?<br><br>How did you use the gifted intelligent behavior of finding humor while you performed your job as mayor?<br><br>**V__L__S__M__B__P__I_\*_N__** |

**Real World Connections With Products:**

Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating

**Real World Applications:**

mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

**Real World Terms:** grocery store, post office, school, community center, daycare center, Firestation, police department, park

**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.**

<div align="center">

**Concept Focus:**
Relationships
**Overarching Generalizations:**
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

**More Complex Generalizations (Two or more concepts):**
Relationships within systems have parts that work together to complete a task.

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

</div>

How can people in a community form purposeful relationships by using questioning and problem posing?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Index cards, picture cards
- Chart paper

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

  Are relationships inevitable?
  Are all relationships permanent, or are some temporary?
  Is everything involved in a relationship?
  Are all things affected by their relationship with their environment?
  Do relationships require time to develop?
  Does it take time to develop relationships?

**Intelligent Behaviors:**

Which gifted intelligent behaviors do you use to develop your relationships?

**Literary Perspectives:**

Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

**Student/Teacher Reflections**

  As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community.  A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br><br>Using toothpicks and clay, construct a three dimensional shape of your choice.<br><br>Describe the relationship between the clay and toothpicks.  How did one work with the other?<br><br>How did you se the intelligent behavior of taking responsible risks when constructing your shape?<br><br><br><br><br><br><br><br><br>**V__L_*_S_*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br><br>Sort shapes on a venn diagram for your partner and have that partner guess the rule.<br><br>How did you and your partner work together to foster a positive relationship to complete the task?<br><br>What intelligent behavior did you use while working with your partner?<br><br><br><br><br><br><br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** |
| **Understanding Learner (C)**<br>**lIntuitive-Thinking**<br><br>Formulate two questions to ask the class about shapes.<br><br>How do your questions relate to one another?<br><br>What intelligent behavior did you use while generating the questions?<br><br><br><br><br><br><br><br><br><br>**V_*_L_*_S__M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Design a collage using magazines to show the shapes that exist in a community.<br><br>Is there a relationship between the shapes you chose to use in your collage?<br><br>What intelligent behavior did you use while creating the collage?<br><br><br><br><br><br><br><br><br><br>**V_*_L_*_S_*_M__B__P__I__N__** |

**Real World Connections With Products:**
Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating

**Real World Applications:**

mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

**Real World Terms:** grocery store, post office, school, community center, daycare center, Firestation, police department, park

**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.**

<div align="center">

**Concept Focus:**
Relationships
**Overarching Generalizations:**

</div>

All relationships are purposeful.
Relationships are required.
Everything is related in some way.
**Relationships can be simple or complex.**
**More Complex Generalizations (Two or more concepts):**
Relationships within systems have parts that work together to complete a task.

<div align="center">

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

</div>

How can people in a community form purposeful relationships by using questioning and problem posing?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Attribute shapes, toothpicks
- clay, magazines

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

    Are relationships inevitable?
    Are all relationships permanent, or are some temporary?
    Is everything involved in a relationship?
    Are all things affected by their relationship with their environment?
    Do relationships require time to develop?
    Does it take time to develop relationships?

**Intelligent Behaviors:**

Which gifted intelligent behaviors do you use to develop your relationships?

**Literary Perspective:**

Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

**Student/Teacher Reflections**
As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community. A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

**Concept: Relationships**

**Topic: Communities**

**Generalization(s): 1. All relationships are purposeful. 2. Relationships are required in order to function. 3. Everything is related in some way.**

**Essential Question(s):** How can people in a community form purposeful relationships by using questioning and problem posing?

# Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | List people, places, and things in your community. | Teacher provides differences and similarities of two communities. Students place this information on a venn diagram. | Journal writing about what you feel makes your community special. | With a partner play a mix and match game with who and what is in a community. |
| 2 | Identify the parts of a neighborhood. Describe what you might find in the neighborhood. | Why is it better to live in one community than another? Cite examples. | What are ways that you could help make your neighborhood a safe and clean place to live? | With a group, create a poster of examples of your relationships with community people, places, and things. |
| 3 | Brainstorm important parts in a neighborhood. Students choose five most important parts of a community to create their own neighborhood. | Students label their own Venn diagram by comparing two communities from the book. | Create a community project to improve relationships of the citizens of our community. | Imagine you are in charge of adding to your neighborhood. What does your need? Persuade the class to vote on your project. |

**Real World Connections With Products:**

Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating,

**Real World Applications:**

mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

**Real World Terms:** grocery store, post office, school, community center, daycare center, firestation, police department, park

**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.**

<div align="center">

**Concept Focus:**
Relationships
**Overarching Generalizations:**
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

**More Complex Generalizations (Two or more concepts):**
Relationships within systems have parts that work together to complete a task.

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

</div>

How can people in a community form purposeful relationships by using questioning and problem posing?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- journal, chart paper

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
 Are relationships inevitable?
 Are all relationships permanent, or are some temporary?
 Is everything involved in a relationship?
 Are all things affected by their relationship with their environment?
 Do relationships require time to develop?
 Does it take time to develop relationships?

**Intelligent Behaviors:**
Which gifted intelligent behaviors do you use to develop your relationships?

**Literary Perspective:**
Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

**Student/Teacher Reflections:**
   As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community.  A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

**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)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| Design a travel brochure for your community including the important people, places, and things in the community.<br><br>As you design your brochure, what relationship did you see between the people, places, and | Put words relating to the story to the existing tune of "It's a Beautiful Day in The Neighborhood."<br><br>How is your relationship different with the neighborhood than it is with the whole community? |

things in your community?

**V_*_L__S * M__B__P__I__N__**

**V__L__S__M_*_B__P__I_*_N__**

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### Understanding Learner (C)
**Intuitive-Thinking**

Look at a list of community helpers. Choose the one you feel is the most important in the community and explain why.

What intelligent behaviors should this person have or use?

**V_*_L__S__M__B__P__I_*_N__**

### Self-Expressive Learner (D)
**Intuitive-Feeling**

Suppose that you were the mayor of your town. How would you help your community?

What types of relationships will you need to form in your community to do your job as mayor?

**V__L__S_*_M__B__P__I_*_N_*_**

**Real World Connections With Products:**
Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating,

**Real World Applications:**
mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

**Real World Terms:** grocery store, post office, school, community center, daycare center, firestation, police department, park

**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.**

<div align="center">

**Concept Focus:**
Relationships
**Overarching Generalizations:**

</div>

All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

<div align="center">

**More Complex Generalizations (Two or more concepts):**
Relationships within systems have parts that work together to complete a task.

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

</div>

How can people in a community form purposeful relationships by using questioning and problem posing?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- chart paper, journal
- picture cards, index cards

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
   Are relationships inevitable?
    Are all relationships permanent, or are some temporary?
    Is everything involved in a relationship?
    Are all things affected by their relationship with their environment?
    Do relationships require time to develop?
    Does it take time to develop relationships?

**Intelligent Behaviors:**

Which gifted intelligent behaviors do you use to develop your relationships?

**Literary Perspective:**

Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

**Student/Teacher Reflections**

  As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community.  A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

**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)**<br>**Sensing- Thinking**<br><br>Using models of three dimensional shapes, describe the characteristics of a rectangular prism, cube, and triangular prism, telling about the number of sides and vertices.<br><br>As you describe each shape, think about how each shape relates to one another. Tell how you think they relate to one another.<br><br>What intelligent behaviors did you use to describe the shapes?<br><br><br>**V_*_L__S_*_M__B_*_P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>With a partner, estimate the number of blocks for the length and width of the three dimensional models of the buildings in a community.<br><br>How did you and your partner work together to estimate?<br><br>What intelligent behaviors did you use to estimate?<br><br><br>**V_*_L_*_S_*_M__B__P__I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Using two attribute blocks, compare them by referring to their size, number of sides, shape, and color.<br><br>As you analyze the shapes, what relationships do you observe between the shapes?<br><br>How did you use the gifted intelligent behavior of thinking and communicating with clarity and precision to compare the shapes?<br><br>**V_*_L__S__M__B_*_P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Create a building in your community using various materials.<br><br>As you create your building, think about how the materials work together and have a purpose. Are several needed to complete the task, or is only one needed. Explain your answer.<br><br>What intelligent behavior did you use to create?<br><br>**V__L__S_*_M__B_*_P__I__N__** |

**Real World Connections With Products:** Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating,

**Real World Applications**: mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

**Real World Terms:** grocery store, post office, school, community center, daycare center, firestation, police department, park

**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.**

<div align="center">

**Concept Focus:**
Realtionships
**Overarching Generalizations:**
</div>

All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

<div align="center">

**More Complex Generalizations (Two or more concepts):**
</div>

Relationships within systems have parts that work together to complete a task.

<div align="center">

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

How can people in a community form purposeful relationships by using questioning and problem posing?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- attribute blocks, toothpicks
- magazines, chart paper, clay

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

Are relationships inevitable?
Are all relationships permanent, or are some temporary?
Is everything involved in a relationship?
Are all things affected by their relationship with their environment?
Do relationships require time to develop?
Does it take time to develop relationships?

**Intelligent Behaviors:**

Which gifted intelligent behaviors do you use to develop your relationships?

**Literary Perspective:**

Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

**Student/Teacher Reflections:**
As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community. A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

**Additional Support Materials:**

**Teacher Resources:**

**Map Skills Made Fun: Neighborhood and Communities by Catherine Tamblyn**
**Fun To Solve Map Mysteries By Lisa Trumbauer**
**Exploring Our World: Neighborhoods and Communities By Kathleen Hollenback**
**Neighborhood and Community :12 Skill Building Activities That Motivate Kids to Collect, Display and Use Data and Connect to the NCTM Standards By Patricia Daly**

**Read Alouds;**

**Neighborhood Odes By Gary Soto**
**Grandpa's Corner Store By Anne Di-Salvo-Ryan**
**City Green By Anne DiSalvo-Ryan**
**On the Town: A Community Adventure By Judith Caseley**
**A Day's Work By Eve Bunting**
**Home By Jeannie Baker**
**Families By Ann Morris**
**Our Community Garden By Barbara Pollak ide**

**Video Clip:**

**Ricky's Room: Community Helpers "The people Who Make Your Neighborhood Great"**

# 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Conflict**

**Topic: Similarities and Differences in Animals**

**K-2**
**Lisa Jones- Duplin County-Kindergarten**
**Tracey Spragley-Wake County-Kindergarten**

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

| Topic – Similarities and Differences in Animals |
| --- |
| Literature Selection – Honey…Honey…Lion<br>Author – Jan Brett |

| Concepts | Themes |
| --- | --- |
| Conflict | Relationships<br>Multiculturalism |
| **Issues or Debates** | **Problems or Challenges** |
| **Working cooperatively<br>Good vs. Evil** | **Survival<br>Power** |
| **Processes** | **Theories** |
| Decision making<br>Problem Solving | Good Choices earns a reward |
| **Paradoxes** | **Assumptions or Perspectives** |
| Bigger is not always better | What goes around comes around<br>Each animal plays a role in habitat/community |

# Big Ideas Manifested

| | |
|---|---|
| **Topic -** <br><br> **Literature Selection –** <br> **Author -** | |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Big Ideas Manifested

| | |
|---|---|
| **Topic -** <br><br> **Literature Selection –** <br> **Author -** | |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Concept:  Conflicts

**Topic:** Similarities and Differences in Animals

## Suggested Literature Selection(s): Honey…Honey…Lion

---

**Look and Listen for…**

**Intelligent Behaviors:  Posing Questions, Metacognition, Finding humor, Persistence, Creating, Imagining, and innovating**

      **Story Focus: Persistence**

      **Student Activities: Persistence**

---

**Thinking Skills Focus:** Verbal/figural Similarities & differences

**Topic Focus:** Similarities & Differences in Animals

**Concept Focus: Conflict**

**Overarching Generalizations:**
Conflict may be intentional or unintentional.
Conflict may be natural or human made.

**More Complex Generalizations (Two or more concepts):**
 How did conflict affect relationships between the animals in the story?

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**
Conflict, Relationships, Friendship

**Suggested Vocabulary Words for Discussion:**
conflict, relationships, badger, burrow, scolded, honeyguide, broadcasting, glided, scrambled, traipsed, acacia tree, triumphantly, bellowed

**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:**
Mix-n-Match: Match vocabulary words to picture to help depict meaning.

**Hooks:**

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

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
| --- |
| Examine the cover of the book.   Predict what conflict may happen in the story.<br>What caused the conflict in the story? |

| Facet 2 - INTERPRETATION |
| --- |
| Illustrate a picture of the kinds of animals that live in Africa.<br>How is a zebra like a giraffe? What is the relationship? |

| Facet 3 - APPLICATION |
| --- |
| Design a poster about cats and dogs.  How does conflict affect the relationships between cats and dogs? |

| Facet 4 - PERSPECTIVE |
| --- |
| Compare how your parents react when you make good choices vs. bad choices<br>Are your parents' reactions the same as other people in your life? |

| Facet 5 – EMPATHY |
| --- |
| Imagine what you would feel like if your family moved to Africa.  Role- play with a partner your emotions about the move.  What would it be like to walk in someone else's shoes? |

| Facet 6 – SELF-KNOWLEDGE |
| --- |
| Reflect on a time that you had a conflict with a friend.<br>How do you know when someone is mad at you? |

**Read: Honey…Honey…Lion!**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Pretend that you are a news reporter.  With a partner, brainstorm the responsibilities of a news reporter.  From this list, organize the 3 most important responsibilities. Report the story of Honey…Honey… Lion! demonstrating the gifted intelligent behaviors of a news reporter.<br>How does a news reporter demonstrate gifted intelligent behaviors?<br><br><br><br><br><br>**V_x_L_x_S__M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Relate the way you feel when you have a stomachache to the way Badger felt. Imagine and create a comic strip that illustrates how you would look after you have overeaten.  Use humor as a focus on the comic strip. How did you use the gifted intelligent behavior, finding humor to create your comic strip?<br><br><br><br>**V__L__S_x_M__B__Px__I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Propose solutions by writing a poem about resolving conflicts between the characters in the story.  How does this impact intentional or unintentional conflict in the story?<br><br><br><br><br><br><br>**V_x_L__S__M__B__Px__I__N_** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br> Design a musical instrument that represents the sounds that Honeyguide and Badger made on their way to find the honey. How does your instrument affect the relationship between the size of the animal and the sound of the instrument?<br><br><br><br><br><br>**V__L__S_x_M_x_B_x_P__I__N_** |

**Real World Connections With Products:**
Pretend, report, relate create, illustrate, propose, write, resolve, design

**Real World Applications:**
News reporter, artist, psychologist, poet, musician, author

**Real World Terms:**
Communicates, relate, writes, provides solutions, compose, paint, sing, revise, advise, test

**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:** Conflict

**Overarching Generalizations:**
Conflict may be intentional or unintentional.  Conflict may be natural or human-made.

**More Complex Generalizations (Two or more concepts):**
How did conflict affect the relationships between animals in the story?

**Essential Question**

How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Art supplies
- Writing Utensils, Paper, audio tapes and tape recorders

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**
**Which intelligent behavior is my strongest and which one do I need to work on?**
**What new words have I learned that I can use in my speech and writing?**
**Which parts of the author's story can I use as a model for conflict in my writing?**
**Why did the author choose certain words to show conflict?**

**Conceptual Perspectives:**

    How is conflict in the story composed of opposing forces?
    Was conflict in the story natural or human-made?
    Was the conflict intentional or unintentional?
    How can conflict allow for synthesis and change?

**Intelligent Behaviors:**

What gifted intelligent behaviors did you see in the story that caused conflict?
How did the animals in the story use gifted intelligent behaviors to resolve their conflicts?
What intelligent behaviors did you see as your strengths?
How do you use your gifted intelligent behaviors to solve conflicts?
How did you use your gifted intelligent behaviors to complete the task rotations?

**Literary Perspectives:**
What would it feel like to be bullied by someone bigger than you?
What would happen to the badger if he didn't change his behavior?
Would having positive relationships resolve conflict between the animals in the story?
What would you do to resolve conflict between friends?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Demonstrate a pattern using actions, sounds, or words used by the animals in the story. Present your pattern to the class.<br><br><br><br><br><br>**V_x_L__S__M__B_x_P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Draw a shape that most closely matches your gifted intelligent behavior.  Describe how you feel being that shape.<br><br><br><br><br><br>**V_x_L__S_x_M__B__P__I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>By extrapolating the known information, create a graph of the number of each type of animal in the story.  What gifted intelligent behaviors did you use to formulate your graph?<br><br><br><br><br><br>**V_x_L__S_x_M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Design an animal from the story that has characteristics that are like your own.  Provide a reason to justify your design.  Use any math manipulative or geometric shapes available.<br><br><br><br><br><br>**Vx__Lx__S_x_M__B__P__I__N__** |

**Real World Connections With Products:**
Demonstrate, present, extrapolate, formulate, design,


**Real World Applications:**
Mathematician, scientist, graphic artist


**Real World Terms:**
Manipulate numbers, observes, count, tally, sort


**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**: Conflict


**Overarching Generalizations:**
Conflict may be intentional or unintentional.  Conflict may be natural or human-made.

**More Complex Generalizations (Two or more concepts):**
How did conflict affect the relationships between the animals in the story?

**Essential Question(s):**
How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Art supplies, paper, writing utensils
- Math manipulatives (attribute blocks, wooden shapes)

**MetaCognitive Discussion (Essential Questions):**
**Which intelligent behavior is my strongest and which one do I need to work on?**
**What new words have I learned that I can use in my speech and writing?**
**Which parts of the author's story can I use as a model for conflict in my writing?**
**Why did the author choose certain words to show conflict?**


**(Whole Group)**

**Conceptual Perspectives:**
    How is conflict in the story composed of opposing forces?
    Was conflict in the story natural or human-made?
    Was the conflict intentional or unintentional?
    How can conflict allow for synthesis and change?




**Intelligent Behaviors:**

What intelligent behaviors did you see in the story that caused conflict?
How did the animals in the story use intelligent behaviors to resolve their conflicts?
What intelligent behaviors did you see as your strengths?
How do you use your intelligent behaviors to solve conflicts?
How did you use your intelligent behaviors to complete the task rotations?




**Literary Perspective:**
How did the author use action, sound, and word patterns in the book, Honey…Honey…Lion!
What new patterns could be produced from a different animal in the story?

**Student/Teacher Reflections**

**Concept: Conflict**

**Topic: Similarities and Differences in animals**

**Generalization(s): Conflict may be intentional or unintentional.**
**Conflict may be natural or human-made.**

**Essential Question(s): What predictions about conflict can I make about the text?**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | I dentify the animals in the story Honey…Honey…Lion! | Group and label the animals according to where they live. (Ex. Farms, plains of Africa) | Using Spider web words, create a web to describe the characteristics of one of the animals in the story. | Choose a character from the story. By role-playing, convince your partner which character you are pretending to be in the story. |
| 2 | Using a memory box, Identify 5 gifted intelligent behaviors that the animals displayed in the story | If you could interview the author, formulate 5 questions that you would ask. | Imagine you are an artist, create a collage for your book. What gifted intelligent behavior did you use? | Reflect and write in your personal journal how you would feel if you were the lion in the story. |
| 3 | On a computer, construct a timeline sequencing the events of the story. Tell how the gifted intelligent behavior-verbal linguistic demonstrates the time line. | Using your gifted intelligent behaviors, propose 3 questions from the story about the conflict between the animals. Choose 1 to debate on. | Create a Mix-n-Match game. Use the vocabulary words from the story to match its meaning. What gifted intelligent behaviors were | Write a report on a conflict that you had. Reflect on your feelings. What gifted intelligent behavior did you use? |

| | | | used? | |
|---|---|---|---|---|

**Real World Connections With Products:**
Identify, label, create, describe, convince, pretend, interview, formulate, reflect, write, construct, sequence, propose


**Real World Applications:**
Historian, writer, author, computer specialist, actor, researcher, reporter, artist, game show host


**Real World Terms:**
Collect and research data, acts, writes, communicates, demonstrates


**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.**

<div align="center">

**Concept Focus:** Conflict

**Overarching Generalizations:** Conflict may be intentional or unintentional. Conflict may be natural or human-made.

</div>


<div align="center">

**More Complex Generalizations (Two or more concepts):**
How did conflict affect the relationships between the animals in the story?
**Essential Question:**

</div>

How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Art supplies, books, reference guides, computers and software, pictures of animals
- Magazines, props, journals, charts, graphs


**MetaCognitive Discussion (Essential Questions):**
How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?

How is my life like what happened in this story?
How can I use my experiences to understand new words?


**(Whole Group)**

**Conceptual Perspectives:**
    How is conflict in the story composed of opposing forces?
    Was conflict in the story natural or human-made?
    Was the conflict intentional or unintentional?
    How can conflict allow for synthesis and change?


**Intelligent Behaviors:**

What intelligent behaviors did you see in the story that caused conflict?
How did the animals in the story use intelligent behaviors to resolve their conflicts?
What intelligent behaviors did you see as your strengths?
How do you use your intelligent behaviors to solve conflicts?
How did you use your intelligent behaviors to complete the task rotations?

**Literary Perspective:**

What would happen to the lion/ badger if he didn't change his behavior?
Would having positive relationships resolve conflict?
What would you do to resolve conflict between friends?


**Student/Teacher Reflections:**




**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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| | |

| | |
|---|---|
| Construct a story cube of the order of events in the story.<br>Why did conflicts take place in the story?<br>What animals were involved in the conflicts?<br><br><br><br><br><br><br>**V_x_L_x_Sx__M__B__P__I__N__** | Write an editorial that illustrates how the animals managed the conflict in the story.<br><br><br><br>**V_x_L__S__M__B__P__I x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br><br>Debate ideas on how the animals in the story used metacognition, creating, imagining and innovating.<br><br><br><br><br><br><br><br><br>**V_x_L__S__M__B__P_x_I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br><br>Invent a story sequel of Honey..Honey…Lion, in which the animals did not use their gifted intelligent behaviors.<br><br><br><br><br><br><br><br><br><br>**V_x_L_x_S_x_M__B__P__I__N__** |

**Real World Connections With Products:**
Debate, construct, write, invent, illustrate,
**Real World Applications:**
Zoo keeper, ranger, veterinarian, environmentalist, safari guide

**Real World Terms:**
Manages, observes, feeds, inoculates, records, communicates, nurture, thinks, predicts
**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: Conflict

### Overarching Generalizations:
Conflict may be intentional or unintentional.  Conflict may natural or human-made.

### More Complex Generalizations (Two or more concepts):
How did conflict affect the relationships between the animals in the story?

### Essential Question:

How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?

### Materials Needed for Task Rotation and/or Task Rotation Menu

- art supplies
- animal pictures, literature selection

### MetaCognitive Discussion (Essential Questions):
How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?

**(Whole Group):**

**Conceptual Perspectives:**
How is conflict in the story composed of opposing forces?
Was conflict in the story natural or human-made?
Was the conflict intentional or unintentional?
How can conflict allow for synthesis and change?

**Intelligent Behaviors:**
What gifted intelligent behaviors did you see in the story that caused conflict?
How did the animals in the story use gifted intelligent behaviors to resolve their conflicts?
What gifted intelligent behaviors did you see as your strengths?
How do you use your gifted intelligent behaviors to solve conflicts?
How did you use your gifted intelligent behaviors to complete the task rotations?

**Literary Perspective:**
What caused conflicts in the story?
Who caused the conflicts in the story?
What were the author's intentions for the readers?
Do you think that the conflicts were resolved?

**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)**<br>**Sensing- Thinking**<br>Demonstrate your knowledge of patterns by using manipulatives( unifix cubes, buttons, pattern blocks). What gifted intelligent behaviors did you use?<br><br><br>**V__L_x_S__M__B__P__I_x_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>Based on the book  Honey…Honey…Lion!,  pick a character and decide what gifted intelligent behaviors they exhibit.  Report your findings by writing a response in your math journal.<br><br><br>**V_x_L__S__M__B__P__I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Using cubes, cones, and spheres, stack 5 of the solid figures.  Explain the conflict you experienced .  Tell why you experienced the conflict and how it could be resolved.<br><br><br>**V__Lx__S__M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Imagine you were at a birthday party.  There are more guests than slices of cake.  Illustrate a picture of how you would resolve the conflit.<br><br><br>**V__L_x_S_x_M__B__P__I__N__** |

**Real World Connections With Products:**
Demonstrate, manipulate, decide, report, write, explain, resolve, imagine, illustrate


**Real World Applications:**
Mathematician, writer, builder, caterer


**Real World Terms:**
Writes, builds, constructs, cooks, plans, designs


**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:** Conflict

**Overarching Generalizations:**
Conflict may be intentional or unintentional.  Conflict may natural or human-made.

**More Complex Generalizations (Two or more concepts):**
How did conflict affect the relationships between the animals in the story?


**Essential Question:**
How do I use prior knowledge and experience to help me resolve conflict?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- math manipulatives (unifix cubes, pattern blocks, buttons)
- geometric solids( cubes, spheres, cones)
- art supplies

**MetaCognitive Discussion (Essential Questions):**
How do I use prior knowledge and experience to help me understand conflict in relationships?
What predictions about conflict can I make about the text?
What new things about conflict did I learn and how can I use them?
How is my life like what happened in this story?
How can I use my experiences to understand new words?

**(Whole Group)**

**Conceptual Perspectives:**

How is conflict in the story composed of opposing forces?
Was conflict in the story natural or human-made?
Was the conflict intentional or unintentional?
How can conflict allow for synthesis and change?

**Intelligent Behaviors:**
What gifted intelligent behaviors did you see in the story that caused conflict?
How did the animals in the story use gifted intelligent behaviors to resolve their conflicts?
What gifted intelligent behaviors did you see as your strengths?
How do you use your gifted intelligent behaviors to solve conflicts?
How did you use your gifted intelligent behaviors to complete the task rotations?

**Literary Perspective:**
What would you do to resolve conflict between friends?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips:**

**Paintings & Prints:**

# 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

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**MELANIE UNDERHILL (DUPLIN)/  CYNTHIA TABB (WAKE)**

**Concept: Relationships**

**Jungle Drums**
**Topic: Diversity**

**K-2**

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

**Big Ideas Manifested**

| | |
|---|---|
| **Topic –Diversity** | |
| **Literature Selection – Jungle Drums**<br>**Author – Graeme Base** | |

| Concepts | Themes |
|---|---|
| Acceptance or rejection<br>Diversity<br>Relationships<br>Adaptation<br>Courage | Relationships are unifying and dividing. |
| **Issues or Debates** | **Problems or Challenges** |
| Negative versus Positive Relationships | The animals couldn't adapt to the being different from others, or to the changes that occurred to them. |
| **Processes** | **Theories** |
| How do we find out that Warthog has a bigger change on the inside than the outside. | It is okay to be different. |
| **Paradoxes** | **Assumptions or Perspectives** |
| Be careful what you wish for. | The grass is not always greener on the other side.<br><br>Things are not always what they appear to be. |

**Big Ideas Manifested**

| |
|---|
| **Topic -**<br><br>**Literature Selection –**<br>**Author -** |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

**Big Ideas Manifested**

| |
|---|
| **Topic -** <br><br> **Literature Selection –** <br> **Author -** |

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept: Relationships     Topic: Diversity

**Suggested Literature Selection(s): <u>Jungle Drums</u>**

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**Look and Listen for…**

Intelligent Behaviors

Story Focus  **Listening with understanding and empathy.**
               Remaining open to continuous learning.
               **Applying past knowledge to new situations.**
               **Finding humor**
               **Metacognition**

  Student Activities    **Managing impulsivity**
                 **Remaining open to continuous learning.**
                 **Applying past knowledge to new situations.**
                 **Listening with understanding and empathy.**
                 **Finding humor**
                 **Metacognition**

---

**Thinking Skills Focus:**     **Compare and contrast**

**Topic Focus:**         **Diversity**

**Concept Focus:**         **Relationships**

**Overarching Generalizations: Everything is related in some way.**

**More Complex Generalizations (Two or more concepts):**
**Change can be positive or negative.**
Change can be positive or negative.
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.

**Suggested Topics for Discussion:**
Diversity
Change
Relationships
Acceptance


**Suggested Vocabulary Words for Discussion:**

| | | |
|---|---|---|
| Warthog | throbs | impressive |
| teased | eager | fabulous |
| whinnies | commotion | horrified |
| wildebeest | gorgeous | finery |
| bongos | plumage | ridiculous |


**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:**

forest
celebration
respect for others
responsibility
Open mindedness
conflict

**Hooks:**

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

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
| --- |
| **What are the relationships in this classroom?** |
| **Describe the relationships in this classroom.** |

| Facet 2 – INTERPRETATION |
| --- |
| **What is the meaning of a special relationship that you have?** |
| Tell a story about this special relationship that you have with someone else. |

| Facet 3 – APPLICATION |
| --- |
| **How could we use these special relationships to help us overcome a feeling of inferiority?** |
| Create and perform a skit in which a special relationship helped you through a difficult situation. |

| Facet 4 – PERSPECTIVE |
| --- |
| **How are the relationships in this class like relationships in your own family?** |
| **Compare and contrast the relationships in your family.** |

| Facet 5 – EMPATHY |
| --- |
| **Consider a time when someone did not accept you.  How did it make you feel?** |
| **Write a journal entry about these feelings.** |

| Facet 6 – SELF-KNOWLEDGE |
| --- |
| **Ask yourself how can I best show acceptance of others?** <br> **Self asses how you treat others?** |

**Read:**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Students will research and list five characteristics of an animal.  Describe the life cycle of a warthog.<br><br>What gift intelligent behaviors did you use when listing the characteristics of each animal, and in describing the life cycle of a warthog?<br><br><br>**V_*_L__S__M__B__P__I__N_*_** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Students will reflect in a journal entry what three wishes they would make if they had a set of magical bongo drums.<br><br>What gifted intelligent behaviors should he use to accept himself and others, and to make your three wishes?<br><br><br>**V_*_L__S__M__B__P_*_I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Debate the pros and cons of being the warthog or the animals that lived on the other side of the river.  Be prepared to support your position.<br><br>Which animal would you prefer to be?  Why?  Which intelligent behavior did you use to make your decision?<br><br><br>**V_*_L__S__M__B__P_*_I_*_N*_** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Brainstorm ways in which each animal displayed a negative attitude towards each other.<br><br>Create a rap song about getting along with and having a positive attitude towards each other.<br><br><br>What intelligent behaviors did you use in creating your rap song?<br><br>**V_*_L__S__M_*_B__P*__I_*_N__** |

**Real World Connections With Products:  research, describe, relate, debate, brainstorm, create**

**Real World Applications:  Writer, Editor, Mediator, Attorney, Teacher, Motivational Speaker, Clergymen**

**Real World Terms:  presentation, reflect, reasoning, thinker, problem solver, listener, motivator, objective mediation**

**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations:**
Everything is related in some way.

**More Complex Generalizations (Two or more concepts):**
**Changes can be positive or negative.**
**Relationships change over time.**

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

</div>

How have positive relationships triumphed over negative relationships?

How might the relationships have changed over time for the animals?

What is an inevitable change that occurs to both people and animals?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Computer (research)
- Supplementary books (research)
- Encyclopedia (computer)
- Paper and pencils
- Templates
- Journal

**MetaCognitive Discussion (Essential Questions):**
   **How did I use my prior knowledge and experiences to help me to understand diversity and relationships?**

   **What predictions about conflict can I make about the text and to my life?**

   **What new things did I learn to change my views of those who are different?**

**(Whole Group)**

**Conceptual Perspectives:**

   1.) Why are relationships necessary?
   2.) Why is acceptance of diversity a necessity?
   3.) How do relationships generate change over time?
   4.) How do you initiate relationships?
   5.) How can relationships be positive or negative?

**Intelligent Behaviors:**

How did the warthog demonstrate the gifted intelligent behavior of listening with understanding and empathy?
How did Warthog use the gifted intelligent behavior of applying prior knowledge to new situations to change his final wish?
What positive and negative changes occurred in the relationships of the animals?
How did you manage your impulsivity when you created a rap song?
How did the gifted intelligent behaviors help you complete the activities?

**Literary Perspectives:**
   **1.) What would it be like to walk in the shoes of someone who is teased by others?**
   2.) Why were the animals happy with themselves and everyone else in the end of the story?
   3.) How did the actions of the wildebeest bring about positive relations among diverse groups?
   4.) Observe the illustrations and note the physical and relational changes of the animals.
   5.) As you reflect on the story what are your views about relationships?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Use a large piece of paper and have students fold tulips and kites for display on a bulletin board. (See example sheet using the Command procedure.)<br><br>Observe how the paper folds are symmetrical.<br><br><br>V_*_L __S_*_M__B_*_P__I_*_N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Take a geometric shape walk where students go outside and identify geometric shapes in nature and man made objects.<br><br>Explain how geometry is visible in the real word.<br><br><br>V_*_L_*_S_*_M__B_*_P_*_I_*_N_*_ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Compare and contrast two and three dimensional shapes using a graphic organizer.<br><br><br><br>What gifted intelligent behavior helped you the most in deciding where to place the figures in the graphic organizer?<br><br><br>V__L_*_S_*_M__B__P__I__N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create a new animal using pattern blocks and geometric shapes.<br><br>Take a scenic tour of your class to observe all the new animals that were designed.<br><br>Explain what combination you used? What other shapes and patterns did your classmates design?<br><br><br>V_*_L_*_S_*_M_*_B_*_P_*_I_*_N__ |

**Real World Connections With Products: display, identify, compare, contrast, create, explain**

**Real World Applications:    Construction worker, graphic designer, teacher, artist**

**Real World Terms:   tangrams, patterns, symmetry, two dimensional, three dimensional, picture, geometric shapes, graphic organizer**

**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.**

<div align="center">

**Concept Focus:  Relationships**

**Overarching Generalizations:**
Everything is related in some way.

**More Complex Generalizations (Two or more concepts):**
**Relationships change over time.**
**Relationships can be positive or negative.**

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

</div>

1.) What gifted intelligent behavior did I use to complete this task?

2.) How did I recognize that there are relationships in math as well as in people and animals?

3.) How did comparing the various shapes help me to recognize they share common and different relationships?
4.) How did this task help me to understand the world around me?
5.) How did completing this task help to prepare me for the future in my career decisions?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Geometric shapes
- Tangrams
- Pattern blocks
- Graphic organizer
- Butcher paper
- Paper and pencil

**MetaCognitive Discussion (Essential Questions):**
**What characteristics of various geometric shapes do I know now that I didn't know prior to this activity?**

**How did the relationships change when we moved from two dimensional to three dimensional shapes?**

**How might understanding the relationship with geometry and the real word help me to be a better geometry student?**

**(Whole Group)**

**Conceptual Perspectives:**

**How can you interpret your results from the graphic organizer?**

**How did we show symmetry when we folded the kite and tulips?**

**Is there more than one way to make a geometric design and pattern?**

**Intelligent Behaviors:**

When we used the command strategy for folding the paper was it difficult to control your impulsivity?

What prior knowledge assisted you in completing this task?

If you had difficulty how did persistence pay off?

**Literary Perspectives:**
**What would it be like to walk in the shoes of someone who is teased by others?**
Why were the animals happy with themselves and everyone else in the end of the story?
How did the actions of the wildebeest bring about positive relations among diverse groups?
Observe the illustrations and note the physical and relational changes of the animals.
As you reflect on the story what are your views about relationships?

**Student/Teacher Reflections**

**Concept:   Relationships**                                    **Topic: Diversity**

**Generalization(s):  Relationships change over time.**
                         **Relationships can be positive or negative.**

**Essential Question(s):  How can negative relationships change over time into positive relationships?**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | List three negative and positive behaviors exhibited towards Warthog.<br><br>How did this effect his relationship with the other animals? | Compare and contrast the appearance of two animals from the beginning until Warthog made his wishes through an illustration.<br><br>What types of details did you include in both pictures? | Design an animal mask.<br>Write step by step instructions on how you made the mask.<br><br>What was the most important step? | Empathize with the animals that lost their identity and write them a friendly letter.<br><br>How did using the gifted intelligent behavior of empathy help you write the letter? |
| 2 | List the wishes that Warthog made.<br><br>How did the wishes change as the story progressed? | Compare and contrast Warthogs behavior in the beginning and the end of the story on the graphic organizer.<br><br>What intelligent behaviors did the Warthog exhibit from the beginning to the end? | Design/ Create a poster encouraging others to build a positive relationship.<br><br>What gifted intelligent behaviors did you use to complete this task? | In the story Jungle Drums Wildebeest gave Warthog a set of magical drums.  She told the Warthog if you play them, they will give you whatever you want, but be careful what you wish for.  Reflect on a time when your wishes did not turn out the way you thought they would.<br><br>Did  you grow from this experience?  Was it positive or negative? |

| 3 | Display a cause effect graphic organizer that entails the changes that occurred in the characters physical appearance and attitude towards each other.<br><br>What caused the most extreme effect? | Work with all levels to complete a Class Venn Diagram which compares and contrasts two specific animals from the story. The Venn Diagram should include changes in attitude, appearance, behavior, and self worth.<br><br>Were your animals more alike or more different? | Design a class motto and checklist for getting along with others and resolving conflict. Role play for the class.<br><br>How different is it to apply these practices in the real world than in the book? | Create arguments and present a debate for the class among the animals who live opposing sides of the river. Argue points about who should keep the beautiful characteristic and who should participate in the parade.<br><br>How would you use the same arguments for the other animals or group? |

**Real World Connections With Products:  List, compare/ contrast, design, create, debate, display, reflect**

**Real World Applications:  Writer, Editor, Artist, Architect, Judge, Attorney, Counslor**

**Real World Terms: identity, friendly letter, conflict, problem solving, designing, attitude adjustment, physical appearance, inner beauty**

**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: Relationships

### Overarching Generalizations:
Everything is related in some way.

### More Complex Generalizations (Two or more concepts):
Change can be positive or negative.
Relationships change over time.

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

How did I use prior knowledge and experiences to help me understand diversity and conflict?

What predictions can I make about the relationships of the animals after the story ends?

What new things did I learn about relationships and diversity that will help me to relate with others in the real world?

## Materials Needed for Task Rotation and/or Task Rotation Menu
- Lecturing podiums (debate)
- Gavel
- Paper pencil
- Butcher paper
- Graphic organizer
- Finger paint
- Supplementary books
- Picture of animals

**MetaCognitive Discussion (Essential Questions):**

**How have I experienced similar relationships and conflicts in my life?**

**How can I use my experiences to help me to understand how to resolve conflict and diversity?**

**Which gifted intelligent behavior would be most beneficial in relating to my classmates and family?**

**(Whole Group)**

**Conceptual Perspectives:**

How did working together on the Venn Diagram help you to see the relationships between the various animals?
**How did your thinking change about relationships after the debate?**
How can the class motto and checklist help to resolve conflict with peers?
Have you ever been teased, how did it make you feel?

**Intelligent Behaviors:**
> **Listening with understanding and empathy.**
> Remaining open to continuous learning.
> **Applying past knowledge to new situations.**
> **Finding humor**
> **Metacognition**

**Literary Perspective:   What would it be like to walk in the shoes of someone who is teased by others?**
Why were the animals happy with themselves and everyone else in the end of the story?

How did the actions of the wildebeest bring about positive relations among diverse groups?
Observe the illustrations and note the physical and relational changes of the animals.
As you reflect on the story what are your views about relationships?

**Student/Teacher Reflection**

**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)**<br>Sensing- Thinking | **Interpersonal Learner (B)**<br>Sensing-Thinking |
|---|---|
| **Display the life cycles of a frog and an insect.**<br><br>How are they alike and different? | Write an editorial in which you are attempting to convince the students in your class the benefits of a positive relationship with one other.  Share your editorial with the class.<br><br><br><br>How did sharing your editorial inspire another student? |
| **V__L__S_*_M__B__P__I__N_*_** | **V_*_L__S__M__B__P_*_I_*_N__** |
| **Understanding Learner (C)**<br>Intuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| Summarize the pros and cons of being different or alike others in a group on a sheet of paper.<br><br>Should you always follow the crowd to be like everyone else?  Should you envy others who may seem to have | Imagine a situation in which you did not get along well with others or where you felt insecure.  Generate solutions to resolve the situation.<br><br>How can you implement these solutions in real world |

| more than you? | situations |
|---|---|
| **V_*_L__S__M__B__P__I_*_N__** | **V_*_L__S__M__B__P_*_I_*_N__** |

**Real World Connections With Products:  research, describe, relate, debate, brainstorm, create**

**Real World Applications:  Writer, Editor, Mediator, Attorney, Teacher, Motivational Speaker, Clergymen**

**Real World Terms:  presentation, reflect, reasoning, thinker, problem solver, listener, motivator, objective mediation**

**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.**

<p align="center"><b>Concept Focus: Relationships</b></p>

<p align="center"><b>Overarching Generalizations:</b><br>
Everything is related in some way.</p>

<p align="center"><b>More Complex Generalizations (Two or more concepts):</b><br>
<b>Changes can be positive or negative.</b><br>
<b>Relationships change over time.</b></p>

<p align="center"><b>Essential Question</b><br>
<b>(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)</b></p>

How have positive relationships triumphed over negative relationships?
How might the relationships have changed over time for the animals?
What is an inevitable change that occurs to both people and animals?

<p align="center"><b>Concept Focus:  Relationships</b></p>

<p align="center"><b>Overarching Generalizations:</b><br>
Everything is related in some way.</p>

<p align="center"><b>More Complex Generalizations (Two or more concepts):</b><br>
<b>Change can be positive or negative.</b><br>
<b>Relationships change over time.</b></p>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Drawing paper
- Crayons
- Pencil
- Paper

**MetaCognitive Discussion (Essential Questions):**
> **How did I use my prior knowledge and experiences to help me to understand diversity and relationships?**
>
> **What predictions about conflict can I make about the text and to my life?**
>
> **What new things did I learn to change my views of those who are different?**

**(Whole Group)**

**Conceptual Perspectives:**

> Why are relationships necessary?
> Why is acceptance of diversity a necessity?
> How do relationships generate change over time?
> How do you initiate relationships?
> How can relationships be positive or negative?

**Intelligent Behaviors:**

How did the warthog demonstrate the gifted intelligent behavior of listening with understanding and empathy?
How did Warthog use the gifted intelligent behavior of applying prior knowledge to new situations to change his final wish?
What positive and negative changes occurred in the relationships of the animals?
How did you manage your impulsivity when you created a rap song?
How did the gifted intelligent behaviors help you complete the activities?

**Literary Perspectives:**
> **What would it be like to walk in the shoes of someone who is teased by others?**
> Why were the animals happy with themselves and everyone else in the end of the story?
> How did the actions of the wildebeest bring about positive relations among diverse groups?
> Observe the illustrations and note the physical and relational changes of the animals.
> As you reflect on the story what are your views about relationships?

**Student/Teacher Reflection**

## 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)**<br>**Sensing- Thinking**<br><br>**Demonstrate an understanding of attributes and parts of 2 and 3 dimensional shapes by labeling at least seven characteristics of a given shape.**<br><br>What gifted intelligent behaviors did you use when completing this task<br><br>**V__L*__S_*_M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Work with a partner to form geometric shapes using origami paper.<br><br><br>Relate how you and your partner worked together.<br><br>**V_*L*__S_*_M__B_*_P__I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Classify given shapes and give a title according to a group of characteristics.<br><br><br>What intelligences did you use to come to your conclusion?<br><br>**V__L*_S*_M_B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br>Use Hatching Egg activity in which students create a given shape of a bird and an egg using geometric figures.(See example sheet)<br><br><br>Articulate what strategies were used to create your figure?<br><br>**V__L_*_S_*_M__B_*_P__I__N__** |

**Real World Connections With Products: display, identify, compare, contrast, create, explain**

**Real World Applications:   Construction worker, graphic designer, teacher, artist**

**Real World Terms:   tangrams, patterns, symmetry, two dimensional, three dimensional, picture, geometric shapes, graphic organizer**

**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.**

<div align="center">

**Concept Focus:  Relationships**

**Overarching Generalizations:**
Everything is related in some way.

**More Complex Generalizations (Two or more concepts):**

**Relationships change over time.**
**Relationships can be positive or negative.**

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

</div>

What gifted intelligent behavior did I use to complete this task?

How did I recognize that there are relationships in math as well as in people and animals?

How did comparing the various shapes help me to recognize they share common and different relationships?
How did this task help me to understand the world around me?
How did completing this task help to prepare me for the future in my career decisions?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Geometric shapes
- Tangrams
- Oragami paper
- Hatching Egg/ Bird Activity sheet

**MetaCognitive Discussion (Essential Questions):**

**What characteristics of various geometric shapes do I know now that I didn't know prior to this activity?**

**How did the relationships change when we moved from two dimensional to three dimensional shapes?**

**How might understanding the relationship with geometry and the real word help me to be a better geometry student?**

**(Whole Group)**

**Conceptual Perspectives:**

**How can you interpret your results from the graphic organizer?**

**How did we show symmetry when we folded the kite and tulips?**

**Is there more than one way to make a geometric design and pattern?**

**Intelligent Behaviors:**

When we used the command strategy for folding the paper was it difficult to control your impulsivity?
What prior knowledge assisted you in completing this task?
If you had difficulty how did persistence pay off?

**Literary Perspectives:**
**What would it be like to walk in the shoes of someone who is teased by others?**
 Why were the animals happy with themselves and everyone else in the end of the story?
 How did the actions of the wildebeest bring about positive relations among diverse groups?
 Observe the illustrations and note the physical and relational changes of the animals.
 As you reflect on the story what are your views about relationships?

**Student/Teacher Reflection**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips:**

**Paintings & Prints:**

# 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**

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009



**Concept:  Relationship/Change**

**Topic:  Friendship**

**Wanda Kluttz-Rowan Salisbury**
**Barbara Watkins-Brunswick County**

**K-2**

**North Carolina Department of Public Instruction**
**Exceptional Children Division**
**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

## Big Ideas Manifested

Topic –Change

Literature Selection –*Hachiko*
Author –Pamela Turner

| Concepts | Themes |
|---|---|
| Repetition<br>Friendship<br>Loyalty<br>Culture<br>Evolution<br>Patterns<br>Honor<br>Devotion | Pets<br>Cycles<br>Community involvement<br>Japanese Culture<br>Persistence |
| **Issues or Debates** | **Problems or Challenges** |
| Life vs death<br>Happiness vs loneliness<br>Change vs continuity<br>Motivation<br>Honor vs habit | Dealing with death<br>Dealing with loneliness<br>Survival |
| **Processes** | **Theories** |
| Analyzing patterns<br>Compare/contrast<br>Grieving<br>Developing bonds of friendship | Dog is man's best friend<br>Animals do not have feelings<br>Others before self<br>We depend on each other. |
| **Paradoxes** | **Assumptions or Perspectives** |
| Sad but wonderful<br>Dog trains people<br>Loyalty despite disappointment<br>Persistence without results<br>Losing a friend to gain friends | Things will go on as they always have.<br>Relationships never change<br>Change is ongoing in relationships.<br>Dogs are man's best friend.<br>All dogs are loyal. |

# Concept:  Relationship                     Topic:  Friendship

**Suggested Literature Selection(s): Hachiko, the True Story of a Loyal Dog**
**By Pamela S. Turner**

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## Look and Listen for…
**Gifted intelligent behaviors**

| | | |
|---|---|---|
| Story Focus | Remaining Open to Continuous Learning | Taking Responsible Risks |
| | Listening With Understanding and Empathy | Persisting |
| | Applying Past Knowledge to New Situations | Creating Imaging and Innovating |
| | Questioning and Posing Problems | Thinking Flexibility |
| | Taking Responsible Risks | Striving for Accuracy and Precision |
| Student Activities | Remaining Open to Continuous Learning | Thinking and Communicating with Clarity and Precision |
| | Listening With Understanding and Empathy | Thinking Interdependently |
| | Applying Past Knowledge to New Situations | Metacognition |
| | Questioning and Posing Problems | Gather Data Through all Your Senses |
| | | Responding With Wonderment and Awe |

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**Thinking Skills Focus:**  *Building Thinking Skills* Level 1 by Parks and Black
Verbal Analogies, p. 302-327

**Topic Focus:** Friendship

**Concept Focus:** Relationships or Change

**Overarching Generalizations:**  Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations**  Relationships can have positive and/or negative change.
**(Two or more concepts)**  In order for relationships to grow, change is inevitable.

**Directions for Teachers:**

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

**Suggested Topics for Discussion:**

Relationships between humans and animals
Japanese Culture vs. American Culture
- Ceremonial dress (i.e. kimonos, tabi socks
- Map skills (i.e. location, landforms)
- Food (i.e. fish, soybean cakes)
- Transportation (i.e. subway, trains, cars)
- Religion

Ways of life for humans and animals-life cycles
Pets-domesticated and wild
Death-Grieving process, memorials

Body language (i.e. hunched over, nudged, emotions
Descriptive language-simile
Community officials

**Suggested Vocabulary Words for Discussion:**

| | | | |
|---|---|---|---|
| Statue (bronze) | newspaper stand | applying | accuracy |
| Tokyo | headline | empathy | precision |
| tabi socks | loyal | posing | interdependently |
| honor master's memory | kimonos | responsible | awe |
| Shinto | World War II | continuous | |
| Samurai | relationship | innovating | |
| honorarium | persisting | flexibility | |

**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:**
- Body language (demonstrate word meanings through body movements/role play)

| | | |
|---|---|---|
| furious (noises) | bounded (running) | store (verb) |
| yelped | nudge | hunched over |
| grumbled | shuffled (walking) | thoughtfully |

- Concentration (words, pictures)
- Sketch to stretch
- Pictionary
- Guess my Word (word on back of student, ask questions to figure out what the word is)
- Map skills (Japan)
- Picture cards
- Newspapers activities to demonstrate headlines

**Hooks:**

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

Generalization:  Relationships change over time.
Essential Questions:  What is a relationship?
　　　　　　　　　　How do relationships change as you grow?
　　　　　　　　　　How does the change within a relationship impact life?

**Six Facets of Understanding**

| Facet 1 – EXPLANATION |
| --- |
| What are examples of relationships? <br> *Divide a piece of paper into fourths.  In each fourth, draw an example of a relationship.* |
| **Facet 2 - INTERPRETATION** |
| Why are relationships important in your life?  How do they make you feel?  Each student should make a smiley face and frowny face on index cards or construction paper. *Share different scenarios describing relationships.  Students determine if the relationship makes them feel happy or sad.  Students display their choices by showing the appropriate face then think-pair-share with their partner.* |
| **Facet 3 - APPLICATION** |
| How might positive and/or negative relationships help us to make better choices in our lives?  Students create a class list of positive and negative relationships.  *In groups of four, students should discuss one of the relationships and report their discussion with the class.* |
| **Facet 4 - PERSPECTIVE** |
| Imagine you have a pet, how is your relationship with this pet similar to or different from a relationship with your best friend. *Choose a partner.  Demonstrate the two different relationships.* |
| **Facet 5 – EMPATHY** |
| What would it be like to walk in someone else's shoes?  Assume the role of your mother, father, or caregiver.  The situation to role play is: *A family rules states that all chores must be completed before your child can play, visit friends etc.  Your child wants to go to the movies with a friend but he/she has not completed his/her chores. In groups of four, role-play how you as the mother, father, or caregiver would handle the situation.* |
| **Facet 6 – SELF-KNOWLEDGE** |
| How do I know that relationships are important to me?  *Give students think time, then share with the class.* |

# Task Rotation Learning Activities

## K-2
## All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| Mastery Learner (A)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| All cultures are unique. Use the books provided to gather information about Japanese ceremonial dress, food, transportation, religion, and money. List attributes about each topic and report your findings to the class. (Student information should be gathered for a class display on Japanese culture.) Which of these topics are most likely to be affected by change over time? Which gifted intelligent behavior helped you complete this task? Which do you need to work on? How did relationships change over time?<br><br>Journal entry: Share any prior knowledge about the Japanese culture that you have.<br><br>**V_x_L__S_x_M__B__P__I__N__** | Working interdependently with a partner, write a play that shows the impact of Hachiko on the lives of the boy, his father, Mr. Ueno, and the people of the community. How did relationships change over time?<br><br>Journal entry: By using the gifted intelligent behavior, *listening with empathy and understanding*, how did you interpret the impact of Hachiko on the lives of the other characters?<br><br>**V_x_L__S__M__B_ P_x_I_x_N__** |
| **Understanding Learner (C)**<br>Intuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| Compare similarities and differences in the relationship of Hachiko and Mr. Ueno and the boy and his father. Create a graphic organizer to show the comparison. (i.e. double bubble map, Venn diagram (top hat or Y chart), or BTS p. 335. How did relationships change over time?<br><br>Journal entry: Which gifted intelligent behaviors helped you to determine the similarities and differences of the characters' relationships?<br><br>**V_x_Lx__S_x_M__B__P_x_I__N__** | • Create a poem (acrostic, simile, haiku) that expresses the relationships/friendships between Mr. Ueno and his dog, Hachiko or the boy and his father. Your poem should include illustrations. How did relationships change over time?<br><br>• Create stick puppets to represent the characters in the play.<br><br>Journal entry: Which gifted intelligent behavior(s) were helpful in making your decisions and completing this task?<br><br>**V_x_L__S_x_M__B_x_P_x_I__N__** |

NCSCOS:
ELA: 2.07, 2.08, 3.01, 3.03, 4.01, 4.03, 4.04, 4.05, 4.06, 4.08, 5.01, 5.02, 5.03, 5.05, 5.06
SS: 1.01, 1.02, 1.03, 2.03, 3.01, 3.02, 3.03
Math: 5.02
Science: 1.03

**Real World Connections With Products:**
Organize, analyze, evaluate, identify, describe, examine, problem solving, decision making

**Real World Applications:**
English teacher, local poets, writers' guild, drama teacher, community theater director, art teacher, puppetry guild, librarian, community theater, early childhood teachers, designer, historian, environmentalist

**Real World Terms:**
Haiku, simile, acrostic, metaphor, schedule, round trip, puppet show, character, script, graphic organizers, caption, illustration, Venn diagram, interdependent, organize, similarities, differences, role play

**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.**

<div align="center">

**Concept Focus:  Relationships**

**Overarching Generalizations:**
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations (Two or more concepts):**
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*Based upon what you know about owning a pet, what would you ask an animal trainer about how you could develop a strong(er) relationship with your pet?*

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

</div>

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Books, magazines related to Japan
- Craft sticks
- Markers/colored pencils
- Paper/pencils
- Samples of poems
- Journals
- Graphic organizer templates/samples
- examples of plays
- felt
- glue

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
9. Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**
1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are **not** needed to develop a relationship?
4. In what way(s) can we demonstrate the following gifted intelligent behaviors:
   - Remaining Open to Continuous Learning
   - Listening With Understanding and Empathy
   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Literary Perspectives:**
1. Which character in *Hachiko* can you most relate to and why?
2. What similar patterns do you see between *Hachiko* and *Stone Fox*? Are there any differences?
3. Which character in the story would you develop a relationship with? Why?
4. Pretend Hachiko is your dog. Describe activities that you would do together.
5. What was the author's purpose in writing this book? What was its impact on you and your relationships.

**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

# Math Task Rotation Learning Activities

## K-2
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| Mastery Learner (A)<br>Sensing- Thinking | Interpersonal Learner (B)<br>Sensing-Thinking |
|---|---|
| Timelines help us organize events in our lives. They show us how much time passes between significant events. Using the section of *Hachiko* entitled "The Story Behind the Story," make a timeline to show the life of Hachiko. Consider Hachiko's relationships and include them in your timeline. Using the timeline answer the following questions: How old was Hachiko when he died? In what year was the bronze statue placed near the entrance to Shibuia Station? How old was Hachiko when Mr. Ueno died? How did relationships change over time?<br><br>Journal: What questions and or gifted intelligent behaviors did you ask yourself to help you with your task?<br><br>**V_x_L_x_S_x_M__B__P__I_x_N__** | Symmetry in illustrations is appealing. With a partner choose several illustrations from the story. Appraise the illustrations. Decide which items in the pictures show symmetry and which do not. Relate the information to the class. As you are discussing with your partner, think about which items in the pictures have one line of symmetry or more than one line of symmetry. Which items display rotational symmetry? How did relationships change over time?<br><br>Journal: Which gifted intelligent behaviors did you use to appraise the images in the illustrations?<br><br>**V_x_L_x_S_x_M__B__P_x_I_x_N__** |
| **Understanding Learner (C)**<br>Intuitive-Thinking | **Self-Expressive Learner (D)**<br>Intuitive-Feeling |
| Train schedules provide departure and arrival times to and from various places. Interpret the data on the train schedule. Determine the amount of time it takes to travel from Tokyo to each of the cities listed. Sort and classify the cities' distances in various groups. Give each group a label. A city can be categorized in more than one group. Summarize your finding for the class. How did relationships change over time?<br><br>Journal: Is it important to use the gifted intelligent behavior, *applying past knowledge to new situations*, to complete this task? Why or why not?<br><br>**V_x_L_x_S_x_M__B_x_P__I_x_N__** | Generate story problems that share various types of relationships. For example: A family is composed of a mother, a father, three children, and two dogs. How many are in the family? Include problems that use different family facts: 5+2=7, 2+5=7, 7-2=5, 7-5=2 Act out each problem. How did relationships change over time?<br><br>Journal: What gifted intelligent behaviors did you use to generate and act out the problems?<br><br>**V_x_L_x_S_x_M__B_x_P_x_I_x_N__** |

Math: 1.01, 1.04, 1.05, 2.02, 3.03, 5.01, 5.02
ELA: 2.02, 2.04, 2.05, 2.07, 3.01, 3.02, 3.03, 4.04, 4.06, 4.08
Science: 1.01
SS: 5.05

**Real World Connections With Products:**
Organize, analyze, identify, describe, examine, problem solving, decision making, summarize, sort/classify, generate, interpret, determine, appraise, decide, relate

**Real World Applications:**
English teacher, drama teacher, community theater director, art teacher, puppetry guild, early childhood teachers, designer, historian, set designer, fashion designer, transit drivers, amusement park directors

**Real World Terms:**
schedule, round trip, Venn diagram, interdependent, organize, time line, relationships, symmetry, rotational symmetry, math family facts

**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.**

<div align="center">

**Concept Focus:  Relationships**

**Overarching Generalizations:**
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations (Two or more concepts):**
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*How does scheduling affect the relationships in your life?*

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

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

</div>

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- journals
- train schedule
- timeline examples
- sticky notes
- examples of symmetry/rotational symmetry
- story problem examples
- fact family samples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
9. Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**
1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not needed to develop a relationship?
4. In what way(s) can we demonstrate the following gifted intelligent behaviors:
   - Remaining Open to Continuous Learning
   - Listening With Understanding and Empathy
   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Literary Perspectives:**
1. What might happen if you were traveling from city A to city B and you did not follow the schedule?
2. Examine the picture on page 1 of the story. Does it show symmetry (line or rotational)?
3. How does the book use timelines to help you understand, "The Story Behind the Story?"

**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

**Concept:** Relationships or Change

**Topic:** Friendship

**Generalization(s):** Relationships change over time.

**Essential Question(s):** What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | Define relationships. Identify and describe the relationships in *Hachiko* using a T chart. Which gifted intelligent behavior aided you in choosing this activity? | Using the information in *Hachiko*, find the similarities and differences between Japanese culture and your culture. What new things did you learn and how can you use them? | Suppose someone or something dear to you is no longer available. Brainstorm and document, using *Inspiration,* different ways that you could honor their memory. How did the gifted intelligent behavior *taking responsible risks* assist you in completing this activity? | With a partner, interview your classmates to determine individual feelings about specific events in the story. Reflect on your findings and share with the class. How did questioning and posing problems help to complete this activity? |
| 2 | Thinking about relationships, design a diagram that shows two of the following relationships: relationships of the characters in the story, your family relationships, school relationships, or community relationships. Which past experiences helped you in choosing the two relationships? | Based upon your knowledge of the Japanese culture, how might you support or refute the statement that Japanese culture is more similar than different to your culture. Which gifted intelligent behaviors were most helpful in completing this activity? | In the story, Hachiko is memorialized with a special Hachiko festival at Shibuya Station. Predict what type of activities will occur at the festival in 2007. Illustrate the events through an advertisement. What new information did you learn and how will it foster future learning? | Using *listening with empathy and understanding*, put yourself in the boy's shoes. How would you have reacted to the events in the story? With a partner or small group, develop interview questions and responses that reflect how you feel in each situation. Share the interview in a talk show format. How did your past experiences influence this activity? |
| 3 | Construct a display that shows relationships between humans and animals, in families, in school environments, and community environments. How has completing this activity changed the way you view yourself as a learner? | Based upon your understanding of Japanese culture and your own culture, formulate a PowerPoint slide show revealing the similarities and differences between the two cultures. How did the gifted intelligent behavior, taking responsible risks, assist you in completing this activity? | Imagine that your best friend has moved. Plan and design an honorarium that depicts the personality of your friend. Which gifted intelligent behavior was most helpful in completing this activity? Which gifted intelligent behavior do you need to work on? | Working with a partner, personify the character Hachiko. Reflect on his human characteristics and illustrate in a cartoon strip. Which gifted intelligent behavior lead you to choose this activity? Explain how it influenced you. |

**Real World Connections With Products:**
Organize, identify, describe, decision making, imagine, define, design, construct, similarities/differences, formulate, predict, illustrate

**Real World Applications:**
English teacher, drama teacher, community theater director, librarian, early childhood teachers, designer, historian, environmentalist, TV talk show host, employer, company owner, reporter, researcher, planner

**Real World Terms:**
Community, school environment, Japanese culture, Inspiration, PowerPoint, festival advertisements, honorarium

**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.**

<div align="center">

**Concept Focus:  Relationships**

**Overarching Generalizations:**
Relationships change over time.
Everything is related in some way.
All relationships are purposeful.

**More Complex Generalizations (Two or more concepts):**
Relationships can have positive or negative change.
In order for relationships to grow, change is inevitable.
*Based upon what you know about owning a pet, what would you ask an animal trainer about how you could develop a strong(er) relationship with your pet?*

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

</div>

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- T chart sample
- Diagram/graphic organizers for similarities/differences
- PowerPoint examples
- Inspiration examples
- Activities for festival examples
- Advertisements examples
- Interview examples
- Comic strip examples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
7. Do relationships take time to develop?
8. Are relationships required?
9. Are relationships simple or complex?
10. Are all things affected by their relationships with their environment?
11. Can you think of anything that does not require a relationship?
12. How do you know if there is a relationship?

**Gifted intelligent behaviors:**
1. As humans, which gifted intelligent behaviors could we exhibit to help develop relationships?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not needed to develop a relationship?
4. In what way(s) can we demonstrate the following gifted intelligent behaviors:
   - Remaining Open to Continuous Learning
   - Listening With Understanding and Empathy
   - Applying Past Knowledge to New Situations
5. How could a pet owner demonstrate the following gifted intelligent behaviors:
   - Questioning and Posing Problems
   - Creating, Imaging and Innovating

**Literary Perspectives:**
1. Which character in *Hachiko* can you most relate to and why?
2. What similar patterns do you see between *Hachiko* and *Stone Fox*?  Are there any differences?
3. Which character in the story would you develop a relationship with? Why?
4. Pretend Hachiko is your dog.  Describe activities that you would do together.
5. What was the author's purpose in writing this book?  What was its impact on you and your relationships.

**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

**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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Think about a relationship you have with your friend.  Describe that friend by listing 5 or more attributes that show how your friendship has changed.  How did this relationship change over time?<br><br><br>Journal entry:  Which gifted intelligent behaviors would you expect to strengthen a friendship?<br><br>**V_x_L__S__M__B__P_x_I_x_N__** | Imagine your family moves during the school year.  You enter the classroom for the first time.  Write a skit showing how you could make a new friend.  Include how this experience impacts your ability to become a better friend.  Choose a partner to act out your skit for the class.  How would this change your relationship with others?  How did this relationship change over time?<br><br>Journal entry:  Was the gifted intelligent behavior applying past knowledge to new situations exhibited? Why or why not?<br><br>**Vx__L__S_x_M__B_x_P_x_I_x_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Compare similarities and differences in the changes in two of your relationships (examples:  parents, caregivers, friends).  Create a graphic organizer to show the comparison.  (i.e. double bubble map, Venn diagram (top hat or Y chart), or BTS p. 335.  Have these changes been positive or negative?<br><br>Journal entry:  Which gifted intelligent behaviors could you use to create strong relationships in your life?<br><br>**V_x_L_x_S_x_M__B__P_x_I__N__** | Create a poem (acrostic, simile, haiku) that expresses how relationships/friendships change and/or grow over time. Include illustrations.  How did this relationships change over time?<br><br><br><br>Journal entry:  How did you apply past knowledge to new situations while doing this activity?<br><br>**V_x_L__S_x_M__B__P__I_x_N__** |

**Real World Connections With Products:**
Organize, analyze, identify, describe, problem solving, decision making, compare, similarities, differences

**Real World Applications:**
writer, journalist, designer, poet

**Real World Terms:**
Illustrate, create, skit, poem, graphic organizers, attributes

**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.**

<div align="center">

**Concept Focus: Relationships**

**Overarching Generalizations:**
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Relationships can have positive or negative change.
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*Based upon what you know about owning a pet, what would you ask an animal trainer about how you could develop a strong(er) relationship with your pet?*

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

</div>

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- paper/pencils
- journals
- graphic organizer templates
- skit examples
- acrostic/simile/haiku examples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
3. Are relationships temporary or permanent?
4. What things affect and are affected by relationships?
5. How can relationships be harmonious or discordant?
6. Are relationships unifying or dividing?
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1. Which character in *Hachiko* can you most relate to and why?
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3. Which character in the story would you develop a relationship with? Why?
4. Pretend Hachiko is your dog.  Describe activities that you would do together.
5. What was the author's purpose in writing this book?  What was its impact on you and your relationships.

**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

**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)**<br>**Sensing- Thinking**<br><br>Think of humorous events in your life.  Using a time line display the humor using icons.  Be sure to include humorous events that involve other people.  How did relationships change over time?<br><br><br><br>Journal:  What gifted intelligent behavior did you use to organize your procedures?<br><br><br>**V_x_L_x_S_x_M__B__P_x_I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>With a partner or small group, decide on relevant illustrations, pictures, objects, etc. that you find in the real world that contain or do not contain symmetry.  Appraise your examples. Decide which items show symmetry and which do not.  Relate the information to the class.  As you are discussing with your partner, think about which items in the pictures have one line of symmetry or more than one line of symmetry.  Which items display rotational symmetry?  How did relationships change over time?<br><br>Journal:  How did you use *listening with empathy and understandin*g as you made your decisions for this task?<br><br>**V_x_L_x_S_x_M__B_x_P_x_I_x_N_x_** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Analyze an airline schedule.  Decide on three or more locations that you would like to visit leaving from your closest airport.  Plan a round trip that includes each of the locations (begin and end at the closest airport).  Deduce how many different routes you could use.  Determine the longest and shortest route.  Explain which route you will follow.  Tell why.  How did relationships change over time?<br><br>Journal:  Is it important to use the gifted intelligent behavior, *applying past knowledge to new situations*, to complete this task?  Why or why not?<br><br>**V_x_L_x_S_x_M__B_x_P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Using your knowledge of fact families, create story problems that share various types of relationships.  For example: A family has five people.  They decide to get a dog and two cats.  How many are now in the family.  List the step-by-step procedures that you must follow in order to solve each problem. How did relationships change over time?<br><br>Journal:  Discuss your thinking (metacognition) that helped you complete this activity.  Explore other ways to show the same data.<br><br><br>**V_x_L_x_S_x_M__B_x_P_x_I_x_N__** |

Math:  1.01, 1.04, 1.05, 2.02, 3.03, 5.01, 5.02
ELA:  2.02, 2.04, 2.05, 2.07, 3.01, 3.02, 3.03, 4.04, 4.06, 4.08
Science:  1.01
SS:  5.05

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**Real World Applications:**
English teacher, drama teacher, community theater director, art teacher, puppetry guild, early childhood teachers, designer, historian, set designer, fashion designer, transit drivers, amusement park directors

**Real World Terms:**
schedule, round trip, Venn diagram, interdependent, organize, time line, relationships, symmetry, rotational symmetry, math family facts

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*How does scheduling affect the relationships in your life?*

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

What is a relationship?
How do relationships change as you grow?
How does the change within a relationship impact life?

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

- journals
- train schedule
- timeline examples
- sticky notes
- examples of symmetry/rotational symmetry
- story problem examples
- fact family samples

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. Are relationships inevitable?
2. Are relationships always permanent?
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**Student/Teacher Reflections**
1. Create a mock honorarium for a special person in order to celebrate the relationship with our class.

**Additional Support Materials:**

**Favorite Read-Alouds:**
*Stone Fox*
*Japan*
*Sadako and the Thousand Paper Cranes*
*Shiloh*

**Finger Plays, Nursery Rhymes and Songs:**
Old Mother Hubbard
How Much is that Doggie in the Window
Media specialist resources

**Internet Sites**
**Kimono**
**Japanese songs**
**Japanese info**
**Symmetry**
**Symmetry 2**

**Video Clips:**
Where the Red Fern Grows
Dog training clip
Japanese Life-National Geographic
Karate Kid
Mr. Roger's Neighborhood
Reading Rainbow clips
Media specialist resources

**Paintings & Prints:**
Norman Rockwell prints
Escher prints
Calendar pictures
Picasso prints
Art teacher resource

# 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' Gifted intelligent behaviors? Please discuss how each Gifted 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**

# Project Bright IDEA 2: Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Change**
**George Washington's Teeth**
**Topic: Dental Health**
**Kindergarten**

| Teresa Wooten | & | Andrea Garner |
|---|---|---|
| Wake County | | Brunswick County |
| Wakelon Elementary | | Lincoln Elementary |

# Big Ideas Manifested

| Topic - Change |
|---|
| **Literature Selection – <u>George Washington's Teeth</u>**  by Deborah Chandra & Madeleine Comora |

| Concepts | Themes |
|---|---|
| **Change** | • **Dental health**<br>• **Nutrition** |
| **Issues or Debates** | **Problems or Challenges** |
| • **Good dental health vs bad dental health**<br>• **Young vs old**<br>• **Strength vs weakness**<br>• **Job vs health** | • **Bad teeth/no teeth**<br>• **Health issues**<br>• **Self –esteem**<br>• **adversity** |
| **Processes** | **Theories** |
| • **sequencing**<br>• **historical and scientific inquiry** | • **poor hygiene effects dental**<br>• **diet affects dental health** |
| **Paradoxes** | **Assumptions or Perspectives** |
| • **sometimes you have to lose to win**<br>• **weak teeth/but strong spirit/leader** | • **suffered in silence**<br>• **tower of strength**<br>• **if we brush our teeth we will have healthy teeth** |

| Topi |
|---|
|  |

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

**Big Ideas Manifested**

| |
|---|
| **Topic -** |
| **Literature Selection –**<br>**Author -** |

| Concepts | Themes |
|---|---|
| | |
| **Issues or Debates** | **Problems or Challenges** |
| | |
| **Processes** | **Theories** |
| | |
| **Paradoxes** | **Assumptions or Perspectives** |
| | |

# Concept: Change                         Topic: Dental Health

**Suggested Literature Selection(s): <u>George Washington's Teeth</u> by Deborah Chandra & Madeleine Comora**

---

**Look and Listen for…**

**Intelligent Behaviors   Persisting**

   **Story Focus: Persisting**

   **Student Activities          Metacognition, Posing Questions, Finding Humor, Persistence, Creating, Imagining, and Innovating**

---

**Thinking Skills Focus: Describing people and things  <u>Building Thinking Skills</u> (Sandra Parks)**

**Topic Focus: Dental Health**

**Concept Focus: Change**

**Overarching Generalizations:**
Change generates additional change.
Change can be either positive/negative.
Change is necessary for growth.
Change is inevitable

**More Complex Generalizations (Two or more concepts):**
Conflict can bring about change.
**Directions for Teachers:**
Display sentence strips with the generalizations.  Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

**Suggested Topics for Discussion:**
**Dental Health**
**Nutrition**
**President's Day**
**Dealing with Adversity, Courage, Perseverance**

**Suggested Vocabulary Words for Discussion:**
Revolutionary War
Dentist
battle
Dawn
Port
Sentinel
Mush
Pickled tripe
Redcoats
Portrait
Pondered
Parlor
spring

**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:**

Students will give suggestions for pictures/icons to represent the vocabulary words.  Children will add the words to their pictionaries.

**Hooks:**

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

### Six Facets of Understanding

| Facet 1 – EXPLANATION |
|---|
| **Explain to your partner the changes that might take place if you stop brushing your teeth.**<br><br>**What changes do you think you would notice?** |

| Facet 2 - INTERPRETATION |
|---|
| **Invite the Dental Hygienist to present a puppet show on dental hygiene.**<br>**Students will illustrate their understanding by drawing a picture.**<br><br>**What changes do you need to make in your daily dental hygiene?** |

| Facet 3 - APPLICATION |
|---|
| **Design a poster showing ways to take care of your teeth.**<br><br>**How will your parents' lives change if they use your poster and take advantage of the opportunity to improve their dental health habits?** |

| Facet 4 – PERSPECTIVE |
|---|
| **Read the book Arthur's Lost Tooth, compare Arthur's experience to yours or someone you know.**<br><br>**How does Arthur's experience compare to yours or someone you know?  How did your feelings about losing a tooth change after you read about Arthurs' experience?** |

| Facet 5 – EMPATHY |
|---|
| **Imagine you were a toothbrush, how would you help your friend Tooth  stay healthy?**<br><br>**What do you believe you can do to produce positive changes for your teeth?** |

| Facet 6 – SELF-KNOWLEDGE |
|---|
| **Recognize examples of healthy/unhealthy teeth foods by cutting pictures from a magazine.**<br><br>**What are some differences/similarities in the different foods?  What changes do you think you might make in your diet based on your pictures?** |

**Read: <u>George Washington's Teeth</u>**
**Task Rotation Learning Activities**

**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Construct a flow map of the events in the story. What changes if any do you notice in George Washington with the loss of each tooth?<br><br>What new things did I learn and how can I use them? What events changed in the story that caused George to become concerned?<br><br><br>**V_*_L__S_*_M__B__P__I_*_N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br>Imagine that George Washington was still living today. Work with a friend to plan a party for George Washington. Plan a party menu that the President could easily enjoy. What foods would you include that he could eat without any teeth? What changes would you make if George had false teeth?<br>Present your plans to your group.<br><br>What Gifted Intelligent Behaviors did you use to complete this activity?<br><br>**V_*_L__S_*_M__B__P__I_*_N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Design a flag that would show why good dental health is so important. Discuss with the members on your team why you decorated your flag as you did.<br><br><br>How has this story changed your thinking about dental health?<br><br><br><br><br><br><br><br><br>**V_*_L__S_*_M__B_*_P_*_I_*_N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Write a new ending for the story. What if George Washington never lost his teeth? Share your ideas with a partner.<br><br><br>What would it be like tohave no teeth like George Washington?<br><br><br><br><br><br><br><br><br>**V_*_L__S__M__B__P_*_I_*_N__** |

# Real World Application

**Real World Terms: flow map, party, teeth ,solution**

**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: Change

### Overarching Generalizations:
Change generates additional change.
Change can either be positive or negative.
Change is inevitable.
Change is necessary for growth.

### More Complex Generalizations (Two or more concepts):
Conflict can bring about change.
Relationships change over time.

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

1. How do you initiate change?
2. What intelligent behaviors do you see as your strengths?
3. What intelligent behaviors do you see George Washington using?
4. What are some changes that took place in George Washington's life?
5. Why is change necessary for growth?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

Paper
Pencils
Crayons/markers

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. How does this story relate to my life?
2. What are some of the changes I need to make in my life?
3. What new words have I learned and how can I use them in my writing and speaking?
4. What are some positive and negative things that change has brought in my life?
5. How would you feel if you became president one day?

**Intelligent Behaviors:**

1. What new intelligent behaviors did I learn about and how can I use them?
2. Which part of the story can I use as a model for persistence in my writing?
3. How did your intelligent behaviors help you complete the activities?
4. What intelligent behaviors did you see in the story that caused change?
5. What do you think would have happened if George Washington had not been persistent about getting his teeth?

**Literary Perspective**

1. As we reflect on the story, what are your views about change?
2. Why do you think George Washington became a great leader?
3. What affect if any do you think his teeth had on his ability to lead his army?
4. What kind of a relationship did George Washington have with his family?
5. Who are the other characters in this story and how did they affect George Washington?

**Student/Teacher Reflections**

# Math Task Rotation Learning Activities

## K-2
### All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Using play money, students will exchange $1 bills for the appropriate amount of coins.<br><br>What would be the best choice of coins?<br><br>What gifted intelligent behaviors would assist you in performing this task?<br><br><br>**V__L_*_S__M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Using the tune of Yankee Doodle, create a song about George Washington and his teeth.  Use skip counting in your song.  Record your song on a tape for the listening center.<br><br>How do you think George would feel if he heard your song?<br><br>What gifted intelligent behaviors did you use to create your song?<br><br>**V_*_L_*_S__M_*_B__P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Given 2 designs (a horse and a cabin), make a prediction about how many coins it would take to cover each design.  After completing the task, compare your actual results with your estimation.<br><br>What changes would you make if you had to use dollar bills to cover the designs?<br><br>What gifted intelligent behaviors did you use to make your prediction/estimation?<br><br>**V__L_*_S_*_M__B_*_P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Design a log cabin using pattern blocks.  Make a graph of the different shapes used.  How many ways can you design your cabin?<br><br>How would changing the size of your blocks make a difference in your design?<br><br>What is the dominant gifted intelligent  behavior used for this activity?<br><br>**V__L_*_S_*_M__B_*_P__I__N__** |

**Real World Connections With Products:**
Sing, Create, Design, Predict, Build,

**Real World Applications:**
Singer, Song Writer, Banker, Architect, Construction Worker

**Real World Terms:**
Record, Estimate, Coin, Penny, Dollar Bill, Cabin

**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: Change**

**Overarching Generalizations:**
Change generated additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
Exploration may result in new findings/ change.

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

If you had to create a new coin, what intelligent behaviors would you need to use during the task. How do you think your new coin would change our current money system?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Writing materials
- Coins
- Designs
- Dollar bills
- Pattern Blocks
- Tape recorder and cassette tapes

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What kinds of changes would you anticipate any time you change the size of the building materials when creating a structure?

**Intelligent Behaviors:**

1. When skip counting, which of the gifted intelligent behaviors is most helpful? Explain.

**Literary Perspective**

**Student/Teacher Reflections**

**Concept: Change**

**Topic: Dental Health**

**Generalization(s): Change generates additional change.**
**Change can be either positive/negative.**
**Change is inevitable.**
**Change is necessary for growth.**

**Essential Question(s):  How did George's experiences change  your attitudes toward dental care?**

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|---|---|---|---|---|
| 1 | Retell the story Of <u>George Washington's teeth</u>.<br><br>What gifted intelligent behaviors will you use to retell the story? | Compare and contrast "Young George with Old George"<br><br>How did your attitude toward George change as he got older? | Design a new book jacket for <u>George Washington's Teeth.</u><br><br>How would your design change if George lived today? | What part of the story did you like best?<br><br>Draw a picture of your favorite part.  How would your picture change if George had never become President? |
| 2 | Make a comic strip to show the events of the story.<br><br>Reflect on how you might change your strip if you could add one more picture. | Given the statement, "Dental Health has improved since George Washington's time ask yourself if you agree or disagree.  Discuss the evidence you have to support your position. | Predict what would have happened to George's teeth if he lived today.<br><br>How has dental care changed since George's time? | Create a memory box for the story with at least 5 items.<br><br>How would your box change if you were creating it for you? |
| 3 | As a television news reporter, report the story, "A Leader Troubled By His Teeth"<br><br>Describe the gifted intelligent behaviors used by a reporter. | Have a debate between dentists and candy makers.  After the debate, propose a solution to help the dentists and candymakers come to an agreement. | Create a want ad to help George find a new dentist.  Include the characteristics of what you expect.<br><br>What gifted intelligent behaviors did you use to create your want ad? | Have a dental health ball.  Characters might include toothbrush, floss, etc.  Announce them according to their importance and explain why.<br><br>What gifted intelligent behaviors did you use to determine their importance? |

**Real World Connections With Products:**
Plan, Create, Design, Predict


**Real World Applications:**
Party Planner, Reporter, Writer, Artist,


**Real World Terms:**
Want Ad,  Leader, Comic Strip, Book Jacket


**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.**

<div align="center">

**Concept Focus: Change**

**Overarching Generalizations:**
Change generates additional change.
Change can be either positive/negative.
Change is inevitable.
Change is necessary for growth.


**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)**

</div>

How did George's pain affect his character?  What changes in your life have affected your character?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper and writing materials

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. Why was change necessary for George's growth?
2. How is change necessary for your own growth?

**Intelligent Behaviors:**

1. How do you use your intelligent behaviors daily?
2. What intelligent behaviors do you see as your strength?

**Literary Perspective**

1. As we reflect on the story, what are your views about change?
2. What are some of the new words you encountered in the story that you can use in your own writing and speaking?

**Student/Teacher Reflections**

**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)**<br>**Sensing- Thinking**<br><br><br>Create and perform a puppet show to demonstrate proper dental care.<br>What changes will you need to make in your daily dental routine to keep your teeth health?<br><br>What intelligent behavior will you use in keeping your teeth healthy?<br><br><br><br><br>**V_*_L__S__M__B_*_P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br><br>Write a letter to a friend explaining why it is so important to use good dental hygiene.<br>What suggestions could you give them to help them make changes in their diet?<br><br>What intelligent behavior will your friend have to use if they want to keep their teeth healthy?<br><br><br><br><br>**V_*_L__S__M__B__P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Create and show a television commercial that will convince your audience to eat healthy foods for healthy teeth.  Write a slogan or jingle to help people remember your commercial.<br><br>How would your commercial change if the age of your "audience" was older?  Younger?<br><br>What intelligent behaviors will you need to use while producing your commercial?<br><br><br><br>**V_*_L__S__M_*_B_*_P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>What if you didn't have a toothbrush?  Create a new product to clean teeth.<br><br>How would your product design change if you could only clean the teeth of a young toddler?<br><br>What intelligent behaviors did you use while inventing your new tooth cleaning product?<br><br><br><br><br>**V__L__S_*_M__B_*_P__I__N_*_** |

**Real World Connections With Products:**
Create, Design, Invent, Explain, Produce, Demonstrate

**Real World Applications:**
Artist, Inventor, Entrepreneur, Engineer, Dentist,

**Real World Terms:**
Commercial, Audience, toothbrush, invention,

**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: Change

### Overarching Generalizations:
Change generates additional change.
Change can be positive/negative.
Change is inevitable.
Change is necessary for growth.

### More Complex Generalizations (Two or more concepts):
### Exploration can lead to change.

### Essential Question:

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

How have changes in your life led to new experiences?  What are some of the gifted intelligent behaviors you use when you have new experiences?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Arts and Crafts
- Writing materials
- Paper Products

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
1. What are some of the changes I need to make in my life?
2. What new words have I learned and how can I use them in my writing and speaking?
3. What are some positive and negative things that change has brought in my life?

**Intelligent Behaviors:**

1. What gifted intelligent behaviors would I use if I were an inventor?
2. How did your intelligent behaviors help you complete the activities?

**Literary Perspective**

1. As we reflect on the story, what are your views about change?
2. What changes in George Washington's life made him a great leader?
3. What affect if any do you think pain might have on your ability to learn?

**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)**<br>**Sensing- Thinking** | **Interpersonal Learner (B)**<br>**Sensing-Thinking** |
|---|---|
| Conduct a survey of your group.  Who has lost teeth and how many?<br>Construct a graph to present the information to the class.  What other ways could you have used to organize your information?<br><br>What gifted intelligent behaviors did you use while conducting the survey?<br><br><br><br>**V_*_L*__S__M__B__P_*_I__N__** | In a small group, students will revisit the story to find out how many teeth George lost from beginning to end.<br><br>Why do you think he lost so many teeth?<br><br>What intelligent behaviors did you have to use as you reread the book for answers?<br><br><br><br>**V_*_L_*_S__M__B__P_*_I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling** |
| Use the internet to research how many teeth children normally have and how many teeth adults normally have.<br>What conclusions could you draw based on your findings?  Why might there  be differences?<br><br>What gifted intelligent behaviors did you use to do your research?<br><br><br><br>**V__L_*_S__M__B__P_*_I__N__** | Create a set of teeth for George using Legos.  What changes would you make if he had a  bigger mouth/ smaller mouth?<br><br>What intelligent behaviors did you use while creating/designing the set of teeth?<br><br><br><br>**V__L_*_S__M__B_*_P__I_*_N__** |

**Real World Connections With Products:**
Conduct, Construct, Revisit, Research, Design, Create


**Real World Applications:**
Construction worker, Engineer, researcher, Doctor,


**Real World Terms:**
Survey, Graph, Dentures, Internet


**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.**

<div align="center">

**Concept Focus: Change**

**Overarching Generalizations:**
Changes generates additional change.
Change can be positive or negative.
Change is inevitable.
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**
Exploration may result in "new findings" or changes.

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

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What gifted intelligent behaviors did you use during these tasks that would be necessary if you were asked to design a new tool ?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Writing materials
- George Washington's Teeth
- Legos
- Computer with internet service

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. What are some of the changes you had to make when adjusting your design for George's teeth?
2. What new math processes have I learned and how can I use them in future problem solving?

**Intelligent Behaviors:**

1. What intelligent behaviors will you use the next time you research on the internet?
2. How did your intelligent behaviors help you complete the activities?

**Literary Perspective**

1. As we reflect on the story, what are some changes you could have made to help George slow down the loss of his teeth?

**Student/Teacher Reflections**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**<u>Arthur's Loose Tooth</u>**
**Children's biographies on George Washington**
**<u>Trip to the Dentist</u>**

**Finger Plays, Nursery Rhymes and Songs:**

**Song, "Brush your Teeth"**
**"Yankee Doodle Dandee"**

**Video Clips:**

**Paintings & Prints:**

# 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**

# Project Bright IDEA 2:  Interest Development Early Abilities

## A Jacob Javits Gifted Education Program
## Funded by the US Department of Education
## 2004-2009

**Concept: Relationships**
**Private and Confidential**
**Topic: Friendship**
**Caryn Young\Brunswick and Pam Brothers\Rowan-Salisbury**
**K-2**

North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

# Big Ideas Manifested

| Topic – Friendship |
| --- |
| Literature Selection – **Private and Confidential**<br>Author – Marion Ripley |

| Concepts | Themes |
| --- | --- |
| Relationship<br>Change<br>Exploration<br>Conflict | Empathy toward a friend<br>Man's inhumanity to man<br>It's okay to be different<br>Communication |
| **Issues or Debates** | **Problems or Challenges** |
| Disability vs. Normal<br>Acceptance vs. Rejection<br>Courage vs. Fear<br>Braille vs. Written word<br>Prejudice vs. Diversity | Facing and overcoming challenges<br>Acceptance<br>Communication with different people<br>   (ability and cultural) |
| **Processes** | **Theories** |
| Empathy<br>Decision making<br>Problem Solving | Disabilities are not as limiting as they appear at first glance.<br>All people can be successful.<br>Progress will make life better for all. |
| **Paradoxes** | **Assumptions or Perspectives** |
| The blind can see.<br>She gained more by being willing to change. | Handicaps hinder learning.<br>Handicapped people are adequate.<br>Things are not always as they appear.<br>Handicapped people cannot be productive in society. |

**Big Ideas Manifested**

Topic -

Literature Selection –
Author -

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

**Big Ideas Manifested**

| Topic - |
|---|
| Literature Selection – <br> Author - |

| Concepts | Themes |
|---|---|
|  |  |
| **Issues or Debates** | **Problems or Challenges** |
|  |  |
| **Processes** | **Theories** |
|  |  |
| **Paradoxes** | **Assumptions or Perspectives** |
|  |  |

# Concept:  Relationships        Topic:  Friendships

## Suggested Literature Selection(s):  Private and Confidential

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**Look and Listen for…**

**Gifted Intelligent Behaviors:** Remaining Open to Continuous Learning, Listening with Empathy and Understanding, and Applying Past Knowledge to New Situations.

**Story Focus:** Remaining open to continuous Learning, Listening with Empathy and Understanding, and Applying Past Knowledge to New Situations.

**Student Activities:** Persisting; Questioning and Problem Posing; Metacognition; Creating, Imagining and Innovating; Thinking Flexibly; Striving for Accuracy and Empathy; Thinking and Communicating with Clarity and Precision; Thinking Interdependently

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**Thinking Skills Focus:** <u>Beginning Thinking Skills</u>-Parks and DeArmas
        Chapter 3 – Figural Sequences

**Topic Focus:  Friendship**

**Concept Focus: Relationships**

**Overarching Generalizations:**
   1. **Relationships change over time**
   2. Everything is related in some way
   3. All relationships are purposeful
   4. Growth is necessary in relationships

**More Complex Generalizations (Two or more concepts):**
   1. Conflicts change in relationships
   2. Relationships change over time
   3. Relationships can be positive and negative

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

**Suggested Topics for Discussion:**
   • Countries
   • Days of week
   • Friendship
   • Communications
   • Acceptance vs. Rejection
   • U.S. Postal System
   • Problem solving and decision making
   • Time differences

**Suggested Vocabulary Words for Discussion:   (Language Arts Objective 3.03)**

- Empathy
- Acceptance
- Conflict
- Braille
- Communication
- Private
- Friendship
- Confidential
- Pen pal
- Infer
- Recall
- Differentiating
- Australia
- Announcement
- Airmail
- Brailling machine

**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:**
- **Discuss words and meanings in complete sentences**
- **Children use vocabulary in daily activities in complete sentences**
- **Illustrations of words and phrases**
- **Role play of words**
- **Synonym\Antonym chart**
- **Memory game – matching words and definitions or words and pictures**
- **Think\pair\share**
- **Word of the Day**
- **Collective memory grouping**
- **Picture-word-induction**

**Hooks:**

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

### Six Facets of Understanding

| Facet 1 – EXPLANATION |
| --- |
| What do you predict will happen to Laura and Malcolm's relationship if Laura did not write in Braille at the end of the story? Explain your thinking to a partner. |

| Facet 2 - INTERPRETATION |
| --- |
| Illustrate other ways to communicate in relationships. Tell a story about your picture include what type of relationship your picture represents. (example: mother/child, grandparent/grandchild, friend/friend etc.) |

| Facet 3 - APPLICATION |
| --- |
| Imagine you have a blind friend. Design a new Braille Alphabet using your choice of the following materials: sequins, rice, sand, beads, noodles, glue, clay, shaving cream and cereal. How would your invention affect your relationship? |

| Facet 4 - PERSPECTIVE |
| --- |
| Analyze two different relationships you have within your family. Compare and contrast the two using a graphic organizer. |

| Facet 5 – EMPATHY |
| --- |
| Assume the role of Malcolm by role-playing his handicap. Consider how Malcolm feels when he got a letter he could not read. How might this affect a relationship? |

| Facet 6 – SELF-KNOWLEDGE |
| --- |
| How could my past knowledge about listening with empathy and understanding within relationships help strengthen current relationships?  Publish your own book showing this gifted intelligent behavior. |

**Task Rotation Learning Activities**
# NCSCOS: Lang. Arts-2.06, 2.07,4.04, 3.01  S.S.-3.01
**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br><br>Retell the story in your writing journal explaining how the relationship in the story changed over time.<br>Illustrate your story.<br>List the gifted intelligent behaviors that you see in the story. Tell why the behavior fits the situation.<br><br><br><br><br><br><br>V*_L_S*M__B__P__I__N__ | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br><br>The students will sit in a circle and share one relationship that changed over time. What gifted intelligent behavior did you use the most in this group sharing?<br><br><br><br><br><br><br><br><br><br>V__L__S__M__B__P*I__N__ |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Make a list of the pros and cons of having a handicapped friend. What gifted intelligent behaviors would you need to show in order to be a good friend to this person?<br><br><br><br><br><br><br>V*_L__S__M__B__P__I*_N__ | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Discuss with a partner a time when you had a conflict with a friend.<br>How did this change your friendship?<br>Create a rap song to show a positive change in the friendship.<br>What gifted intelligent behavior helped you in completing this task?<br><br><br><br><br>V*_L__S__M*_B__P*_I__N_ |

**Real World Connections With Products:**
Organize, analyze, evaluate, identify, describe, problem-solving, decision making, create, demonstrate, illustrate, compare, contrast

**Real World Applications:**
Author, artist, speaker, musician, journalist

**Real World Terms:**
Edit, illustrate, write, publish, communicate, discuss, solve, share, brainstorm, list, sing\rap

**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.**

<div align="center">

**Concept Focus:**
**Relationships**

**Overarching Generalizations:**
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships

**More Complex Generalizations (Two or more concepts):**
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

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

</div>

1. If you are a good friend, what gifted intelligent behaviors could you teach to someone who isn't?
2. What gifted intelligent behavior did Laura use when she explored another way to communicate to Malcolm?
3. In the story, what were some of the gifted intelligent behaviors the characters displayed? How did you recognize them?
4. How might you use Laura's experience to learn even more effective ways to solve such problems?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- journal
- pencil
- crayons
- tape recorder\CD player
- music with upbeat, no lyrics

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
1. What makes a friend?
2. Why are having friends important?
3. What gifted intelligent behavior could you use to solve conflict in a relationship?
4. How are friendships built and broken?
5. How can relationships be positive or negative?
6. How do we demonstrate friendship on a daily basis?
7. Why is it important for handicapped children to have friends?
8. How do people in relationships express their thoughts and feelings?

**Intelligent Behaviors:**
1. Which gifted intelligent behavior could we exhibit to help with making friends with handicapped children?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not being shown in this book?
4. How could the character, Laura, demonstrate the following gifted intelligent behaviors:
   - **Remaining Open to Continuous Learning**
   - **Listening with Empathy and Understanding**
   - **Applying Past Knowledge to New Situations**
5. How could the character, Malcolm, demonstrate the following gifted intelligent behaviors:
   - **Remaining Open to Continuous Learning**
   - **Listening with Empathy and Understanding**
   - **Applying Past Knowledge to New Situations**
6. What gifted intelligent behaviors should true friends use?

**Literary Perspectives:**
1. Which character in Private and Confidential do you relate to and why?
2. Does this book remind you of any other books you have read?

**Student/Teacher Reflections**
   - **Think\pair\share**
   - **Word of the Day**
   - **Collective memory grouping**
   - **Picture-word-induction**

# Math Task Rotation Learning Activities
## NCSCOS: 1.01, 1.03, 4.01
## K-2
## All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Solve the following story problem:<br>Laura mailed two letters to Malcolm in January.  She mailed six letters in February.<br>How many letters did Laura mail altogether?<br>Is their friendship changing?<br>How do you know?<br>What gifted intelligent behavior do you observe?<br><br><br>**V__L\*_S__M__B__P__I__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Interview five of your friends.<br>Ask them to relate their feelings of having a pen pal.  Organize your data showing how many children like and dislike having a pen pal.<br>What gifted intelligent behavior did your friends use?<br>*Teacher assigns pen pals for a two-week period.<br><br><br>**V\*_L\*_S__M__B__P\*_I__N__** |
|---|---|
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Summarize the following data:<br>Letters Sent<br><br>| | | | | |<br>week 1 2 3 4<br>Laura 3 6 9<br>Malcolm 2 4 6<br><br>*Teacher would expand on this chart to enable students to fill in for 7 weeks.<br><br>Fill in the blanks on the chart.<br>What gifted intelligent behaviors are you using when you analyze this data?<br><br><br>**V__L\*_S__M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>*15 second test*<br>**Test 1**<br>Children write numbers 1-20 with their right hand on an index card.  Discuss feelings.<br>**Test 2**<br>Children write numbers 1-20 with their left hand on an index card.  Discuss feelings.<br>How did your feelings change from test 1 to test 2?<br>Why do you think they were different?<br>After performing this task does your feelings about disabilities change in any way?  Explain.<br><br><br>**V\*_L\*_S\*_M__B\*_P__I\*_N__** |

**Real World Connections With Products:**
Organize, analyze, evaluate, identify, describe, problem-solving, decision making, create, demonstrate, compare, contrast, interview, summarize


**Real World Applications:**
Mathematician, data analysis, interviewer


**Real World Terms:**
Problem-solving, solution, reading, observing, summarizing, interviewing, record data, perform, discuss and share

**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:**
Relationships

**Overarching Generalizations:**
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships

**More Complex Generalizations (Two or more concepts):**
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

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

1. If you have a pen pal, what gifted intelligent behaviors would you exhibit?
2. What gifted intelligent behavior did Laura use when she wrote a letter to Malcolm?
3. In the story, what were some of the gifted intelligent behaviors the characters used when communicating with each other?
4. How might you use Laura's experience to learn even more effective ways to communicate with handicapped friends?

**Materials Needed for Task Rotation and/or Task Rotation Menu**
- Math journal
- Pencil
- Crayons
- Index cards
- Teacher made interview sheet and chart with data
- Timer\clock

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. What makes a friend?
2. Why are having friends important?
3. What gifted intelligent behavior could you use to solve a story problem?
4. How are friendships built and broken?
5. How can relationships be positive or negative?
6. How do we demonstrate friendship on a daily basis?
7. Why is it important for handicapped children to have friends?
8. How do people in relationships express their thoughts and feelings?

**Intelligent Behaviors:**

1. Which gifted intelligent behavior do you observe when solving problems?
2. What gifted intelligent behavior do you use when interviewing a friend?
3. What gifted intelligent behavior do you use when analyzing data?
4. What gifted intelligent behavior do you use when you are outside of your comfort zone?

**Literary Perspective:**

1. What were the common methods of problem solving that were used in <u>Private and Confidential</u> and <u>The Printer</u>?
2. What do you observe when noticing change(s) in relationships in <u>Private and Confidential</u> and <u>The Printer</u>?

**Student/Teacher Reflections**

- Inductive Learning: Collective memory
- Mix and Match
- Show and Tell from the interview

**Concept:** Relationships

**Topic:** Friendship

**Generalization(s):** Relationships can change over time

**Essential Question(s):** Given the information you know about disabilities what hypotheses could you make as to why disabilities could change a friendship?

## Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---------|---------------|-----------------|---------------|
| 1 | Identify relationships in the story that are showing change. | Compare/Contrast how Laura and Malcolm are alike and different. | Brainstorm how the story might have been different if Laura had a disability too? | What part of the story do you like best? |
| 2 | Create a flow map to sequence the events of the story from the beginning to the end. | Draw a double bubble map of Laura and Malcolm's similarities and differences. | Write a friendly letter from Malcolm describing his life before Laura's letter in Braille and how it changed his life after her letter in Braille. | In your personal journal tell a way you feel different from others. Share your response with a partner. Tell how you think this might affect your friendship with a friend. |
| 3 | Write a readers theater script. | Research a famous person with a handicap. Did the handicap change their life? Was this change positive or negative? | Create puppets. One puppet with a handicap and one without. Put on a puppet show showing a friendly situation that displays listening with empathy and understanding. | If you were a child with a severe handicap, what could you do to strengthen a friendship? |

**Real World Connections With Products:** identify, compare/contrast, create, draw, write, research, perform, share

**Real World Applications:**  Author, Actor, Researcher, Artist, Designer

**Real World Terms:** edit, write, act, perform, discover, explore, solve, make, create, draw, produce, design

**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:** Relationships

**Overarching Generalizations:**
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships

**More Complex Generalizations (Two or more concepts):**
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

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

1.  If you have a disability, what gifted intelligent behaviors would you use to communicate with a friend?
2. What gifted intelligent behavior did Laura use when she wrote a letter in Braille to Malcolm?
3. In the story, what were some of the gifted intelligent behaviors the characters used when communicating with each other?
4. How might you use Laura's experience to learn even more effective ways to communicate with handicapped friends?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper and pencil\markers
- Personal journal
- Double bubble map
- Flow map
- Reference books on famous people with disabilities
- Materials to make puppets
- Puppet stage

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**
- What makes a friend?
- Why are having friends important?
- What gifted intelligent behavior could you use to solve conflict in a relationship?
- How are friendships built and broken?
- How can relationships be positive or negative?
- How do we demonstrate friendship on a daily basis?
- Why is it important for handicapped children to have friends?
- How do people in relationships express their thoughts and feelings?

**Intelligent Behaviors:**

- Which gifted intelligent behavior could we exhibit in building relationships?
- How do you demonstrate these gifted intelligent behaviors on a daily basis?
- Which gifted intelligent behaviors are not being shown that contribute to friendship?
- In what ways could we demonstrate the following gifted intelligent behaviors:
  - Listening with empathy and understanding
  - Open to continuous learning
  - Thinking flexibly

**Literary Perspective:**
- Compare and Contrast the main characters relationship in <u>Private and Confidential</u> and <u>The Printer.</u>
- Compare the handicaps in <u>Private and Confidential</u> and <u>The Printer.</u>

**Student/Teacher Reflections:**

Have students construct a mural or scrapbook of their research on a famous person with a disability.

**Student Reflections and Assessments**
**Task Rotation Learning Experience**
**NCSCOS: Lang. Arts-3.02, 2.07, 3.04, 3.01, 4.05, 2.08**
**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

| | |
|---|---|
| **Mastery Learner (A)**<br>**Sensing- Thinking**<br><br>Teacher will read aloud two friendship books: <u>The Bully Blockers Club</u> and <u>The Printer</u>. List ways those relationships changed over time.<br><br>List the gifted intelligent behaviors that these two books have in common.<br><br><br><br>**V\*__L__S__M__B__P__I\*__N__** | **Interpersonal Learner (B)**<br>**Sensing-Thinking**<br><br>Teacher will put students in small groups (3-4). Students will role-play using puppets, music, etc. showing change in a relationship that happens over a period of time.<br>Each group will perform for a student audience.<br>Audience will evaluate if the change is positive or negative and which gifted intelligent behavior they observed.<br><br>**V\*__L\*__S__M\*__B\*__P\*__I__N__** |
| **Understanding Learner (C)**<br>**Intuitive-Thinking**<br><br>Teacher will display a series of pictures showing change in a relationship.<br>Student will explain his/her interpretation of how that relationship has changed over time.<br><br>What gifted intelligent behaviors are observed in the pictures?<br><br><br><br>**V\*__L__S\*__M__B__P__I__N__** | **Self-Expressive Learner (D)**<br>**Intuitive-Feeling**<br><br>Create a flow map beginning with your own birth and ending with the present.  Illustrate how your relationship with mom and\or dad changed over this period of time.  Predict what your relationship will be like in ten years. Imagine what you both would look like and illustrate.<br><br>What gifted intelligent behavior would you use in completing this time line\flow map.<br><br>**V_\*_L_\*_S_\*_M__B__P__I_\*_N__** |

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**Real World Connections With Products:** organize, identify, analyze, evaluate, describe, problem-solving, decision making, create, demonstrate, illustrate, compare/contrast, discuss, role-play, brainstorm

**Real World Applications:** historian, actor, author, Liberian, teacher, friend to friend, student to author, mother to child, child to grandparent

**Real World Terms:** past, present, future, history, then, now, perform, research, read

**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.**

<div align="center">

**Concept Focus:**
Relationships

**Overarching Generalizations:**
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships

**More Complex Generalizations (Two or more concepts):**
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

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

1. If you have a disability, what gifted intelligent behaviors would you use to compare The Bully Blocker's Club and The Printer?
2. What gifted intelligent behavior would you use to evaluate your friends performance?
3. In the series of pictures, what were some of the gifted intelligent behaviors that you had to interpret?
4. When thinking about your life and change in a relationship, what gifted intelligent behavior did you use?

**Materials Needed for Task Rotation and/or Task Rotation Menu**
- Paper/pencil
- Musical instruments
- Tape recorder
- Note cards
- Picture cards
- Bully Blocker's Club
- The Printer
- Markers\crayons
- Graphic organizers

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**
1. What are the relationships you see?
2. Why are relationships important?
3. How do people in relationships express their thoughts and feelings?

**Intelligent Behaviors:**
1. In what ways could we demonstrate the following gifted intelligent behaviors:
   - **Remaining open to continuous Learning**
   - **Listening with Empathy and Understanding**
   - **Applying Past Knowledge to New Situations**
2. What similar gifted intelligent behaviors do you see between <u>Private and Confidential</u> and <u>The Printer</u>?

**Literary Perspective:**
- Identify the characters in the books and choose your favorite character. Why did you choose this particular character?

**Student/Teacher Reflections**
- Conduct a class play reenacting the plot of the book. Choose the most obvious gifted intelligent behavior.

**Math Student Reflections and Assessments**
**Task Rotation Learning Experience**
**NCSOCS: 1.03, 2.01, 5.02, 4.01, 4.02**
**K-2**
**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

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### Mastery Learner (A)
**Sensing- Thinking**

Create a story problem using this information:
- Two friends (pen pals)
- Choose number of letters mailed
- Show evidence of change in friendship

Did your relationship change in a positive or negative way?
Explain your thinking using complete sentences.
What gifted intelligent behavior did you demonstrate?

**V__L*_S__M__B__P__I__N__**

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### Interpersonal Learner (B)
**Sensing-Thinking**

Using survey of interview from the beginning of the unit. Interview same five friends in your class. Ask them to relate their feelings of having a pen pal after pen pal experience. Compare to prior interview. Graph and organize data using graph paper. Did their feelings change? What changes does your display data show? What gifted intelligent behavior did you observe? Explain.

**V_*_L_*_S_*_M__B__P_*_I_*_N__**

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### Understanding Learner (C)
**Intuitive-Thinking**

Construct a timeline on chart paper showing how many letters Laura and Malcolm sent to each other in ten weeks. Summarize data.

Letters Sent

| week | 8 | 9 | 10 | 11 |
|---------|----|----|----|----|
| Laura | 24 | 27 | | |
| Malcolm | 16 | 18 | | |

Explain changes in problem.
What gifted intelligent behavior did you use to solve this problem? Explain.

**V_*_L_*_S_*_M__B__P__I_*_N__**

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### Self-Expressive Learner (D)
**Intuitive-Feeling**

Measure the given distance on your map from USA to Australia using non-standard units.

With a partner you will measure the same map but with different non-standard units. One partner will be blindfolded while trying to complete this task. Switch roles.
Discuss with your partner how this made you feel and what gifted intelligent behavior you used to complete each task?

**V*__L*__S*__M__B*__P*__I*__N__**

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**Real World Connections With Products:**  Create, survey, interview, construct, explain, summarize, organize, measure, compare, graph


**Real World Applications:**  Post master, student, reporter, surveyor


**Real World Terms:**  deliver, count, send, think, create, interview, share, report, organize, measure, distance, precision


**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.**

<div align="center">

**Concept Focus:**
Relationships


**Overarching Generalizations:**
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships


**More Complex Generalizations (Two or more concepts):**
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative


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

</div>

1. If you have a pen pal, what gifted intelligent behaviors would you exhibit?
2. What gifted intelligent behavior did Laura use when she wrote a letter to Malcolm?
3. In the story, what were some of the gifted intelligent behaviors the characters used when communicating with each other?
4. How might you use Laura's experience to learn even more effective ways to communicate with handicapped friends?


**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper\pencil
- Chart paper\graph paper
- Non-standard measuring manipulatives

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

1. What makes a friend?
2. Why are having friends important?
3. What gifted intelligent behavior could you use to solve a story problem?
4. How are friendships built and broken?
5. How can relationships be positive or negative?
6. How do we demonstrate friendship on a daily basis?
7. Why is it important for handicapped children to have friends?
8. How do people in relationships express their thoughts and feelings?

**Intelligent Behaviors:**

1. Which gifted intelligent behavior do you observe when solving problems?
2. What gifted intelligent behavior do you use when interviewing a friend?
3. What gifted intelligent behavior do you use when analyzing data?
4. What gifted intelligent behavior do you use when you are outside of your comfort zone?

**Literary Perspective:**

1. What were the common methods of problem solving that were used in Private and Confidential and The Printer?
2. What do you observe when noticing change(s) in relationships in Private and Confidential and The Printer?

**Student/Teacher Reflections**

- Inductive Learning: Collective memory
- Mix and Match
- Show and Tell from the interview

**Additional Support Materials:**

**Favorite Read-Alouds:**
- Hachiko
- Jungle Drums
- The Printer
- Bully Blocker's Club
- Be My Neighbor
- Honey…Honey…Lion!

**Finger Plays, Nursery Rhymes and Songs:**
- Humpty Dumpty
- Jack and Jill
- Mary had a Little Lamb
- Barney Song (I Love You…)
- People are Strange by Jim Morrison
- Princess Pooh (McGraw-Hill Series)

**Video Clips:**
- Arthur wears glasses
- Character education videos
- Magic School Bus

**Paintings & Prints:**

# 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**